FINAL REVIEW COMMITTEE REPORT
2011 - 2012 Accreditation Evaluation
for the
Rehabilitation Counselor Education (RCE) Program
at
New Mexico Highlands University

The assessments stated in this report represent the collective opinion of Site Visit Team members, based on the Self Study Document submitted by the RCE Program, analysis of questionnaire responses from individuals associated with the program, and information gained during the site visit. All CORE standards applicable to the program have been considered in the preparation of the report. Specific strengths and deficiencies mentioned herein are those which, in the opinion of the Team, are particularly evident and should be brought to the attention of the RCE Program Coordinator and all members of the Commission on Standards and Accreditation.

This report is outlined according to the standards in Section II of CORE's Accreditation Manual. Standards are clustered for the purpose of assessment. Those clusters and their representative assessments are identified and reported here. Possible assessments are:

Meets Standard - If the program meets the standards contained in the cluster.

Needs Improvement - If the program needs improvement before it can be regarded as being in compliance with standards contained in that cluster. This rating implies partial compliance.

Does Not Meet Standard - If the program is clearly not in compliance with standards contained in the cluster. This rating constitutes a judgment of serious deficiencies in most or all of the standards in the cluster.

Any individual standard in a cluster that merits attention separate from the others will be identified in the narrative comments.
SECTION A: MISSION AND OBJECTIVES

STANDARD A.1  PROGRAM MISSION AND OBJECTIVES  ASSESSMENT: Meets Standard

According to the self-study, the written statements of mission and objectives are contained on the program's website, and the Student Handbook.

STANDARD A.2  FOCUS ON PROGRAM OBJECTIVES  ASSESSMENT: Does Not Meet Standard

The program objectives can be found on the program website, student handbook and brochures related to the master's rehabilitation counselor program, specifically students, people who have disabilities, rehabilitation service providers, and employer organizations. Community needs are not specifically addressed in program goals. Program objectives in some cases do not adequately focus on master's level rehabilitation counselor education. During the site visit, students and graduates indicated availability of information about program objectives.

STANDARD A.3  DISTRIBUTION AND COMMUNICATION OF MISSION AND OBJECTIVES  ASSESSMENT: Meets Standard

The Program's Mission and Objectives are distributed through the Student Handbook. Additionally, this information has been conveyed to the Advisory Committee with its community and agency representatives. During the site visit, current students, faculty, and administrators conveyed how the program mission and goals were distributed and communicated to current students.

STANDARD A.4  RESPECT AND UNDERSTANDING OF CULTURAL AND INDIVIDUAL DIVERSITY  ASSESSMENT: Meets Standard

The program provided evidence of the demonstration of respect and establishing an understanding of cultural and individual diversity. Examples of this were found in the students' handbook, program manual and RSA scholarship materials. The program's policies reflected respect for cultural and individual diversity that is found in the recruitment and retention policies, faculty development and student development activities, curriculum, and field placements. The program provided evidence of nondiscriminatory policies and operating conditions. During the site visit, current students, faculty, and administrators indicated that the understanding of cultural and individual diversity was addressed throughout the university and especially in the RCE program.

STANDARD A.5  PROGRAM PUBLIC PERFORMANCE  ASSESSMENT: Meets Standard

The program provided evidence via website link and through printed documentation during the site visit of student enrollments, graduate achievements, accreditation status and policies consistent with public awareness of their program evaluation measures and academic quality.

GENERAL COMMENTS REGARDING PROGRAM MISSION AND OBJECTIVES [Note Specific Strengths and Deficiencies]:

The program has articulated its mission and objectives in a variety of formats including the program web site and the Student Handbook. The program objectives related to master's level rehabilitation counselor education but did not address the community needs. Program objectives in some cases do not adequately focus on master's level rehabilitation counselor education. During the site visit, students and graduates indicated availability of information about program objectives.
It is clear the mission and objectives are provided to current students, and institutional administrators. The program provided evidence of respect and understanding of cultural diversity. The program provides evidence on the website of program’s public performance through public disclosure of student enrollments, graduate achievement including employment data of graduates and accreditation status.

