The MA in Rehabilitation Counseling Program uses a systematic process of evaluation procedures to ensure program effectiveness and efficiency. This process is focused on meeting the program’s mission and objectives and it is based on both internal and external evaluations of the program. Components of the program evaluation process are designed to provide feedback to the program, which facilitates continuous improvement regarding recommendations and modifications. The following programmatic areas were evaluated during Summer 2021 through Spring 2022 with specified internal review and external review evaluation strategies from the program’s evaluation plan.

1. Evaluation of the alignment of Program Mission and Objectives

   A. The program mission and objectives are evaluated by the RC Advisory Committee on an annual basis to ensure alignment with the field.

      During the Fall 2021 RC Advisory Committee meeting on 11/5/2021, the program’s objectives and mission were evaluated, including a comparison of the objectives related to the mission. It was concluded that the mission and objectives were still on target.

   B. A comparison of the program’s mission and objectives with the university, college, and department missions is conducted on an annual basis by faculty.

      During the first Fall RC Program meeting on 9/30/2021, the program’s missions and objectives were compared to the missions of the Department of Health and Community Studies, Woodring College of Education, and Western Washington University. It was concluded that they are consistent with the institution’s overall mission and plan.

2. Evaluation of the First Program Objective: To offer a quality curriculum that prepares master's level rehabilitation counselors with the knowledge and skills necessary to ethically and competently serve and advocate with individuals with disabilities.

   This program objective was evaluated in several ways: (a) assessing the Student Learning Objectives, (b) receiving feedback from the RC Advisory Committee on an annual basis, (c) conducting surveys of graduating students, (d) conducting surveys of alumni, and (e) conducting surveys of employers.

   A. The Student Learning Objectives were assessed through the Key Performance Indicators (KPIs) throughout the year.
The following data regarding KPIs were collected during this review period.

