



Comprehensive Program Evaluation

**Bayamon Central University
College of Graduate Studies**

Rehabilitation Counseling Program

2008-2012

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Introduction

The Rehabilitation Counseling Program at Bayamon Central University began on March 2008. It consists of a curriculum of 48 credits hours, including 100 hours of practicum and 600 hours of internship. The clinical experience promotes and facilitates the acquisition of knowledge, and the analysis and application of skills. The program strives to develop counselors who are sensitive to human development, focusing on social justice and equal opportunities for the population with disabilities.

The program is approved by the Board of Higher Education and was accredited by the Council on Rehabilitation Education (CORE) for a period of eight (8) years. In addition to the successful completion of 48 credit hours, students must pass a comprehensive exam and licensure examination in order to become a Licensed Rehabilitation Counselor in Puerto Rico. The Master's Degree is awarded in Rehabilitation Counseling.

Mission Statement

The mission of the program is to develop rehabilitation counselors with specialized knowledge, skills and attitudes necessary to provide services to people with disabilities in order guarantee equal opportunities and to meet their career, vocational and professional goals.

Program Objectives

Consistent with the program's mission the following objectives were developed to correspond with the ten common Core Areas:

1. Demonstrate the ability to practice the profession of rehabilitation counseling in a legal and ethical manner integrating the philosophy and laws that affect people with disabilities.
2. Apply the theories and techniques of rehabilitation counseling in groups and individually to people with disabilities.
3. Practice the profession of rehabilitation counseling, integrating individual assessment, cultural, social, economic, and environmental factors in the individual planning.
4. Practice the profession of rehabilitation counseling by using knowledge of vocational and

- career development to facilitate consumer involvement in determining vocational goals and capabilities related to the world of work.
5. Demonstrate the ability to practice the profession of rehabilitation counseling through the identification and use of assessment information to determine an individual's eligibility for rehabilitation services and/or programs including the need for services to prepare for, enter, engage in, or retain gainful employment.
 6. Demonstrate the ability to practice the profession of rehabilitation counseling in job development, placement, and job retention, using labor market information.
 7. Obtain and apply information from professional literature and research in rehabilitation counseling.
 8. Demonstrate the ability to practice the profession of rehabilitation counseling understanding the diversity issues that affect the attitudes of both individuals with disabilities and professional service providers.
 9. Demonstrate the ability to practice the profession of rehabilitation counseling integrating the medical and psychological information in the implication of the functional capacities of persons with disabilities.
 10. Practice rehabilitation counseling integrating the knowledge of social, psychological, spiritual, and learning needs of individuals at all developmental level.
 11. Demonstrate knowledge, skills, competencies, and professionalism in a supervised clinical experience that will prepare students to engage in effective rehabilitation counseling practice consistent with the Code of Professional Ethics of the Rehabilitation Counselor.

Policy and Process for Program Evaluation

The program will be evaluated every four years in order to assess its effectiveness. It follows the standards of the Council on Rehabilitation Education (CORE) and the guide for the evaluation of BCU's academic program evaluation and the Comprehensive Program Evaluation Plan. Based on the mission and objective of the program, many evaluation methodologies were used to determine the effectiveness of the Rehabilitation Counseling Program. Among the administrative aspects to be evaluated are promotion, evaluation, selection, retention and services to students. The academic areas to be evaluated are: faculty, curriculum, and students' academic

achievement. During its development, the program was evaluated using a formative and summative process. The External Advisory Committee (EAC) provided feedback on the development of the program. The program was evaluated using the Systematic Evaluation Plan for the Rehabilitation Counseling Program that includes the standard and elements to evaluate the program based on CORE requirements (Appendix A).

Demographic Data

This section illustrates data related to general enrollment, gender, and ethnicity, for the academic period 2008 to 2012. The total student enrollment in the program during this period was 98. This information is summarized in table 1, 2 and 3.

Table 1

General enrollment Data: Academic period 2008-2012

Student Status	N	%
Full Time	60	61%
Part Time	38	39%
Total Number of Students	98	100%

Table 2

Gender Data

Gender	N	%
Female	75	77%
Male	23	23%
Total	98	100%

Table 3

Ethnicity

Ethnicity	n	%
Latin American	98	100%

Mayor Elements of Program Evaluation and Results

Standard B.1 Evaluation of the effectiveness of the RCE Program in relations to its mission and objectives

In order to evaluate the effectiveness of the program, the following factors were considered: approval rate of the comprehensive exam requested by the institution, approval rate of the exam to become a licensed rehabilitation counselor as required by the Examining Board of Rehabilitation Counselors in Puerto Rico, student's satisfaction, student self-assessment, evaluation, student's clinical evaluation experience, site supervisor's student evaluation, site supervisor evaluation of clinical experience, employers and curriculum evaluation. Based on CORE's standards the following area and evidence was considered in the evaluation process.

B.1.1 Self-evaluation including the effective use of technology

To evaluate this standard a satisfaction questionnaire (Appendix B) was administered to students who successfully completed fifteen (15) credits or more, and a faculty questionnaire to evaluate the use and availability of the technology in the learning and teaching process (Appendix C). The satisfaction questionnaire consisted of premises that assess the level of satisfaction in the following areas: Services offered by different offices, physical facilities, curriculum and faculty. The responses were measured using a Likert scale, where 1 is (not satisfied) and 4 (very satisfied). The area of faculty was measured using the scale: always, almost always, and never. The satisfaction questionnaires were administered twice during the evaluation period 2010 and 2012. In 2010 twenty one (21) students completed the questionnaire and in 2012 thirty (30) students. In relation to the availability of computer equipment in 2010, 13 (62%) respondents were satisfied or very satisfied, 8 (38%) respondents being somewhat satisfied or not satisfied. In 2012, 25 (83%) respondents were satisfied or very satisfied and 15 (17%) responded being somewhat satisfied or not satisfied. A detail description is found in Tables 4 and 5. The results of the evaluation reflect a positive change in the level of satisfaction since 2010. BCU uses these results to improve technology services for students. BCU continued the improvement of the technology laboratory. During the fiscal period 2010-11, the institution invested in computer equipment, audiovisual equipment and laptops.

Faculty Technology Questionnaire: A questionnaire to assess use, satisfaction and needs in instructional technology was administered to the faculty of the Graduate Program in Rehabilitation Counseling. The questionnaire consists of seven premises of which two (2) collect qualitative information while five (5) premises used a four point Likert scale ranging from 1 (very little) to 4 (very much). Of the ten questionnaires distributed 8 (80%) were completed. Based on the outcome illustrated Table 6, the five (5) premises described reflect assumptions that all participants (faculty members) gave a score of 3 (regular) or 4 (very much) for the use of information technology. This means that faculty members use electronic media (regular or much 100%), and through their promotion of student learning (regular or very much 100%), to achieve the educational goals of the course (regular or very much 100%). On the other hand, it also means that the University provides resources information technology to support the instructional process, 38% indicated very much and 62% regular. In addition, 50% faculty members reported that if the University could provide more support resources for information technology in education, could improve the effectiveness or efficiency of his teaching, and the other 50% indicated regular. In last question (3) 43% agree in reporting that the University is in the process of raising funds to promote the use of technology by faculty members. Two (2) participants reported that the University provides workshops and training in the use of information technology. These results are congruent with the student's evaluation. The results indicated that the BCU need to continue improved theses area. A Title 5 proposal have been use to improve the technology in the graduate program.