SECTION B: PROGRAM EVALUATION

STANDARD B.1 EVALUATION PLAN WITH PROCEDURES ASSESSMENT: Needs FOR REVIEW AND ASSESSMENT OF THE PROGRAM AND OVERALL EFFECTIVENESS IN RELATION TO MISSION AND OBJECTIVES

The RCE program participates in internal and external program evaluation activities. The self-study materials included an evaluation plan with self-evaluation components. This evidence was located in the self-study document under Appendix B and Appendix H School of Education Assessment System Manual. The evaluation plan in the self-study document did indicate a timeline when each item in the plan will be completed. The program review is completed every five years. The program also showed evidence of external review process that includes an outcome assessment committee, program faculty, office of graduate studies, academic affairs. All results are shared with the advisory committee that is made up of RCE alumni, consumers, employers, and faculty. The advisory committee provides recommendations and feedback to the RCE program. The program review did provide evidence of external program review. The evaluation plan includes mention of a qualitative study near completion and an evaluation for measuring the effectiveness of the technology used but no evidence was shown in self-study under section B.1. During the site visit, administration and faculty indicated that external review policies are for only programs that did not have outside accreditation reviews.

STANDARD B.2 SCOPe OF PROGRAM REVIEW AND ASSESSMENT: Meets Standard

The program review and assessment includes a program evaluation. The evaluation focuses on the following: program mission and objectives, content and design of curriculum. The program evaluation includes recruitment and retention of students, graduate achievements, overall strength of the faculty, effectiveness of practicum and internship instruction, academic curriculum content and design, and resources that are needed to carry out the program mission. The evaluation plan did not include evidence of evaluation technical support; however, it did mention that two qualitative studies were near completion that indicated positive feedback in the area of technical support.

The program evaluation is conducted in several ways. General Education Assessment data is collected every fall and reviewed by the outcomes assessment committee which consists of measuring five general areas of university common competencies. The academic program outcomes are assessed annually and looks at specific data on student learning outcomes as they relate to program curriculum (e.g., standardized test, supervisors and employers surveys). It was noted that an academic program review is conducted every five years.

The program administers a survey to employers of the RCE graduates that indicate the level of preparation and degree of RCE graduate competency as rehabilitation counseling professionals. The program evaluation also includes a graduate survey and an external climate survey that looks at faculty advising experiences, quality of internship, and degree of coursework preparation. The program is also reviewed by the College of Education and the Graduate Studies committees. The program review and assessment is also done by the RCE advisory board. The advisory board reviews survey information from students and graduates.
STANDARD B.3 COMMUNICATION OF EVALUATION RESULTS TO INSTITUTION ADMINISTRATORS

ASSESSMENT: Meets Standard

Program evaluation results are communicated to the rehabilitation faculty, the department chair, the Dean of School of Education, the Academic Provost, and the Graduate Studies Dean. This was confirmed during the site visit through the Academic Provost, the Dean of School of Education, and the Dean of Graduate Studies.

GENERAL COMMENTS REGARDING PROGRAM EVALUATION [Note Specific Strengths and Deficiencies]:

The RCE program participates in internal and external program evaluation activities. The self-study materials included an evaluation plan with self-evaluation components. The evaluation plan did not include an evaluation for measuring the effectiveness of the technology used. The evaluation only mentioned about two qualitative studies which were near completion. The program is also reviewed by College of Education and the Graduate Studies committees. The program review and assessment is also done by the advisory board. The advisory board reviews survey information from students and graduates.

SECTION C: GENERAL CURRICULUM REQUIREMENTS, KNOWLEDGE DOMAINS, AND EDUCATIONAL OUTCOMES

REQUIREMENT A – MINIMUM LENGTH OF PROGRAM AND ASSESSMENT: Meets Standard REQUIREMENTS IF COUNSELOR LICENSURE IS REQUIRED IN STATE

The program provides evidence of 48 graduate hours required for completion of the RCE program. The evidence has been provided on the graduate program’s website, the program’s brochure, the graduate application to the program, and as part of the Counseling Program Student Handbook. The program does offer courses required for state counselor licensure. According to the program coordinator and the self-study document, students who wish to pursue licensure have prescribed courses that are available. During the site visit, graduates indicated that coursework was adequate.

REQUIREMENT B – EXPLANATION OF EQUIVALENCY PROVISIONS ASSESSMENT: N/A

According to the Self Study Document, the program does not provide any equivalency provisions.