<table>
<thead>
<tr>
<th>Student Learning Objective</th>
<th>KPI 1 with benchmark</th>
<th>KPI 2 with benchmark</th>
<th>KPI 3 with benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will demonstrate knowledge of ethical considerations when working with individuals with disabilities</td>
<td>17 of 25 students (68%) received a grade of B (83%) or better on the Ethics Assignment in Fall 2021 RC 578 <em>(does not meet threshold)</em></td>
<td>13 of 13 students (100%) received a passing grade on the Organizational Issue or Ethical Dilemma assignment in Spring 2022 RC 592 <em>(met threshold)</em></td>
<td>12 of 12 students (100%) received a passing score (either at the first administration or after the first rewrite) on the Summer 2021 and Fall 2021 Comprehensive Examination factor “Demonstrated knowledge of ethical considerations” <em>(met threshold)</em></td>
</tr>
<tr>
<td>2. Students will demonstrate knowledge of cultural considerations when working with individuals with disabilities</td>
<td>22 of 22 students (100%) received a grade of B (83%) or better on the Group Presentation in Spring 2022 RC 577 <em>(met threshold)</em></td>
<td>16 of 16 students (100%) received a grade of B (83%) or better on the Peer Group Discussion on Identities assignment in Winter 2022 RC 583 <em>(met threshold)</em></td>
<td>12 of 12 students (100%) received a passing score (either at the first administration or after the first rewrite) on the Summer 2021 and Fall 2021 Comprehensive Examination factor “Demonstrated knowledge of cultural considerations” <em>(met threshold)</em></td>
</tr>
<tr>
<td>3. Students will demonstrate knowledge of the developmental aspects of disability</td>
<td>18 of 18 students (100%) received a grade of B (83%) or better on the Literature Review Paper in Summer 2021 RC 579 <em>(met threshold)</em></td>
<td>13 of 13 students (100%) received a passing grade on the Case Presentation Assignment in Spring 2022 RC 592 <em>(met threshold)</em></td>
<td>12 of 12 students (100%) received a passing score (either at the first administration or after the first rewrite) on the Summer 2021 and Fall 2021 Comprehensive Examination factor “Demonstrated knowledge of human growth and development aspects”</td>
</tr>
<tr>
<td></td>
<td>Students will demonstrate knowledge of and skills in job placement strategies</td>
<td>Students will demonstrate knowledge and skills of individual counseling theories and associated techniques</td>
<td>Students will demonstrate knowledge of and skills in group counseling theories</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>4.</td>
<td>19 of 19 students (100%) received a grade of B (83%) or better on the Job Development &amp; Placement Assignment in Winter 2022 RC 588 <em>(met threshold)</em></td>
<td>13 of 13 students (100%) received a passing grade on the Case Presentation Assignment in Spring RC 592 <em>(met threshold)</em></td>
<td>12 of 12 students (100%) received a passing score (either at the first administration or after the first rewrite) on the Summer 2021 and Fall 2021 Comprehensive Examination factor “Demonstrated knowledge of job placement, including transferable skills and potential jobs with suggested accommodations” <em>(met threshold)</em></td>
</tr>
<tr>
<td>5.</td>
<td>16 of 16 students (100%) received a grade of B (83%) or better on Counseling Sessions in Winter 2022 RC 583 <em>(met threshold)</em></td>
<td>13 of 13 students (100%) received a passing grade on Recordings in Winter 2022 RC 591 <em>(met threshold)</em></td>
<td>12 of 12 students (100%) received a passing score (either at the first administration or after the first rewrite) on the Summer 2021 and Fall 2021 Comprehensive Examination factor “Demonstrated knowledge of counseling theories and techniques, including individual, group, and career” <em>(met threshold)</em></td>
</tr>
<tr>
<td>6.</td>
<td>16 of 16 students (100%) received a grade of B (83%) or better on the Group Counseling Practice Demonstration assignment in Spring 2022 RC 584 <em>(met threshold)</em></td>
<td>13 of 13 students (100%) received a passing grade on the Group Counseling assignment in Spring 2022 RC 592 <em>(met threshold)</em></td>
<td>12 of 12 students (100%) received a passing score (either at the first administration or after the first rewrite) on the Summer 2021 and Fall 2021 Comprehensive Examination factor “Demonstrated knowledge of counseling theories and techniques, including individual, group, and career” <em>(met threshold)</em></td>
</tr>
<tr>
<td>Examination factor</td>
<td>7. Students will demonstrate knowledge of and skills using assessment tools</td>
<td>8. Students will demonstrate knowledge and skills of how to critically evaluate research</td>
<td>9. Students will demonstrate knowledge of the medical aspects of disability</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
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<td>----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>“Demonstrated knowledge of counseling theories and techniques, including individual, group, and career” (met threshold)</td>
<td>15 of 15 students (100%) received a grade of B (83%) or better on the Self-Report Assignment in Spring 2022 RC 587 (met threshold)</td>
<td>10 of 17 students (59%) received a grade of B (83%) or better on Exam 1, 7 of 17 students (41%) received a grade of B (83%) or better on Exam 2, and 17 of 17 students (100%) received a grade of B (83%) or better on Exam 3 in Fall 2021 RC 501 (does not meet threshold)</td>
<td>21 of 22 students (95%) received a grade of B (83%) or better on Exam 1 and 22 of 22 students (100%) received a grade of B (83%) or better on Exam 2 and 22 of 22 students (100%) received a grade of B (83%) or better on the 9 Diagnostic Case Studies in Winter</td>
</tr>
<tr>
<td></td>
<td>12 of 12 students (100%) received a passing score (either at the first administration or after the first rewrite) on the Summer 2021 and Fall 2021 Comprehensive Examination factor “Demonstrated knowledge of assessment, including career and psychological assessment” (met threshold)</td>
<td>13 of 13 students (100%) received a passing grade on the Case Presentation Assignment in Spring RC 592 (met threshold)</td>
<td>18 of 18 students (100%) received a grade of B (83%) or better on the 9 Diagnostic Case Studies in Winter</td>
</tr>
<tr>
<td></td>
<td>14 of 14 students (100%) received a passing grade on the Case Presentation Assignment in Summer 2021 RC 592 (met threshold)</td>
<td></td>
<td>12 of 12 students (100%) received a passing score (either at the first administration or after the first rewrite) on the Summer 2021 Comprehensive Examination factor “Demonstrated knowledge of assessment, including career and psychological assessment” (met threshold)</td>
</tr>
<tr>
<td>10. Students will demonstrate knowledge of the psychosocial aspects of disability</td>
<td>15 of 15 students (100%) received a grade of B (83%) or better on the Book Review and Analysis Assignment in Summer 2021 RC 585 (met threshold)</td>
<td>13 of 13 students (100%) received a passing grade on the Case Presentation Assignment in Spring RC 592 (met threshold)</td>
<td>12 of 12 students (100%) received a passing score (either at the first administration or after the first rewrite) on the Summer 2021 and Fall 2021 Comprehensive Examination factor “Demonstrated knowledge of psychosocial aspects, including adjustment and adaptation to disability, family issues, and community referrals” (met threshold)</td>
</tr>
</tbody>
</table>

The areas that did not meet the required threshold will be discussed by RC faculty during a Fall 2022 RC program meeting to determine the cause of these low grades and to assess if anything needs to be revised in the courses.