Table 4
Physical Facilities Satisfaction, 2012

Physical facilities (N=30)	Frequency					Scale 3 and 4 n %
	1	2	3	4	N/A	
1. Parking	4	1	11	13	1	(24) 80%
2. Lighting	9	7	13	1	0	(14) 46%
3. Cafeteria	2	2	13	13	0	(26) 86%
4. Availability of equipment in Computer laboratory	2	0	13	12	3	(25) 83%

5. Maintenance of physical facilities	4	4	14	8	0	(22) 74%
6. Maintenance of green areas	2	4	12	12	0	(24) 80%
7. Classrooms physical conditions	3	4	18	5	0	(23) 77%

Table 5

Physical Facilities Satisfaction 2010

Physical facilities (N=21)	Frequency					Scale 3 and 4	
	1	2	3	4	N/A	n	%
1. Parking	4	4	7	6	0	(13)	62%
2. Lighting	6	10	2	3	0	(5)	5%
3. Cafeteria	3	4	10	4	0	(14)	67%
4. Computer laboratory	3	4	10	3	0	(13)	62%
5. Maintenance of physical facilities	2	2	7	10	0	(17)	81%
6. Maintenance of green areas	3	1	10	7	0	(17)	81%
7. Classrooms physical conditions	10	1	5	5	0	(10)	48%

Table 6

Faculty use of technology information (N = 8)

Premises	Frequency				(very much (4) And 3, regular n %
	1	2	3	4	
1. Use of electronic information	0	0	3	5	(8) 100%
2. Important of the electronic media for student learning process.	0	0	2	6	(8) 100%

3. Using electronic to help students achieve the educational goals of the course.	0	0	2	6	(8) 100%
4. Commitment and current resource contribution of information technology provided by the University to support the instructional process.	0	0	5	3	(8) 100%
5. More technology resources could substantially improve the effectiveness or the efficiency of teaching	0	0	4	4	(8) 100%

B.1.2: External review of the Program

The program was revised and evaluated by External Advisory Committee (EAC) and employers of graduate students. The evidence used was the recommendation of the External Advisory Committee (Appendix D) and employer's evaluation questionnaire (Appendix E).

The External Committee is composed of representatives from the private and public sector and graduate students of the Rehabilitation Counseling Program. The composition of the EAC is included in Table 7. The Committee meets twice a year. They contribute and make recommendations to improve the Program. A summary of their composition and contribution to the program is presented in Table 8

Table 7:

External Advisor Committee Composition (EAC)

Composition	Frequency
Private Sector	1
Community Rehabilitation Program	2
State Rehabilitation Agency	1
Graduate Students	1

Professional Organization	1
Total	6

Table 8

EAC contribution

Participation	Recommendation
1. Committee evaluated the Long Term Training Scholarship Proposal	1. Evaluated the feasibility of dividing the 600 hours of internship in three (3) periods of 200 hours each to enable students complete the total hours
2. Recruitment of scholarship recipients	2. Emphasis in the ecological assessment model and transition in the courses.
3. Site Visit Interview	3. Includes other courses in the curriculum: Forensic Counseling, Transition, Mental Retardation and Elderly Population.
4. Curriculum revision and recommendation	

Based on the EAC recommendation BCU drafted a public policy related to internship which grants an extended time period for students who are not able to complete the internship in the regular period (Appendix F). BCU also included two new elective courses in the curriculum: Forensic Counseling and Transition of Students with disabilities to Adulthood.

Graduate Employer Mastery Evaluation: A questionnaire was distributed to employers of the Rehabilitation Counseling graduates with the purpose obtaining information of the graduate's performance and skills. The employer's perspective provides valuable input necessary to evaluate the curriculum of the Master in Rehabilitation Counseling in order to better meet the needs of employers and graduates. The questionnaire collected information on counseling skills, rehabilitation skills, ethics, research and evaluation. The questionnaire

consisted of 18 premises using a six point Likert scale ranging from 0 (not applicable), 1 (poor) to 5 (excellent). The questionnaire also provides answers related to student strengths and weaknesses. The questionnaire was distributed to employers of graduates from the Rehabilitation Counseling Program who had been working for at least six months. Seven (70%) of nine (9) questionnaires were completed and returned. The graduates are working in the following settings: (6) at the Vocational Rehabilitation Administration, (1) at Community Rehabilitation program and (1) educational environment. The findings were analyzed using the frequency of responses and the percentage of each premise. The results of this evaluation are presented in Table 9, 10, and 11. The general evaluation performance is summarized in Chart 1.

Table 9

Counseling skills (employees) (N = 7)

Counseling Skills	Frequency						Percent (%) Scores of 4 (very good) to 5 (excellent)
	5	4	3	2	1	0	
1. Knowledge of Counseling Theories	4	2	1				(6) 85.71%
2. Individual Counseling	5	2					(7) 100%
3. 3. Group Counseling	1	3				3 *	(4) * 100%
4. Family Intervention	3	3	1				(6) 85.71%
5. Vocational and Career Counseling	2	3	2				(5) 71.43%
6. Empathy	4	3					(7) 100%
7. Effective therapeutic environment	3	4					(7) 100%

* A score of 0 means the counseling activity is not performed in the working stage and is, therefore, not considered when assessing the skills.

Table 10

Rehabilitation Skills (employees) (N = 7)

Rehabilitation Skills	Frequency						Percent (%) Scores of 4 (very good) to 5 (excellent)
	5	4	3	2	1	0	
1. Placement	2		2			3 *	(2) 50%
2. Advocacy and Consulting	3	1	2			1 *	(4) 57.14%
3. Medical and Psychosocial Aspects	3	3	1				(6) 85.71%
4. Case Management	4	2	1				(6) 85.71%
5. Diagnosis and Rehabilitation Plan	4	2	1				(6) 85.71%
6. Coordination	3	3				1 *	(6) 100%

*The score of 0 means the counseling activity is not performed in the working stage and is therefore not considered when assessing the skills.

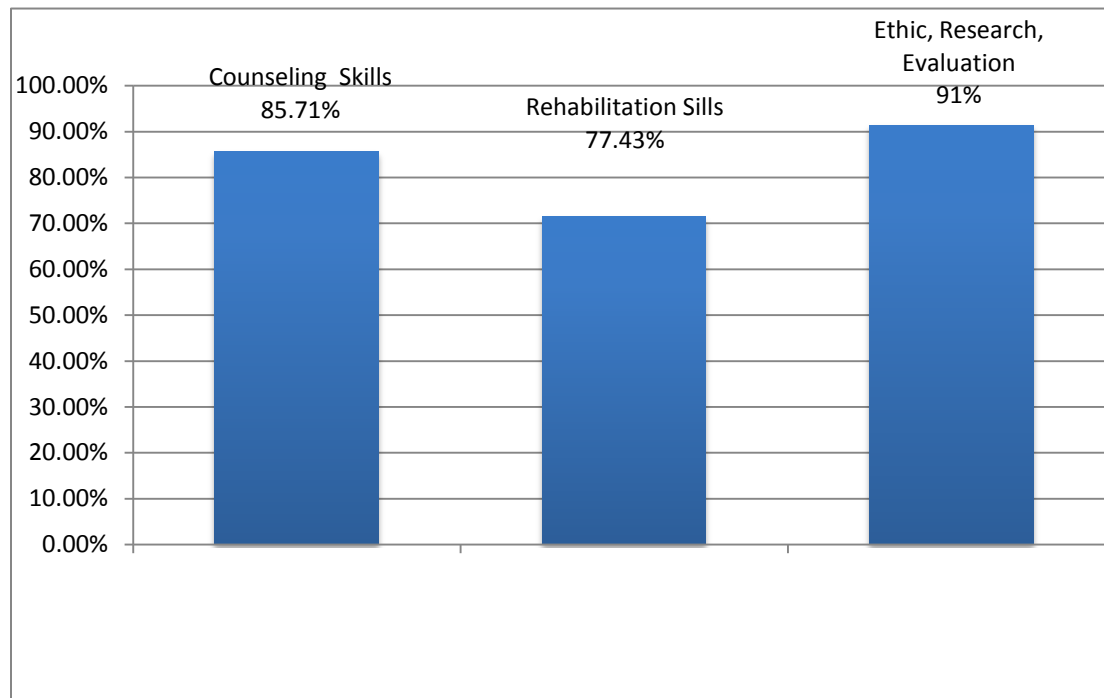
Table 11

Ethics, Research and Evaluation skills (employees) (N = 7)