REQUIREMENT C – AVAILABILITY OF COURSE SYLLABI ASSESSMENT: Meets Standard

The course syllabi provided in the self-study document are available to students at the beginning of each class. The syllabi provided met the CORE standards for content. The students (N=24) and graduates (N=8) responded that course syllabi were available.
REQUIREMENT D – OPPORTUNITIES FOR INTERACTIVE AND COLLABORATIVE EXPERIENCES WITH INDIVIDUALS WITH DISABILITIES

The Self Study Document does provide evidence of this standard. The evidence provided does speak specifically to the course curriculum. Student and graduate responded favorably in the survey. During the site visit, students and graduates indicated that they did receive exposure to culture and rights of people with disability.

REQUIREMENT E – INFORMATION ABOUT DISABILITY SERVICES AND REASONABLE ACCOMMODATIONS

According to the self-study document, the students are able to interact and collaborate with individuals with disabilities in at least seven program courses. During the site visit, current students and graduates of the program indicated that they had opportunities to interact with individuals with disabilities that enhanced their learning experience.

REQUIREMENT F – ON-LINE/DISTANCE LEARNING MEET SAME ADMISSION/CURRICULUM REQUIREMENTS AS ON-CAMPUS PROGRAM

Evidence from the course syllabi and from the faculty members indicates that the program makes available to applicants, students, and faculty, and supervisors information on disability services and reasonable accommodation processes. Evidence was noted in course syllabi and in the Counseling Program Student Handbook. The students (N=24) and graduates (N=8) rated that they are well prepared on information on disability services and reasonable accommodation process. During the site visit, the Office of Accessibility Services (OAS) director indicated the process that students use for accommodations.

STANDARD C.1 PROFESSIONAL IDENTITY

During the site visit, employers' interviewed, indicated that the current students as well as the graduates of the program have a high sense of professional identity. The general response was that the students were competent in their skills and were able to demonstrate many of the outcomes indicated by CORE. According to the self-study document, students are able to demonstrate their professional identity in at least ten courses. Both current and alumni rated the program adequate for this standard with the majority of the scores ranging from 4.2-4.7 for all areas. The employer responses ranged from 3.8 – 5.0 for all areas under this standard.

STANDARD C.2 PSYCHOSOCIAL ASPECTS OF DISABILITY AND CULTURAL DIVERSITY

Based on CORE survey results the alumni and students indicated a range of (4.4 – 4.6) as "well" prepared within this standard area. The employers' response ranged from 4.2 – 4.7 (well category) for all areas under this standard. Currently, students and alumni reported (mean score range 4.4 – 4.6) to meet this standard. Employers indicated highest total mean score of 4.7 for understanding individuals' ethnicity/racial and other diversity characteristics and the ability to identify strategies for self-awareness and self-development that will promote adjustment and coping to the disability.
STANDARD C.3  HUMAN GROWTH AND DEVELOPMENT  ASSESSMENT: Meets Standard

Based on the CORE survey results, student and alumni indicate preparation of the rating of well under human growth and development. The range of scores showed means of 4.1 to 4.6. Employers indicated lower average mean score of (3.5) for discussion sexuality issues with individuals with disabilities as part of the rehabilitation process.

STANDARD C.4  EMPLOYMENT AND CAREER DEVELOPMENT  ASSESSMENT: Meets Standard

Based on the CORE survey results, Employer responded either well or very well (4.1- 5.0) with regards to their level of preparation. With regards to Alumni responses, a range of 3.9 to 4.6 was evident. The students indicated well prepared in this area (4.1-4.5). Students indicated their highest level of preparation (4.5) for the ability to apply transferrable skills analysis methodology to identify alternative vocational and occupation options. One of the areas in which alumni felt that they were adequately prepared was identifying work condition and work hardening strategies and describing and identifying assistive technology resources.

STANDARD C.5  COUNSELING APPROACHES AND PRINCIPLES  ASSESSMENT: Meets Standard

Employers responded in the range 3.8 to 5.0 within this standard. One of the areas in which employers responded that the employees (i.e., program graduates) were adequately prepared was a basic understanding of established counseling theories and their relationship to personality theory. Based on the results of the CORE survey results, the students rated themselves as highly prepared (4.2 and 4.6).

STANDARD C.6  GROUP WORK AND FAMILY DYNAMICS  ASSESSMENT: Meets Standard

Overall, based on the CORE survey results, students (N=24) assessed themselves from well to very well prepared in this area with general scores across all areas of this standard ranging from 4.2 to 4.6. Graduates responding to the CORE survey (N=8) felt well prepared to apply theories and principles of group counseling when working with person with disabilities. Employers rated program graduates well (4.7) in facilitating group process with individuals’ family/significant others, including advocates to support the rehabilitation goals. During the onsite visit, current students and graduates of the program indicated their satisfaction with preparation regarding this standard.

