



Rehabilitation Counseling and Sciences: 2024 – 2025 Annual Report (June 2025)

The Rehabilitation Counseling program at the University of Northern Colorado is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The program currently has two tenured, full-time faculty members, and one tenure-track, full-time faculty member.

Over the past academic year, 9 students graduated from the program, and there were a total of 28 students enrolled in the program over the academic year. The program has a 97% successful program completion rate in the last year. The employment rate for graduating students is 100%, with students typically finding employment with state vocational rehabilitation agencies, non-profit community agencies, private for-profit rehabilitation agencies, and the federal government. In order to graduate, all students must pass a comprehensive examination. In the last academic year, 100% of students who took the exam passed.

Program Evaluation

In order to continuously improve program objectives, program evaluation is conducted on an ongoing basis using numerous procedures to assess student outcomes. A summary of data collected from current students, program graduates, and site supervisors/employers is provided. In addition, the program's mission and objectives are provided below for reference when reviewing the summarized data.

The mission of the program is to educate master's students in the area of rehabilitation counseling to assist and support individuals with disabilities or chronic illnesses to achieve maximum potential, meaningful employment, and full community integration. In doing so, the program focuses on encouraging students to pursue a life-long commitment to learning, critical thinking skills, creative problem solving, and an appreciation of the skills and abilities of individuals with disabilities.

Program Objectives

- *Develop an understanding for psychosocial, cultural, and diversity issues that impact rehabilitation counseling*
- *Demonstrate ethical behavior and ethical problem-solving skills*

- *Evaluate barriers in the environment and social and economic influences that create barriers for individuals with disabilities*
- *Effectively utilize counseling theories and techniques to serve individuals with disabilities and chronic illnesses*
- *Master methods of inquiry to acquire a deeper understanding of the discipline*
- *Utilize current research to improve services for individuals with disabilities and chronic illness*
- *Acquire knowledge and skills necessary for careers in rehabilitation counseling, vocational evaluation, and/or advanced scholarly work*

Assessment of Current Students

The Rehabilitation Counseling program established key performance indicators for each of the eight core counseling areas and the rehabilitation counseling specialty area in order to assess the progress of current students. Table 1 shows the percentage of students who have successfully achieved the key performance indicators in each of the areas.

Table 1

Core Area	Key Performance Indicator 1	Key Performance Indicator 2
Professional Counseling Orientation and Ethical Practice	93%	95%
Social and Cultural Diversity	94%	92%
Human Growth and Development	89%	92%
Career Development	89%	88%
Counseling and Helping Relationships	89%	87%
Group Counseling and Group Work	98%	97%
Assessment and Testing	87%	88%
Research and Program Evaluation	92%	91%
Rehabilitation Counseling	91%	94%

In addition to the key performance indicators, the Rehabilitation Counseling program also assesses professional dispositions of current students, as they prepare to enter the counseling profession. Table 2 shows the percentage of students who received a rating of 'meets expectations' or 'exceeds expectations' in each of the areas assessed.

Table 2

Professionals Disposition	Rating of 'Meets or Exceeds Expectations'
Awareness of Self	93%
Professional Behavior	96%
Emotional Stability	96%
Communication and Interpersonal Skills	96%
Respecting Others	100%
Ethical Behavior	100%

Assessment of Program Graduates

In May of 2025, data was collected from program graduates regarding their level of preparedness for employment in the field of rehabilitation counseling with attention to the program objectives. A total of 21 participants completed this survey. Nearly 94% of graduates surveyed indicated they were working in the field of rehabilitation counseling. When asked how well the program prepared graduates in each of the areas outlined in the program objectives, 94% of respondents indicated the program prepared them moderately to extremely well in all areas. The remaining 6% indicated a need for a deeper understanding of the discipline, and the qualitative responses provided more information regarding this need. Qualitative data indicated a need for additional skills-based activities and practice applying research in counseling environments.

Assessment of Site Supervisors/Employers

Data was collected from site supervisors/employers regarding the students' level of preparedness for employment in the field of rehabilitation counseling with attention to the program objectives. A total of 20 participants completed this survey. When asked how well the program prepared students in each of the areas outlined by the program objectives, 95% of respondents indicated the program prepared them moderately to extremely well in each of the 12 areas. Approximately, 5% (n=1) of site supervisors/employers surveyed indicated the program prepared students only slightly well in the utilization of counseling theories and techniques to serve individuals with disabilities. In addition, approximately 5% (n=1) of site supervisors/employers surveyed indicated the program prepared students only slightly well in the utilization of research to improve services for individuals with disabilities. Qualitative data collected also indicated more emphasis was needed on counseling techniques in the field of rehabilitation counseling.

Program Modifications and Changes

Based on the program evaluation results, the program faculty are making modifications to the curriculum. Faculty developed a new counseling techniques course, which will become part of the curriculum in fall of 2025. This will provide students with more opportunities to develop counseling skills. In addition, faculty have worked with the Advisory Board and alumni to create additional opportunities for skills-based trainings in the form of Lunch and Learn trainings provided once each semester. Program faculty have

also updated the research methods course in order to provide students with additional instruction regarding the application of research to counseling practice and how counselors can continually use research to enhance their skills and practice.