Rehabilitation Skills	Frequency						Percent (%) Scores of 4 (very good) to 5 (excellent)
	5	4	3	2	1	0	
1. Human Diversity	6	1					(7) 100%
2. Ethical Decisions	3	4					(7) 100%
3. Professional Role	5	1	1				(6) 86%
4. Assessment and Evaluation	3	2	2				(5) 71%
5. Research and Evaluation	1	6					(7) 100%

Chart 1

General mastery of skills of employees



The results indicate an excellent mastery in ethic, research and evaluation (91%). The lowest domain was in rehabilitation skills (71.4) in the areas of placement, consulting and advocacy. Area identified as N/A means the skill was not performed by the employee.

B.2.1 Appropriateness of program's objectives compared to its mission

The mission of the Rehabilitation Counseling Program is to develop rehabilitation counselors with specialized knowledge, skills and attitudes necessary to provide services to people with disabilities consistent with BCU's mission of promoting the integral development of its students by means of an education of academic excellence forming professionals and leaders with high social commitment, capable of constructing a cultural, scientific-technological, and business world, based on the evangelical values of Christian Humanism. This area was evaluated using the approval rate of the comprehensive exam requested by the institution, the approval rate of the Board for Puerto Rico licensed rehabilitation counselor, and the employment rate in rehabilitation counseling area. Twenty-three students have completed the requirements to obtain

the Master's Degree in Rehabilitation Counseling. Tables 12, 13, 14, and 15 summarize student achievement.

Table 12

Outcomes of Comprehensive examination 2010-2012

Status	n	%
Pass	23	100%
Fail	0	0%
Total	23	100%

Table 13

Graduation data 2010-2012

Graduation data	n	%
Total	23	27%

Table 14

Outcomes of Examination Board 2010-2012

Status	n	%
Pass	13	93%
Fail	1	7%
Total	14	100%

Table 15

Employment status 2010-2012

Sector	n	%
Private Sector	2	14%
Public Sector (VRA)	7	50%
Private sector in USA	1	7%
Total employed	10	71%

unemployed	4	29%
Total	14	100%

The data shows that 100% of students passed the comprehensive exam, and 93% passed the bar examination to obtain the Rehabilitation Counselor License to work in Puerto Rico. Of the 13 students that completed the requirements to work in Puerto Rico, ten (10) 71% are currently employed. The remaining four (4), 23% are in the process of job search. Seven (7) 50% of the graduate are employed in the State Rehabilitation Agency. Taking in to consideration the economic situation and the change of government in Puerto Rico, this employment rate is acceptable.

B.2.2 Content and Design of Academic Curriculum

The data collected for this area was from the Satisfaction Questionnaire (Appendix B), the graduate curriculum evaluation questionnaire (Appendix G), and the results of the CORE questionnaire administered at the site visit for the full accreditation of the program on October 2010. The instruments measure the satisfactory level of students as a whole in regard to knowledge acquired, skills mastered, and the overall contribution of the program to their professionalism, preparation for service delivery, and any possible suggestion for improving the program.

Graduate curriculum evaluation: A questionnaire was mailed to twenty three (23) graduate students. A total of fifteen (15) 65% were completed and returned. The questionnaire assesses the competency areas that students must master in order to be awarded the degree of Master in Rehabilitation Counseling. The information gathered is valuable for curriculum revision. For the analysis of the information gathered, the premises were distributed in the following areas: counseling skills, rehabilitation skills and area of ethics, evaluation and research. The results are summarized in Tables 16, 17, and 18.

Table 16

Counseling skills (curriculum) (N = 15)

Counseling skills	Frequency					(high 4) and 5 (very high)	
	5	4	3	2	1	n	%
1. Theories application	10	5	0	0	0	(15)	100%
2. Individual counseling	11	4	0	0	0	(15)	100%
3. Group counseling	8	6	1	0	0	(14)	93.3%
4. Vocational counseling and career development	6	6	3	0	0	(12)	80%

Table 17

Rehabilitation Skills (curriculum) (N = 15)

Rehabilitation Skills	Frequency					4 (High) and 5 (very high)	
	5	4	3	2	1	n	%
1. Medical Aspects of disability	12	2	1	0	0	(14)	93.33%
2. Psychosocial	11	4	0	0		(15)	100%
3. Case Management	10	5	0	0	0	(15)	100%
4. Job Placement	8	5	2	0	0	(13)	87%
5. Assistive Technology	6	8	1	0	0	(14)	93%
6. Advice and consultant	11	2	2	0	0	(13)	87%
7. Coordination	10	3	2	0	0	(13)	87%

Table 18

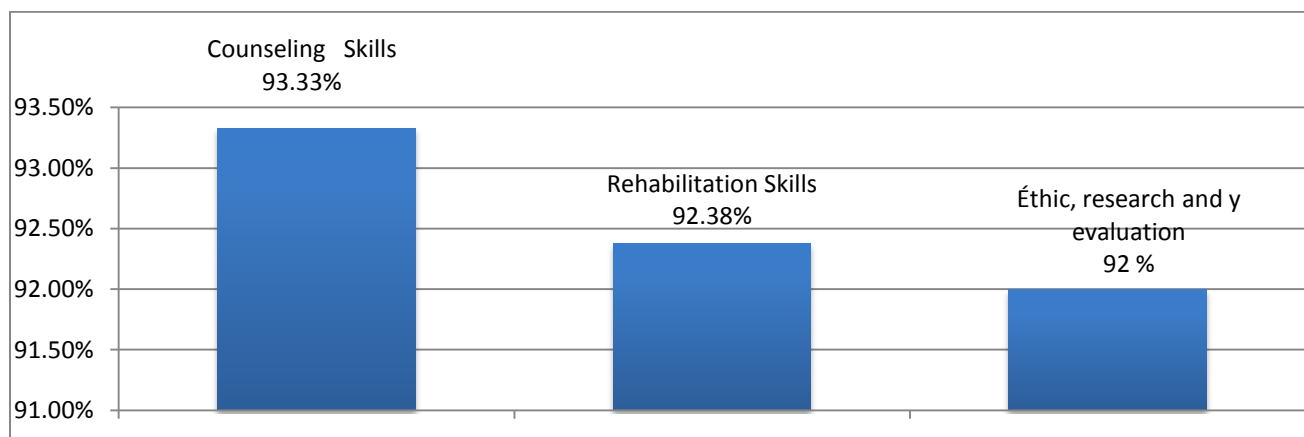
Ethics, Research and Evaluation (curriculum) (N = 15)

Ethics, Research and Evaluation	Frequency					4 (high) and 5 (very high)	
	5	4	3	2	1	n	%
1. Ethics	10	5				(15)	100%
2. Understand and apply legislation	9	5		1		(14)	93.3%
3. Assessment	7	5	3			(12)	80%
4. Evaluation	6	7	2			(13)	87%
5. Research	12	3				(15)	100%

The counseling skills were at the highest level of mastery with a 93.33%. In the rehabilitation skills area, there was a mastery of 92.38%. Finally, the ethics, research and evaluation skills were mastered with a 92%. The results show that the lowest level of mastery of skills was in assessment and vocational counseling. These results provide information for curriculum revision. The results compare with the employer evaluation. Chart 2 summarizes general mastery of skills.