STANDARD C.7  ASSESSMENT  ASSESSMENT: Meets Standard

Overall, students (N = 24) indicated a rating of well (4.2 -4.6) with the standard assessment. The results of the employers generate a range from very well to well (4.0 – 5.0). According to the self-study document, students are exposed to content within this standard. Assessment is including in several courses including, but not limited to, COUN 601, 603, 608, 611, & 696. According to the self study document, students are also given opportunities to demonstrate their knowledge of this standard in the practicum and internship experiences. According to the CORE survey results, students responded in the range of (4.2 -4.6) of preparation.

STANDARD C.8  RESEARCH AND PROGRAM EVALUATION  ASSESSMENT: Meets Standard

Current students reported that they are well prepared (4.0 - 4.5) on all of the research and program evaluation items with the highest (4.5) for demonstrating an understanding of fundamental medical terminology, and utilizing existing or acquired information about the existence, onset, severity, progression, and expected duration of an individual’s disability. Graduates reported slightly lower
responses (3.6 – 4.6), with interpreting quantitative research articles in rehabilitation and related fields having a rating of 3.8. The curriculum does include a research course, GEND 610.

**STANDARD C.9 MEDICAL, FUNCTIONAL, AND ENVIRONMENTAL ASPECTS OF DISABILITY**

ASSESSMENT: Meets Standard

The syllabus for SPED 673: Medical Aspects of Disability provides evidence of meeting this standard area. Employers indicated a range of (4.0 – 4.5) for this standard. The graduate and student surveys showed a range of 4.0 to 4.6 of feeling well prepared with regards to the medical and functional aspects of disability. During the site visit, students indicated that they felt highly prepared in this area because they spent a lot of time being taught this information and were able to utilize the information learned during their respective practicum and internship experiences.

**STANDARD C.10 REHABILITATION SERVICES, CASE MANAGEMENT AND RELATED SERVICES**

ASSESSMENT: Meets Standard

According to the CORE survey results, students assessed themselves with a rating of (3.5) to (4.0) with regards this standard area. According to the self-study document, students are exposed to this standard in at least seven courses. Students are also given exposure during the internship experience. During the site visit, some students and employers indicated that improvement was needed in the area of applying principles of caseload management, including case recording and documentation with regards to underserved disabilities or severe disabilities.

**GENERAL COMMENTS REGARDING GENERAL CURRICULUM REQUIREMENTS, KNOWLEDGE DOMAINS, AND EDUCATIONAL OUTCOMES [Note Specific Strengths and Deficiencies]**

The RCE curriculum meets all of the standards in Section C. In reviewing the overall program feedback, the data suggests that consistent evaluations exist between students and graduates who responded to the curriculum surveys. Feedback from students and graduates was received during the site visit that reflected a need for an evaluation course to be better prepared for the field. The graduates and current students indicated that the program needs to make sure the additional coursework to meet state licensure was offered. The self-study document does not provide evidence of culture and rights of people with disabilities. The evidence provided does not speak specifically to the course curriculum. There were no student responses or graduate responses in the self-study document. The program would benefit from use of the advisory committee of the RCE program to enhance exposure to people with disabilities.

**SECTION D: CLINICAL EXPERIENCE**

**STANDARD D.1 SUPERVISED REHABILITATION COUNSELING PRACTICUM**

ASSESSMENT: Meets Standard

The practicum includes a 100 hour practicum course that includes on campus instruction, demonstrations, and role playing of counseling techniques as well as off site practicum sites with 40 hours of direct services at community agency with individuals with disabilities. The program provided evidence of instructional experiences and student critiques of demonstration of counseling skills and techniques via audiotapes. During the site visit, there was evidence of a counseling laboratory with four rooms at the main campus. There are no counseling laboratory rooms at the off campus sites. The program uses technology to deliver the practicum through teleconferencing, Elluminate, and/or ITV for site supervision. The program provides students a manual that include documents and policies for practicum. During the site visit, the program provided documentation that on site supervision was
assigned and provided supervision throughout the practicum experiences. The self-study under Appendix A found in the student handbook indicates that the faculty will determine weekly or biweekly meetings and that those meetings will be one hour per week for individual or 1.5 hours per week for groups. The syllabus lists weekly meetings with 1.5 hours of group. There was evidence of written procedure on Counselor Dispositions Inventory for responding to a student who does not demonstrate satisfaction of knowledge and skills, but 83% students indicated in the survey that the RCE program provided written procedures, and expectation for the practicum. During the site visit, the program provided a class roster for practicum which demonstrates a faculty to student ratio of 1 to 3. The program does provide the counseling licensure supervisory requirements.

