



Program Assessment Report (PAR)

Rehabilitation Services (RHB) Baccalaureate Degree

REPORT PREPARED by: Taylor, Ryan

ACADEMIC YEAR COVERED BY THIS REPORT: 2021-2022

I. PROGRAM LEARNING OUTCOMES

Program Learning Outcomes Program Objectives “Upon completion of the rehabilitation services major, the graduate will be able to demonstrate

Knowledge

1. A basic understand the history, legislation, and philosophy of rehabilitation. This includes the American Disabilities Act (ADA). Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act.
2. An understanding of the rehabilitation process.
3. An understanding of the physical, psychological, social, and/or vocational problems encountered by people with disabilities.
4. A basic understand of communication techniques used to improve interpersonal effectiveness with clients/consumers, other professionals, peers, and supervisors.
5. A basic understanding of medical terminology and how it applies to rehabilitation.
6. A basic understanding of mental retardation, developmental disabilities, and psychiatric disabilities and their impact upon the physical, psychological, social and vocational activities of the client and his/her family or significant others.
7. A basic understanding of the value of occupational information to the rehabilitation process.
8. A basic understanding of how to read and interpret research data.
9. An understanding of various techniques used for intake interviewing, casework recordings, and needs assessments.
10. A basic understanding of resources available to the rehabilitation process.
11. A basic understanding of confidentiality and the rehabilitation team process.
12. A basic understanding of substance abuse.
13. A basic understanding of assistive technology and the independent living philosophy.

Skills

The graduate will be able to demonstrate

1. Implement the rehabilitation process with the assistance of other human service personnel.
2. Identify assets and limitations imposed by a disability which are unique to the individual.
3. Locate resources which will facilitate the rehabilitation process.
4. Determine community need for rehabilitation services and assist in developing and implementing appropriate rehabilitation plans.
5. Evaluate community agencies, programs, and organization and determine their feasibility.
6. Provide minimum interpretation of medical and psychological information to consumers/clients.
7. Teach basic job seeking

skills to consumers/clients. 8. Assist persons with disabilities in developing realistic occupational goals. 9. Read and use research material. 10. Consistently make appropriate ethical decisions concerning specific populations. 11. Conduct initial assessment interviews with clients/consumers and their families. 12. Conduct career assessments. 13. Understand when it is appropriate to use assistive technology. Dispositions The graduate will demonstrate 1. An open and accepting attitude towards people with disabilities and cultural aspects involved in rehabilitation services provision. 2. An awareness of personal attitudinal and/or educational limitations which may negatively impact upon the rehabilitation process. 3. An understanding of diversity and multicultural issues that affect the rehabilitation process. 4. An appreciation of peers and other professionals involved in the rehabilitation process. 5. Empathy towards people with disabilities and other life altering experiences. 6. Awareness of the professional growth opportunities through professional organizations and the importance of networking.

II. PROCEDURES USED FOR ASSESSMENT

A. Direct Assessment

Program Learning Outcomes Program Objectives “Upon completion of the rehabilitation services major, the graduate will be able to demonstrate Knowledge 1. RHB 2010, RHB 2020 Interview, exam, volunteer reflection 2. RHB 2020 volunteer reflection 3. RHB 3030 exam 4. RHB 3040, RHB 4070 exam, interview 5. RHB 3010 exam 6. RHB 3030 exam 7. RHB 4020 exam, career assessment 8. RHB 4020 career assessment, exam 9. RHB 3040 Exam An understanding of various techniques used for intake interviewing, casework recordings, and needs assessments. 10. RHB 2020 resource assignment A basic understanding of resources available to the rehabilitation process. 11. RHB 2010 exam A basic understanding of confidentiality and the rehabilitation team process. 12. RHB 3050 exam A basic understanding of substance abuse. 13. RHB 4040 exam, report on AAC, in course Skills Dispositions

B. Scoring of Student Work

Students work is scored by the instructors. Exams can be scored by instructor for short answer and by answer key for multiple choice questions.

C. Indirect Assessment

All learning outcomes addressed by course evaluations. Exit surveys are sent to graduates. In the academic year 2019-2020 34 were sent and 7 received, 21% response. Graduating students within the program and students that have recently graduated are surveyed as to their thoughts on overall satisfaction of the program and college in preparing them for career and/or advanced education

opportunities. The most current feedback is from 2019-2020, 2018-2019, 2017-2018, and 2016-2017. The feedback from these surveys is overwhelmingly positive, showing that graduates are satisfied with their overall experience with the Rehabilitation Services program. The Rehabilitation Services program is well-positioned to continue to provide quality education to a wide array of students. By doing so the community is provided with excellent graduates filling various positions in the rehabilitation world of work and or in preparing graduates to successfully engage in pursuing advanced degrees. The Rehabilitation Services program shows a fairly consistent and strong level of outcomes over the past several years. The program has a long history of strong enrollment numbers. The enrollment section will address the explanation as to why enrollment has declined. The Rehabilitation Services program has a good level of diversity of students.

III. ASSESSMENT RESULTS/INFORMATION:

[AssessmentResult]

[Summary]

[Analysis]

IV. ACTIONS TO IMPROVE STUDENT LEARNING

This program needs to hire full-time faculty. There is only one faculty member who is instructor, advisor, and director with more than a dozen classes being taught by adjuncts each semester. We have had a loss of three instructors over the last three years. The university needs to demonstrate funding commitment to this high enrollment degree. Our students, who are knowledgeable, global, community change-makers, deserve better. Until this is accomplished any other improvements would only be a band-aid.

V. SUPPORTING DOCUMENTS

Additional documentation, when provided, is stored in the internal Academic Program Assessment of Student Learning SharePoint site.