Chart 2

Graduate General Mastery of the skills



Students also identified their areas of strength and weakness, the curriculum strength and made recommendations. Results are illustrated in the Tables 19 and 20.

Table 19

Student Strengths and Weaknesses

Areas of Student Strength	n %	Areas to be improvement	n %
Medical and psychosocial methods	(7) 47%	Group Counseling	(2) 13.3%
Case Management	(7) 47%	Laws	(2) 13.3%
Theoretical models of rehabilitation counseling	(6) 40%	Private Rehabilitation	(2) 13.3 %
Empathy with clients	(4) 27%	Reviewing practice and internship evaluation form	(1) 6.7%

Table 20

Curriculum Strengths and Weaknesses

Strengths of the curriculum	n %	Weaknesses of the curriculum	n %
Excellent faculty	(7) 47%	Limited time for work and reports to be written by quarter	(2) 13.3%
Curriculum varied and complete	(5) 33.3%	Inclusion of general counseling courses in rehabilitation counseling curriculum	(2) 13.3%
Fundamental Course for Rehabilitation Counseling	(2) 13.3%	Assessment Course	(2)13.3%
		More elective courses	(1) 6.7%

Recommendations for the curriculum

1. Strengthen the vocational evaluation area.
2. Review the internship site supervisor scale.

3. Identify more practice and internship sites.
4. Review of specialty exam.
5. More time for the internship experience.
6. Courses with greater academic workload should be offered during the semester.
7. Include more group dynamics and role playing in the courses.

Curriculum satisfaction level

The result of the satisfaction with the curriculum showed that the students are satisfied and very satisfied with the content of the courses (97%) and the methodology used in the teaching-learning process (94%). However, 20% percent feel less satisfied or not satisfied with the distribution of courses and supporting materials. The same questionnaire was administered to 21 students in 2010. The results are listed in Table 21 and 22. By comparing the results of both questionnaires a positive change has been observed in the level of satisfaction in all areas in 2012, thus reflecting an improvement in the program. The areas that need strengthening are technological resources and teaching materials.

Table 21

Curriculum Satisfaction Level (N = 30) 2012

Curriculum area	Frequency					3 (satisfied) to 4 (very satisfied) n %
	1	2	3	4	N / A	
1. Quality of content of specialty courses	1	0	11	18	0	(29) 97%
2. Methodology in teaching Curriculum content	2	0	11	17	0	(28) 94%
3. Distribution of courses	3	3	16	8	0	(24) 80%
4. Availability of supporting material	3	3	11	13	0	(24) 80%

Table 22

Curriculum Satisfaction level (N = 21) 2010

Curriculum	Frequency					Students with 3 (satisfied) to 4 (very satisfied) n %
	1	2	3	4	N / A	
1. Quality of content of specialty courses	1	1	10	9	0	(19) 90%
2. Methodology to work with the curriculum	1	1	9	10	0	(19) 90%
3. Courses Distribution	5	0	10	6	0	(16) 76%
4. Availability of supporting material	3	3	10	5	0	(15) 71%

Section C: CORE General Curriculum Requirements, Knowledge Domains and Educational Outcomes

As part of the accreditation process of the RCE program, in September 2010 CORE administered questionnaires to evaluate the curriculum to fifteen (15) students and three (3) program alumni. The results are illustrated in Table 23. The CORE report indicated that the general curriculum requirement, knowledge domains and educational outcomes were met, with the exception of curriculum for insurance claim, worker compensation, substance abuse, and transition from school to work and legislation. The survey rating indicated that students perceived that they were highly prepared in 17 of 20 areas. Some students expressed a need to have better availability of elective courses.

Table 23

CORE Questionnaire Outcome

Standard	Rating	Assessment
C.1 Professional identity	4.00 – 4.89	Meets standard
C.2 Social and cultural diversity	4.06 – 4.78	Meets standard
C.3 Human growth and development	4.23 - 4.39	Meets standard

C.4 Employment and career development	3.73 – 4.50	Meets standard
C.5 Counseling and consultation	3.83 – 4.73	Meets standard
C.6 Group work	4.00 – 4.33	Meets standard
C.7 Assessment	3.89 – 4.61	Meets standard
C.8 Research and program evaluation	3.86 – 4.56	Meets standard
C.9 Medical, functional and environmental aspect of disability	4.17 – 4.67	Meets standard
C.10 Rehabilitation services and resources	4.16	Need improvement

Based on the analysis of the curriculum evaluation, BCU developed two new elective courses: Forensic Counseling and Transition of Youth with Disabilities. The evidence was submitted to CORE in the 2011 written report. Weak areas identified by students have already been included in the syllabus. The program is working to increase practicum and internship sites. At present there are twenty two (22) practice and internship sites island wide with a diverse disability population. The program also has a collaborative agreement with the Department for Aging and Rehabilitative Services at Virginia (Appendix H).

B.2.3 Effectiveness of practicum and internship instruction and applied experience

This area was evaluated by the student experience evaluation form (Appendix I), the site supervisor evaluation questionnaire (Appendix J), the student's self-assessment (K) and the site supervisor experience evaluation questionnaire (Appendix L).

Practice and internship students experience evaluation: A questionnaire was administered to evaluate students' practice and internship experience with the purpose of obtaining information on how their experience responds to the realities faced in real work scenarios. The questionnaire collects information on course content, internship site, internship supervisor and faculty supervisor. The questionnaire consists of 24 premises for which the Likert scale of 4 points was used: 1 (strongly disagree) to 4 (completely agree). This questionnaire is part of the ongoing evaluation of the practice and internship experience. Students are required to complete 100 practice hours and 600 internship hours. The questionnaire was administered to 23 (82%) of the 28 students who completed the practice and

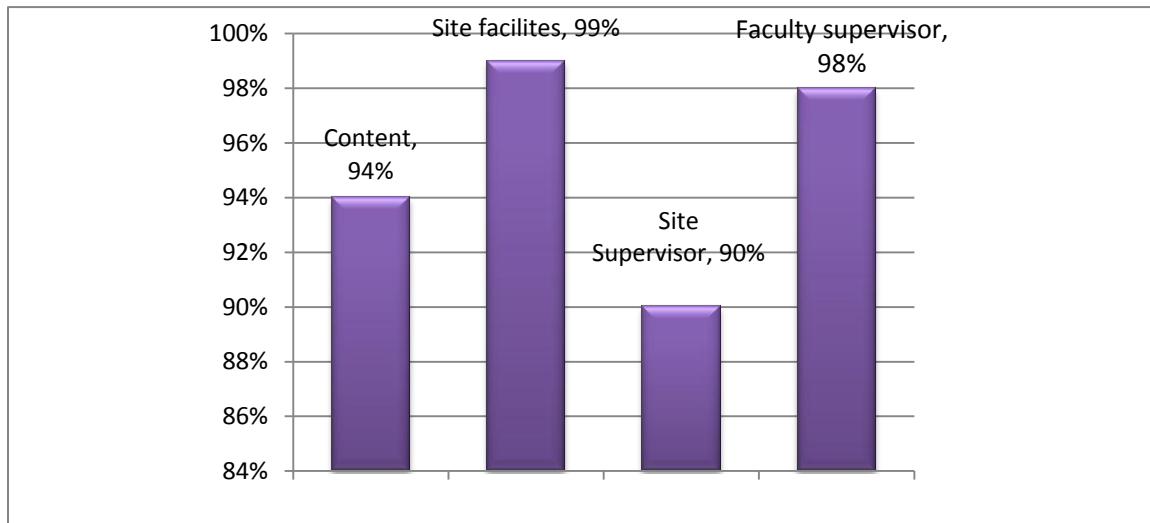
internship. In the practice the content area considers: knowledge, level of difficulty of the task, evaluation criteria of the course, and professional development. 94% agree or completely agree with the experience. The area with lowest score was in the difficulty of task in proportion with the time (83%). In the internship the overall evaluation of the content area was 98%. The area with lowest score was the difficulty level of the task in proportion to the time with 91%.