**STANDARD D.2 SUPERVISED REHABILITATION COUNSELING INTERNSHIP**

ASSESSMENT: Meets Standard

The program's internship requires the student to complete a supervised internship for two semesters totaling 600 hours with 240 direct hours with individuals with disabilities. The program provides written evidence in the student internship manual. Written expectations and procedures including evaluation for internship are contained in the student internship manual. Written documentation was evident that states that Agency supervisors agree to provide appropriate experience for student interns. The RCE coordinator/faculty is responsible for internship course student evaluation to be completed by site supervisors at least twice per semester with the RCE coordinator/faculty completing mandatory site visits to the agency to address students' progress. At the midterm and end of semester both the student and supervisor evaluate the experience. Weekly logs are submitted by the student that documents his or her activities during the week. Based on the CORE survey, students indicated the internship did not address instructional experiences such as videotapes, written expectations and on site supervisor (1.33 mean out of 3 students). During the site visit, current students and RCE graduates indicated that written expectation and instructional methods such as videotapes were completed using clinical experience in the internship. Based on CORE survey, the graduates rated the internship with a 3.71 mean, mean of 3.57 on orientation to internship, mean of 3.71 ongoing reporting activities as onsite supervisor during the internship and mean of 3.43 on working assignments.

**STANDARD D.3 INDIVIDUAL SUPERVISION EQUIVALENCY**

ASSESSMENT: Meets Standard

The requirements for internship supervision were included in the Rehabilitation Counseling Master's syllabi. Overall, the internship manual and syllabi has consistent information. However, internship requirements are clearly explained in the syllabus but not in the internship manual. Within the CORE survey, graduates responded with a rating of "good" (3.86 mean) under internship experience included one hour per week of individual and 1.5 hour of group supervision from the program faculty member. The graduates indicate a rating of good for progress review was provided to each student during internship and 3.14 mean for written procedure was available that addressed students who did not demonstrate satisfactory internship knowledge or clinical skills. The syllabus does provide written procedures for student who did not demonstrate satisfactory internship knowledge or clinical skills. The faculty provided students with one-hour individual supervision per week.

**GENERAL COMMENTS REGARDING CLINICAL EXPERIENCES [Note Specific Strengths and Deficiencies]:**

From the materials provided in the self-study and materials reviewed on-site, it is clear that RCE students are provided information regarding the hourly supervision requirements for both the practicum and internship. However, the student requirements as presented in the Rehabilitation Counseling Master's Degree Clinical Training Manual are general to meet both the 600-hour Rehabilitation Counseling Internship and the CORE practicum requirements of 100 clock hours. The CORE internship requirement of 600 clock hours is met based on the CORE survey responses from

*New Mexico Highlands University - 7*
students and graduates. Documentation needs to be the same as in the internship manual as well as syllabi for internship students.

The RCE faculty members are vested in the success of their students. The students applauded the faculty contributions to their personal and professional growth. Many students expressed their gratitude for the guidance and support the faculty provide not only during practicum and internship, but also throughout their graduate programs.

SECTION E: ADMINISTRATION AND FACULTY

STANDARD E.1 STUDENT RECRUITMENT, ADMISSIONS, ASSESSMENT: Meets standard AND RETENTION CONSISTENT WITH PROGRAM MISSION AND GENERAL NEEDS OF THE REHABILITATION FIELD

The Program has identified the need for qualified professional rehabilitation counselors in the written Recruitment plan. This plan provides detailed information about recruitment methods and recruitment goals for class size. Data about enrolled students in the first class provide evidence that the Program's recruitment efforts have resulted in a diverse student population with regard to individuals from different ethnic groups. Retention policies and procedures were found in RCE program manual. The Program has available resources to learn about and improve instructional strategies. The Disabled Student Services Office (DSSO) addresses needs for accessible formats. Written information about admission requirements is provided on the University and Program web site. The screening criteria such as personal characteristics and occupational background and personal experiences are addressed in the self-study using same criteria as RSA scholars. Additional documentation was provided during the site visit indicated relevant screening criteria. Admission requirements are consistent with other master's level programs at the University. Financial assistance is provided through a Rehabilitation Services Administration long-term training grant funds and other financial aid resources per the University web site. There are a sufficient number of students for a viable learning community. Enrollment is highly diverse with regard to minority students but there appear to be a limited number (one) of students with disabilities. Transferring courses for graduate credit is addressed in the Graduate Catalog and the Student Handbook.