The area of site experience includes: Facilities, resources, privacy and confidentiality and knowledge of the role of the rehabilitation Counselor. The overall result of the student practice experience was 95%. The lowest score was on the knowledge of the role of the information counselor (83%). The overall result of student internship site experience was 96%. The lowest score was in the knowledge of the role of the rehabilitation counselor (87%).

The site supervision experience includes: ongoing support, monitoring, constructive comments, case discussion participation, and emphasis the strength, and as a role model. The overall results for students' practice experience were 90%. The lowest score was in the area of role model (83%). In the internship experience the overall results was 96%. The lowest score was in monitor and constructive comments with 91%. The faculty supervisor experience evaluates: clarity of information, availability, review and discussion of tasks, site visit, and emphasis on achievement and respect. The overall evaluation of students' practice experience was 97%. The lowest score was emphasis on achievement with 90%. The overall evaluation of students' internship experience was 99%. The lowest score was on site visit with 91%. Charts 3 and 4 summarize the results of evaluation of students' experience. The results reflect the effectiveness of the practice and internship process developed by the Graduate Rehabilitation Counseling Program. It allows further development processes for the students to acquire all the necessary skills to become outstanding professionals in rehabilitation counseling.

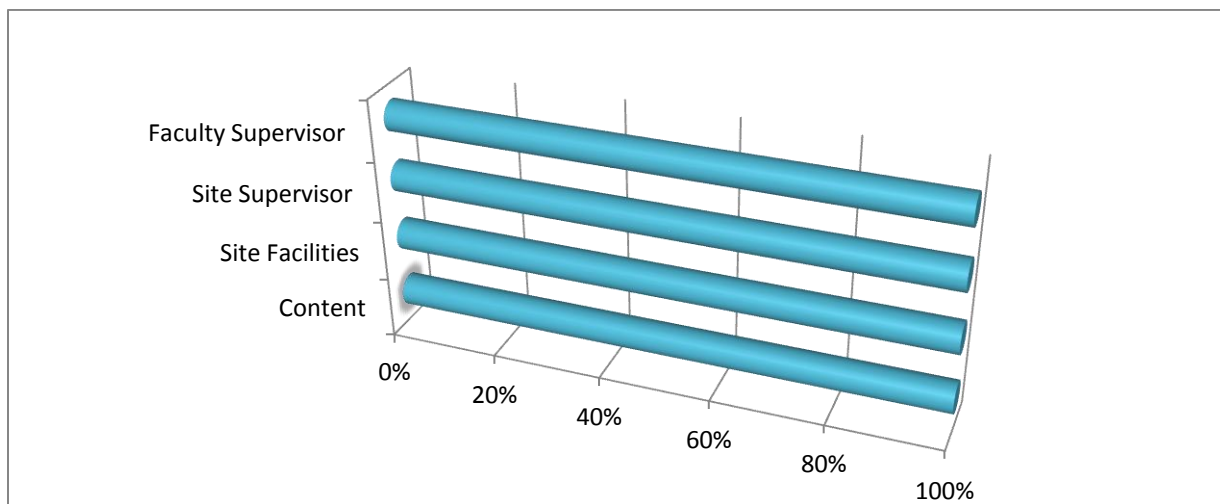
Chart 3

General students practice experience N=23



Graphs 4

General students Internship Experience N=23



Site supervisor experience evaluation: Questionnaire was administered to collect input of site supervisor of students’ internship and practice. The questionnaire assesses the site supervisor’s experience regarding the organization of the graduate program, the management of practice and internship process, the effectiveness of information and perceptions regarding the preparation of graduate students to develop the clinical experience with effectiveness and efficiency. This helps to identify strengths and areas for improvement in the graduate program.

The sample consisted of 16 participants. The questionnaire has a Likert scale of 6 points where 0 is (not applicable), 1 is (very dissatisfied) and 5 is (very satisfied). It also collected qualitative information on the strengths and needs of the Graduate Program in Rehabilitation Counseling. Chart 5 illustrates the distribution of practice sites.

The areas evaluated were: initial information, syllabus information, communication with faculty, response to student’s situation and overall preparation of the students to work as rehabilitation counselor. All the results were analyzed using the score of agree (3) and completely agree (4). The sample consists of 21 participants. The overall evaluation was 94%. The lowest score was in communication with the faculty (81%). Chart 6 shows the results of all the areas.

Chart 5
Distribution of practice and internship sites

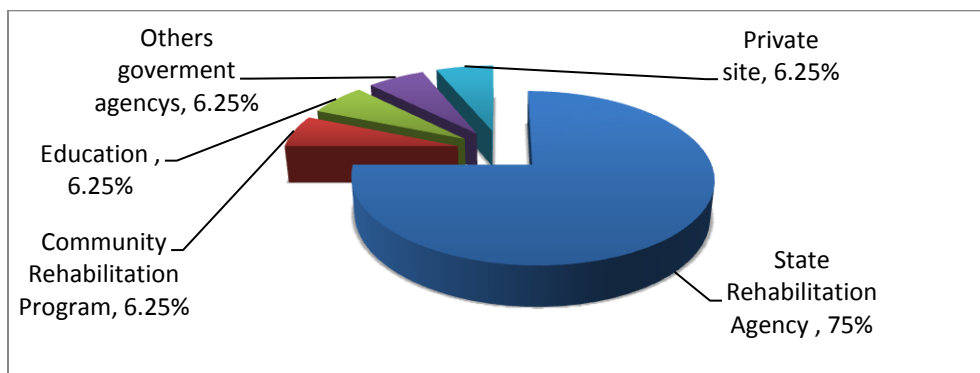
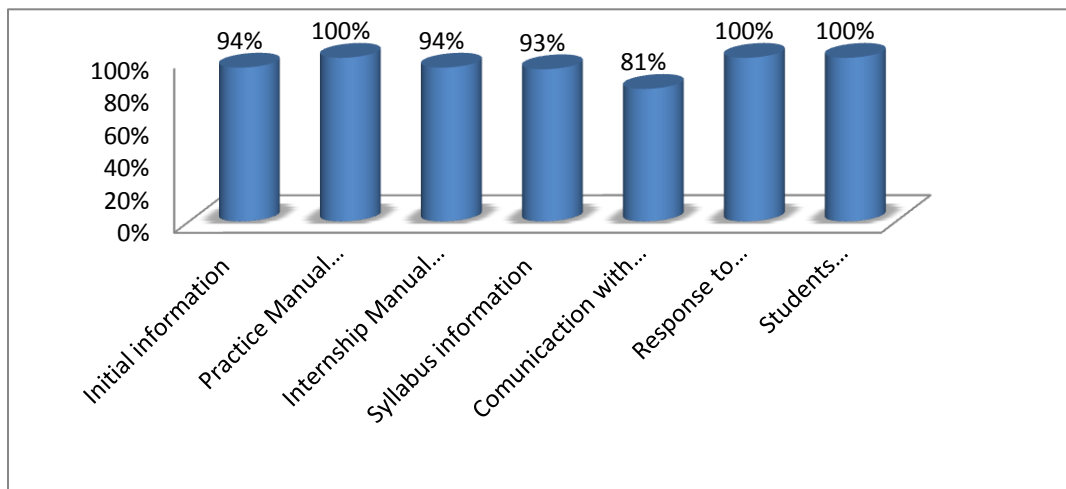


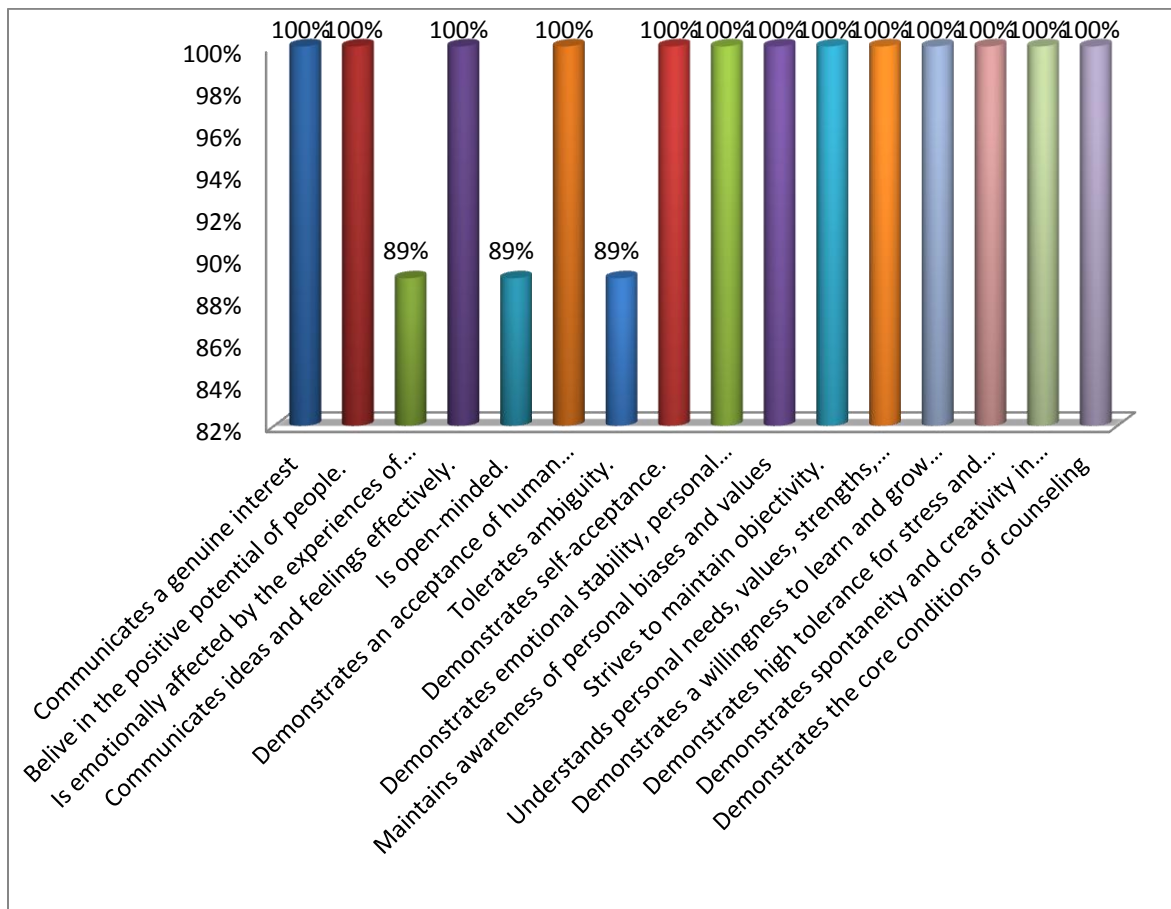
Chart 6 General site supervisor experiences N=21



Sell assessment evaluation: Students are given a self-assessment questionnaire at the end of the practice and internship period. The purpose is to provide students the opportunity to review proficiency levels relating to professional behavior and cognitive skills. It also helps to identify the area that needs monitoring. The questionnaire collects information on interpersonal skills relating to professional behavior and cognitive skills. The questionnaire consists of 16 premises in a Likert scale of 4 point, which was scored from 1 (very low) to 4 (very high). For the analysis of the results a score ranging from high to very high was used. The practice self-assessment consisted of a sample of nine students who had completed the practice. The overall results of the premise Chart 7, demonstrated a level of 100% of very high and high of thirteen of the areas evaluated. The resulted also demonstrated that the lower area was in tolerating ambiguity, and emotional affected for the experience of others.

Chart 7

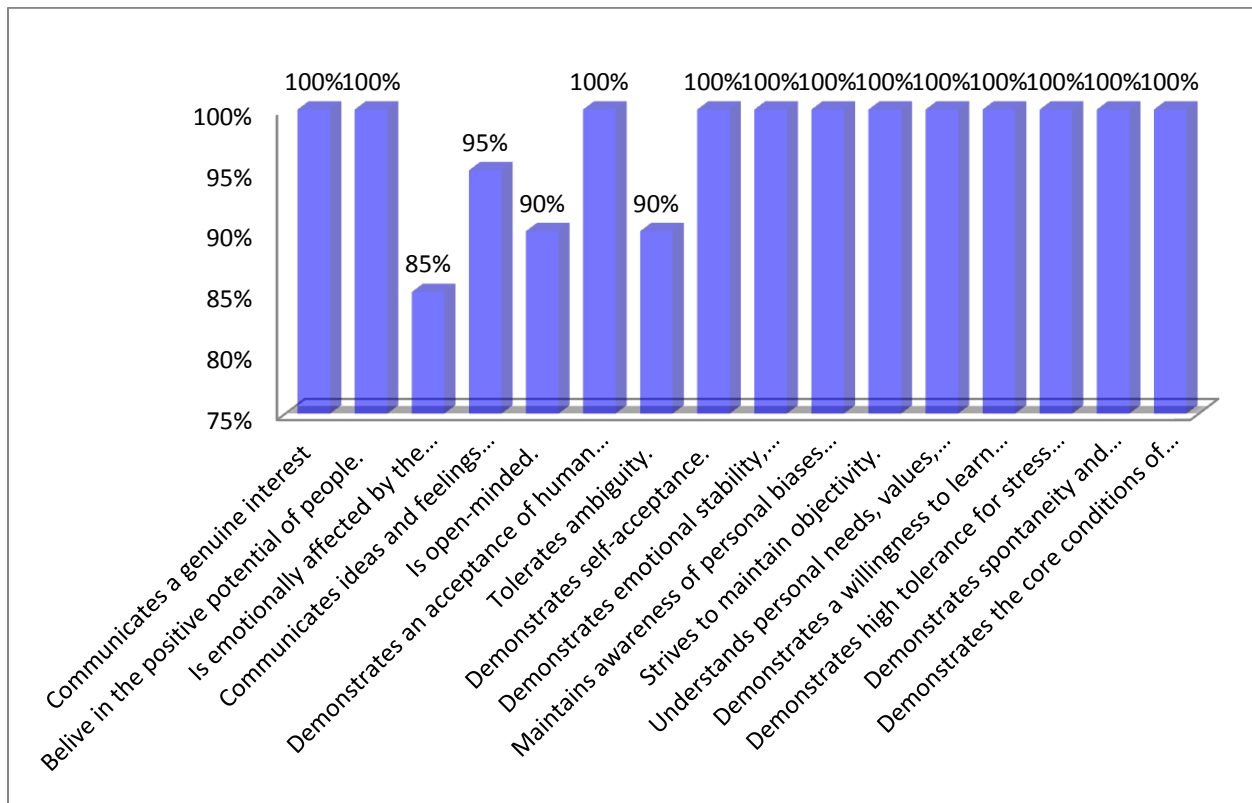
Self-Assessment for Practice N=9



The same self-assessment questionnaire was given to 20 students at the end of the internship period. The overall results of the premises (Chart 8) demonstrated a level of 100% of high and very high in the twelve of areas evaluated. The results also demonstrated that the lowest area was in emotionally affected by the experiences of others with 85% a in very high.