STANDARD E.2 STUDENT AND FACULTY COMMUNICATION ASSESSMENT: Meets Standard

Required courses and possible electives are identified in the Student Handbook and Program web site. Students develop a program of study in consultation with the advisor. Feedback is obtained through course evaluations. There are plans to obtain feedback of practicum and internship experiences. Information to be provided prior to admission on required access to technologies, expected technological competence, and learning expectations in the technology-based environment was incomplete. Time frames for expected program completion were not found in the self study but additional information was provided during site visit which indicated time frames for course work to complete the degree. While there was information about computer requirements, the technological competence of the student was not addressed in the self study. The program provides assessment of each student's progress through personal development, dispositions, and writing and communication skills. The Student Handbook provided information about process for students who demonstrate difficulty or dispositions inconsistent and the appropriate options for transition from the RCE program. Students indicated during the site visit that they were informed about computer requirements.
STANDARD E.3  STUDENT INTRODUCTION TO THE PROFESSION

ASSESSMENT: Meets Standard

The program encourages involvement with student chapters, conference attendance, access to publications from rehabilitation counseling organizations and other relevant professional associations. Evidence found in self-study under appendix E, Appendix E. During the site visit, faculty indicated that they present with students at state and national rehabilitation counseling conferences. Students also indicated conference attendance and student involvement with student chapters.

STANDARD E.4  RCE PROGRAM COORDINATOR QUALIFICATIONS

ASSESSMENT: Meets Standard

The RCE Program Coordinator is appropriately qualified based on his education, experience, and professional commitment to rehabilitation counseling and education. He is a Certified Rehabilitation Counselor and has extensive experience in both teaching and rehabilitation counseling. He is grant manager of two Department of Education RSA grants. His professional commitment is demonstrated through his publications and presentations plus active service to the profession and to rehabilitation counselor education. The Program Coordinator is a tenure track faculty member.

STANDARD E.5  PROGRAM FACULTY QUALIFICATIONS ASSESSMENT: Meets Standard

There is one additional full-time faculty assigned to the rehabilitation program that is CRC and is highly qualified. There are five adjunct instructors assigned to the program. The current full-time faculty member is on a year-to-year employment contract. During the site visit, the administration indicated that this faculty position was advertised as a year-to-year contract term instead of a tenure track due to a previous faculty resigning in the middle of the academic year. Consequently, there was very little time to advertise the position as a tenure track. At the time of the site visit, University administration did not indicate when the second position would be advertised as a tenure track position.

STANDARD E.6  FACULTY COMPOSITION ADEQUATE FOR PROGRAM NEEDS AND OBJECTIVES

ASSESSMENT: Meets Standard

The Self Study Document included curriculum vitae for all faculty. The academic rank of two full-time faculty are at the rank of Qualified faculty and resource persons representing individuals with disabilities, minority groups, and/or women are represented in the program. Faculty have education and related experiences in rehabilitation counseling. Faculty are given opportunities for professional development mentoring, and receive technical support in education methodologies.

STANDARD E.7  RATIO OF FTE STUDENTS TO FTE FACULTY CONSISTENT WITH OTHER UNIVERSITY GRADUATE PROGRAMS (10:1)

ASSESSMENT: Does Not Meet Standard

The number of graduate students assigned to faculty is more than 10:1, which does not comply with the standard. At the time of the site visit, full-time student to full-time faculty ratio is 35 to 1. The university provided the updated student-advising ratios during the site visit.

STANDARD E.8  STUDENT-ADVISOR RATIO CONSISTENT WITH OTHER UNIVERSITY GRADUATE PROGRAMS (20:1)

ASSESSMENT: Does Not Meet Standard

The RCE program student-advisor ratio is consistent with other university graduate programs. There are more than 70 students in the RCE program with two full-time faculty. The student advising ratio is 35 to 1. The university provided the updated student-advising ratios during the site visit.

New Mexico Highlands University - 9
STANDARD E.9  POLICIES PERTAINING TO WORKLOAD, ASSESSMENT: Meets Standard COMPENSATION, AND OWNERSHIP OF INTELLECTUAL PROPERTY RESULTING FROM DISTANCE EDUCATION METHODOLOGIES

The RCE program has evidence of policies on intellectual property as it relates to normal duties of teaching, scholarship, and service. The program provided evidence of workload policies addressing normal teaching load of 24 credits per academic year.