Chart 8

Self-Assessment for Internship N=20

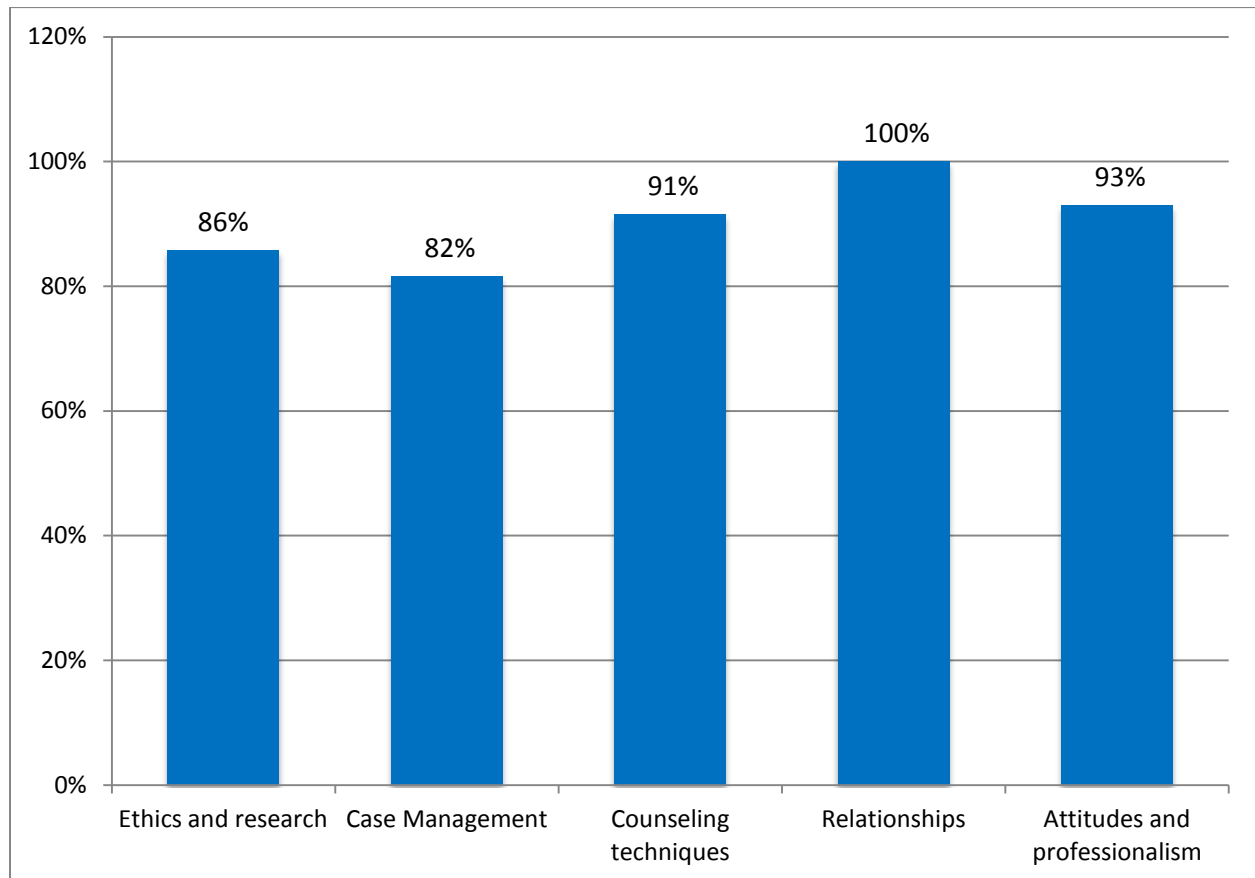


Student’s supervisor evaluation: The questionnaire was administered to collect the input of the internship supervisor regarding graduate student performance. The questionnaire assesses stage perspective internship supervisor regarding ethics and research, case management, counseling skills, interpersonal relationships, attitudes and professionalism. The questionnaire includes 36 premises that collect perception of internship supervisor scenario based on experience supervising a graduate student in Rehabilitation Counseling Program. The questionnaire uses a 5-point Likert scale where 0 is (not applicable), 1 is (Strongly Disagree) and 4 is (Strongly Agree). The sample consisted of 21 participants. The information helps identify

strengths and areas for improvement for the graduate program. The results by area evaluated are in Chart 9. The lower score are in case management.

Chart 9

Students' evaluation for site supervisor N=21



B.2.4 Graduate achievement, including employment and professional credential

The program has 23 graduates, until May 2012, of which thirteen 13 (52%) took and passes the Board Exam to obtain the license as rehabilitation counselor. One student took and pass de CRC exam. The students that interned in the Rehabilitation Program in Virginia received job offers. Tables 12, 13, 14, and 15 summarize graduate achievement. One of the graduates is member of the College of Rehabilitation Counseling of Puerto Rico. Two students published in a professional Journal.

B.2.5 Recruitment and retention of students with emphasis on diversity

Recruitment: For the recruitment process different strategies were used: university, community, Rehabilitation Program, electronic and marketing promotion, including government agency, brochure, and classroom visits, among others (Appendix M). This process emphasizes student diversity. Tables 1, 2 and 3 include total student enrollment in the program by gender and ethnicity from 2008 to 2012. The Graduated Program recruited an officer to help in this area.

Retention: The retention process was based on student's academic progress and students who satisfactorily completed the training. A retention plan was developed (Appendix N) to address student needs. The contact with the students is by interview, telephone, email, and classroom visits. Student with risk factors were referral to: Counseling and Guidance, and financial aid, among others. The program has a retention rate of 72%. Results are included in Tables 24 and 25. This rate is congruent with the general rate of the Institution. Puerto Rico's economic and political changes have adversely impacted retention. To address retention BCU uses Retention Alert Advisor Program that allows faculty to identify students who are at risk and make referrals. BCU has also named an Institutional Retention Committee.

Table 24

Student enrollment per year

Academic Years	New students	Total students enrollment per year	Completed the training
2008 -2009	25	25	0
2009-2010	20	38	6
2010-2011	14	41	5
2011-2012	39	65	12
Total	98		23

Table 25

Retention Rate

Enrollment	N=98	%
Continued in the program may 2012	48	49%
Completed the training by may 2012	23	23%
Total retention	71	72%
Total not retain	27	28%

B.2.6 Program Recognition, Support and Resources

The Program Coordinator is member of the University Senate (Appendix O) and member of the faculty evaluation (Appendix P). The faculty is invited to participate in Professional Conventions and Conferences and to collaborate in research with the University of Puerto Rico (Appendix Q). The Program received an RSA Long Term Training Scholarship for a period of five years, from 2009 to 2014. Faculty and students have published in the professional Journal of the College of Rehabilitation Counseling Professionals of Puerto Rico (Appendix R). The Program Coordinator received the Mary Zwitzer award from the Puerto Rico National Rehabilitation Association (Appendix S). Two students were accepted into the internship program in Virginia Rehabilitation Program and have received job offers.