STANDARD E.10  PROGRAM POLICY REGARDING ASSESSMENT: Meets Standard PROFESSIONAL CONDUCT, RELATIONSHIPS WITH STUDENTS, AND CONFIDENTIAL GRIEVANCE PROCEDURE TO ADDRESS FACULTY MISCONDUCT

The program provided evidence in the graduate student handbook and rehabilitation counseling program manual of the importance of respect and practice of integrity in their professional relationships with students. The program provided evidence on how confidential feedback to students was communicated.

GENERAL COMMENTS REGARDING ADMINISTRATION AND FACULTY [Note Specific Strengths and Deficiencies]:

The RCE program has a written recruitment plan which identifies the need for qualified professional rehabilitation counselors with detailed information about recruitment methods and recruitment goals for class size. Data show a diverse student population. Financial assistance is provided to select students through Rehabilitation Services Administration long-term training grant funds and other financial aid resources per the University web site. Enrollment is highly diverse with regard to minority students but there appear to be a limited number (one) of students with disabilities. The program encourages involvement with student professional organization chapters, conference attendance, access to publications from rehabilitation counseling organizations and other relevant professional associations. The RCE Program Coordinator is appropriately qualified based on his education, experience, and professional commitment to rehabilitation counseling and education and CRC. There is one additional fulltime faculty assigned to rehabilitation program who is a CRC. There are five adjunct instructors assigned to the program. The number of graduate students assigned to faculty is more than 10:1, which does not comply with the standard. The fulltime student to full time faculty ratio is 35 to 1. There are more than 70 students in the RCE program with two full-time faculty. The student advising ratio is 35 to 1.

SECTION F: PROGRAM SUPPORT AND RESOURCES

STANDARD F.1  INSTITUTIONAL RECOGNITION OF ASSESSMENT: Meets Standard THE RCE PROGRAM

The Vice President of Academic Affairs (Provost) and University President are supportive of the program. Also, the Deans in the College of Education and Graduate School, departmental faculty members and advisory board members, who met with site visitors indicated strong support for the program and discussed collaborative efforts and strong involvement in the local community. The RCE is recognized in University publications and is a part of the University webpage.
STANDARD F.2 SUPPORTIVE SERVICES AND RESOURCES

ASSESSMENT: Needs Improvement

The RCE program has adequate office space and resources to implement the program on the main campus. Classrooms are accessible to students with disabilities and have sufficient technology at both on campus and off site. Off campus sites are approximately 50-100 miles from the main campus. Based on the site visit, one of the sites that housed about half of the RCE program students had limited support staff. Privacy is ensured in office and meeting rooms at both on campus and off site locations. The program has a Department of Education (RSA) grant. Faculty and administration report adequate funding to support the program, particularly as it relates to the main campus; however, it was expressed by department faculty, students, staff and administration that resources such as additional support staff and increased library resources are needed for the off campus sites. On campus, the support staff is shared within the College of Education and the RCE program support staff are temporary employees funded through the RSA grant.

STANDARD F.3 ACCESSIBILITY OF CAMPUS RCE FACILITIES, WEBSITES, AND MEDIA AND COMPLIANCE WITH STATE AND FEDERAL LAWS

ASSESSMENT: Needs Improvement

The campus and its facilities are accessible and usable by individuals with disabilities. The self-study showed evidence that the website is accessible and available. During the site visit, the university website was being revised and the scheduled launch date was set for after the site visit. Students indicated that they have received reasonable accommodations and full access to the resources in the Office of Accessibility Services (OAS). The Director of OAS was available to the site reviewers and indicated that campus wide accessibility plan was being presently revised and the new one should be available at the end of the semester.

STANDARD F.4 AVAILABILITY OF UNIVERSITY SERVICES FOR STUDENTS

ASSESSMENT: Needs Improvement

A meeting and tour of the library demonstrated that the Program assures that university library services are available and adequate for graduate students. There was adequate rehabilitation related journals in the library. The students have access to journals online or have access to journals and books via statewide inter-library loan. Technology services and support are available. Library staff indicated that additional funding is needed for additional staffing, and for increased electronic resources to better support external sites where the RCE programs are provided. Counseling services are also available. The library website was being revised at the time of the site visit. Therefore, they were unable to demonstrate website accessibility.