B.2.7 Overall RCE faculty strength in composition, qualifications, performance, and experience in rehabilitation counseling

The faculty of the RCE Program is composed by ten (10) Professors. Eighty (80%) of the professors hold a doctoral degree, seventy (70%) have the license and experience as rehabilitation counselors, and (50%) are Certified Rehabilitation Counselors (CRC). Table 26 illustrates the distribution of the faculty. The student-faculty ratio including full and part time is 10/1. Minimum of students per section is 7. Faculty collaborates in research with the University of Puerto Rico. Two professors are members of the board of the College of Rehabilitation Counseling Professional. (Appendix T).

Students evaluate faculty strength with a satisfaction questionnaire (Appendix B) and with an end of course evaluation (Appendix U). The satisfaction questionnaire was administered in 2010 and 2012. The area of faculty used a Likert scale of three points, where 3 means (always), 2 (most always) and 1 (never). The results of both questionnaires are presented in Tables 27 and 28. When the results of both tables are compared, a positive change in level of satisfaction with the faculty is observed in 2012. To analyze the results we used the level always or almost always. The general results by area evaluated are in Chart 10.

Table 26

Faculty distribution

Faculty	Doctoral degree in RC or related are	Doctoral degree in process	Full Time	Part Time	CRC	RC License And experience as rehabilitation Counseling
N=10	n %	n %	n %	n %	n %	n %
	8 (80 %)	1 (10%)	2 (20%)	8 (80%)	5 (50%)	7 (70%)

Table 27

Students faculty satisfaction (N = 30) 2012

Faculty	Frequency			n %
	3	2	1	
1. Specialized teachers	27	3	0	(30) 100%
2. Methods and strategies for teaching	25	4	1	(29) 97%
3. Promote learning environment	23	5	2	(28) 93%
4. Syllabus are clear and are discussed	28	2	0	(30) 100%

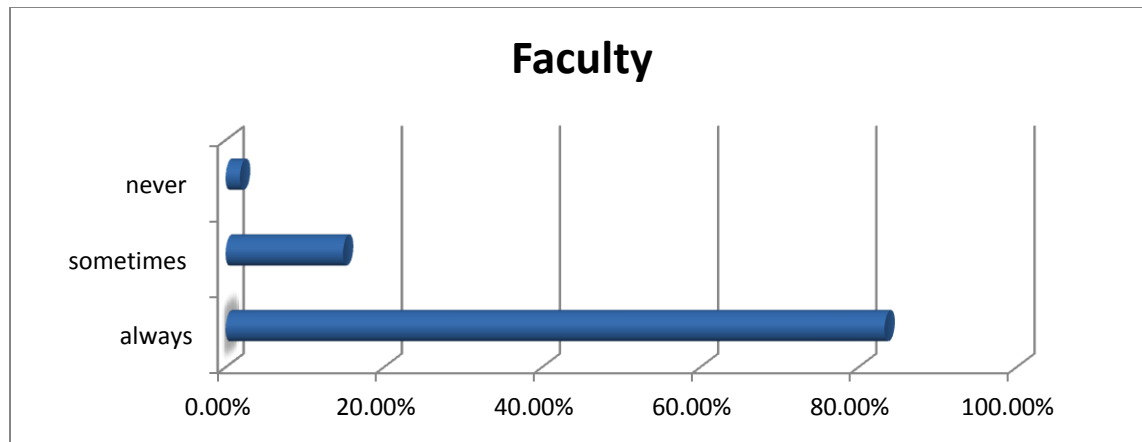
5. Books and materials relevant to the course	27	3	0	(30) 100%
6. Specialty teachers	22	8	0	(20) 100%
7. Clarifying doubts	23	6	3	(29) 97%
8. Stimulate participation	24	5	1	(29) 97%
9. Receptive to suggestions	23	7	0	(30) 100%
10. Punctuality	29	0	1	(29) 97%
11. Availability	24	6	0	(30) 100%

Table 28

Students faculty satisfaction (N = 21) 2010

Faculty	Frequency			n %
	3	2	1	
1. Specialized teachers	14	7	0	(21) 100%
2. Methods and strategies for teaching	12	7	2	(19) 90%
3. Learning environment	12	6	3	(18) 86%
4. Syllabus are clear and are discussed	18	3	0	(21) 100%
5. Books and materials relevant to the course	16	5	0	(19) 90%
6. Specialty teachers	12	9	0	(21) 100%
7. Clarifying doubts	13	8	0	(21) 100%
8. Stimulate participation	18	3	0	(21) 100%
9. Receptive to suggestions	12	7	2	(12) 90%
10. Punctuality	18	3	0	(21) 100%
11. Availability	14	5	2	(19) 90%

Chart 10**Satisfaction with the Program Faculty**



Students Questionnaire: As part of the evaluation process, faculty and learning process are evaluated each term. A questionnaire with a Likert scale ranging from strongly agrees to strongly disagree is used to evaluate the syllabus, the course content, learning strategies, evaluation criteria, and technology use. The criteria for evaluating professors are: the use of resources, availability, time management, content mastery, and use of learning method. A sample of 17 evaluations was analyzed. The results indicated that 100% of the students strongly agree in the following areas: relevant of course content, syllabus presentation, activities and strategies aligned with the objective of course content, methods and criteria of evaluation used to measure the learning outcome. 80% strongly agree with time management in course distribution, electronic resources, and assessment strategies. 90% of the students strongly agreed with the professor's mastery of subject matter, time management, and use of learning methods. 76% of the students strongly agreed with the availability of the professor.

B.3 Results of program evaluation

The results of the program evaluation are shared with the faculty, administration, and External Advisor Committee (EAC). The outcome of the satisfaction questionnaire and CORE questionnaire of the curriculum was distributed and discussed with EAC and emailed to faculty and administration (Appendix V). Students and supervisor practice and internship evaluation are continually discussed with the faculty. The overall program evaluation was sent to EAC, the communicated to university community, and posted on BCU's Web page <http://www.ucb.edu.pr/> (Appendix W).

Conclusion

Program Strengths identified in the evaluation process

1. Students reported an increase in satisfaction with the Graduate Rehabilitation Counseling Program in the services offered by the different offices facilities, curriculum, and faculty when comparing the results of 2010 (62%) with 2012 (83%).
2. Employers agree that the graduates are well prepared, both in knowledge as well as in the skills to exercise the profession as Rehabilitation Counselors.
3. 100% of students passed the comprehensive examination and 93% passed the Examination of the Board to obtain the license as Rehabilitation Counselor required to work in Puerto Rico.
4. Most of the graduates (71%) are working as rehabilitation counselors in VRA.
5. Most students have obtained the skills and reported high levels of competence in all areas (counseling 93.33%, Rehabilitation 92.38%, ethic, evaluation and research 92%).
6. Students reported a high level of satisfaction with the course content (97%) and teaching methodology (94%).
7. Faculty of the Graduate Program in Rehabilitation Counseling is actively involved in professional organizations and promotes student participation through student association AECONRE.

Program weaknesses

1. Mastery in placement and in private Rehabilitation.
2. The need for more evening internship sites because most students work during the day.

Recommendations

1. Identified additional strategies to work with retention.
2. Search for more evening internship sites.
3. Continue strengthening courses in the area of *placement and in private rehabilitation*.

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