GENERAL COMMENTS REGARDING RCE PROGRAM SUPPORT AND RESOURCES [Note Specific Strengths and Deficiencies]:

The RCE program is well supported by the Administration. The Departmental faculty supports the program and report collaborative efforts. There are available resources for students. The RCE program has adequate office space and resources to implement the program on the main location. Classrooms are accessible to students with disabilities and have sufficient technology at both on campus and off site. Off campus sites (50 to 100 miles away from main campus) have limited support staff which housed about half of the students in the program have limited support staff and library resources.
SUMMARY OF: New Mexico Highlands University

STRENGTHS:

The Rehabilitation Counseling Program at New Mexico Highlands University is the only RCE program in the state and the program has a strong relationship with key stakeholders. The department faculty maintains close ties with students and alumni. Among the strengths of the Program are the close ties it has to the public, federal, and non-profit vocational rehabilitation agencies in the state, as well as the excellent rapport between students and faculty as reported from current students and program graduates. The program has Department of Education RSA grants. These funding sources have allowed the program to provide student scholarships and program resources.

The main strength of the program is distance learning online program. The delivery of instruction through ITV and Elluminate allows the program to reach larger areas in Northern New Mexico which have limited access.

The Advisory Committee is very supportive of the program and ready and willing to work on behalf of the program in recruitment of students and evaluation of the program. The University President, Provost, deans and other administrators are very supportive of the program and provided resources for the program. Current students and graduates are supportive of the program and report faculty being extremely accessible.

Faculty and staff in the Department are committed to their students. The quality of instruction appears to be high. Data obtained from the survey questionnaires indicate the curriculum is appropriate and relevant and satisfactorily addresses the curricula areas required in CORE curriculum standards. Program faculty is highly qualified possessing terminal degrees, rehabilitation work experience, teaching, and publication experience. Two of the faculty members are Certified Rehabilitation Counselors. Faculty members appear to work well together.

DEFIENCIES:

The New Mexico Highland University Program functions effectively with quality faculty, adequate resources and a comprehensive curriculum. There are several areas where improvements are needed including:

The program objectives found on program website, student handbook and brochures need to address community needs are not specifically addressed in program objectives related to master’s level rehabilitation counselor education. Program objectives in some cases do not adequately focus on master’s level rehabilitation counselor education.

The plan did not include an evaluation for measuring the ongoing technical support. It only mentioned two qualitative studies which were near completion.

The number of graduate students assigned to faculty is more than 10:1, which does not comply with the standard. The fulltime student to full time faculty ratio is 35 to 1. There are more than 70 students in the RCE program with two full-time faculty. The student advising ratio is 35 to 1, which does not comply with the standard. During the site, it was indicated that campus wide accessibility plan was being presently revised and a new one should be available at the end of the semester.
BASED ON STRENGTHS AND DEFICIENCIES, LIST ANY CONDITIONS OR RECOMMENDATIONS THAT YOU BELIEVE SHOULD BE CONVEYED TO THE COMMISSION ON STANDARDS AND ACCREDITATION. IN LISTING ANY PROPOSED CONDITIONS, PLEASE LIST THEM IN STANDARD ORDER.

CONDITIONS:

1. By April 1, 2013, the RCE program shall provide evidence of objectives addressing community needs, and needs of people with disabilities. (A.2)

2. By April 1, 2013, the RCE program shall provide evidence of the ratio of full-time equivalent (FTE) students to (FTE) faculty should be no greater than 10:1. (E.7)

3. April 1, 2013, the RCE program shall provide evidence of the student headcount-to-advisor ratio should be no greater than 20:1 for advising related to rehabilitation counseling as a career, course content, etc. (E.8)

RECOMMENDATIONS:

1. The RCE program is encouraged to have evidence of evaluating effectiveness of technology and distance learning. (B1.)

2. The RCE program is encouraged to provide adequate support staff (F2.)
Neu Mexico Highland University

To the Radiation Control Education Program at

of

Council on Radiation Education, Inc.

Period of Recognition: July 2011 through Summer 2020

The Commission on Standards and Accreditation for Nuclear, Debugger, and Radiation Education. Further, the Commission on Standards and Accreditation for Nuclear, Debugger, and Radiation Education, Inc. hereby accredits the Radiation Control Education Program at Neu Mexico Highland University.

The Commission on Standards and Accreditation for Nuclear, Debugger, and Radiation Education, Inc.