B. The RC Advisory Committee will provide feedback on the relevancy and content areas in the curriculum on an annual basis.

During the Fall 2021 RC Advisory Committee meeting on 11/5/2021, the RC curriculum and course sequencing was reviewed by members. It was concluded that the curriculum and content areas were still on target and relevant to the profession.

C. Surveys of all graduating students will be conducted and analyzed on an annual basis. At least 90% of respondents will:
   i. rate all curriculum content questions as Met Expectation or higher
   ii. rate all field experience questions as Met Expectations/Prepared/Useful or higher
   iii. respond with a “yes” to “Would you recommend this program to others?”
During Summer 2021, 6 of the 12 graduating students completed the RC Graduate Survey. Of the 11 overall content areas that are evaluated, there were none that had sub-areas rated by at least two respondents as below expectation or disappointing. Although there were no substantial recommendations for program improvement, one student rated standard F.6.h. (10 hours of counseling experience over the course of the quarter) as below expectation. In addition, one student commended the program on maintaining program integrity throughout the pandemic experience.

According to the survey, all respondents felt prepared to start practicum and internship. All respondents rated the pre-practicum, practicum, and internship seminars (time in the classroom) as meeting expectation or higher. All respondents rated the pre-practicum, practicum, and internship field experiences (time on the site) as meeting expectation or higher. All respondents rated the area of pre-practicum, practicum, and internship giving the opportunity to become familiar with a variety of professional activities and resources, including technological resources, as met expectation or higher.

All respondents felt prepared to take a job upon graduation. All respondents said they would recommend the program to others.

These data were discussed and analyzed during the second Fall 2021 RC program meeting on 10/21/2021 and the Fall 2021 RC Advisory Committee meeting on 11/5/2021. Even though the results were strong, potential changes to further strengthen the curriculum were discussed at an RC faculty meeting, particularly in regards to how and when to transition back to in-person courses and how to strengthen the group counseling experience given the reality of remote instruction. Due to the continued pandemic, a plan for all courses to be in-person was put on hold except for RC 501 Rehabilitation Research. It was decided that RC 501 was going to be offered in both an in-person and synchronous Zoom format for Fall 2021 based on student feedback. The faculty for RC 584 have revised the group counseling weekly facilitation assignments to strengthen the experience and to support group leaders in the Zoom environment.

D. Surveys of alumni who have graduated 2 years prior will be conducted and analyzed on an annual basis. At least 90% of respondents will:
   i. rate all curriculum content questions as Agree or higher
   ii. rate “Please rate the MA in Rehabilitation Counseling program in regards to the overall quality of the program” as Satisfied or higher
   iii. rate “Please rate the MA in Rehabilitation Counseling program in regards to your overall satisfaction of the program” as Satisfied or higher

Unfortunately, no alumni who graduated Summer 2019-Spring 2020 completed the RC Alumni Survey that was sent out in August 2021. There was one reminder sent in addition to the original email request.

E. Surveys of employers will be conducted and analyzed every 3 years. At least 90% of respondents will:
i. rate all curriculum content questions as Agree or higher

This survey will be sent out in August 2023.

3. Evaluation of the Second Program Objective: To recruit and retain qualified students for a viable program that includes persons from diverse racial and cultural backgrounds and individuals with disabilities.

A. Analysis of recruitment and retention data is conducted on an annual basis by program faculty.

During the second Fall 2021 Fall RC program meeting on 10/21/2021, the faculty reviewed and discussed the aggregate data that was collected from the MA in RC Demographic and Recruiting Survey for the Fall 2021 Admits. Since close to 100% of applicants are admitted, these data are a valid measure of the overall recruitment pool. Nineteen of the 22 admits completed the survey. Most learned about the WWU RC program through the website or a colleague/friend. The top 3 choices for choosing the WWU RC program were (a) schedule of courses, (b) applicability of program to professional goals, and (c) designed for working adults. Regarding gender identity, 3 identified as man, 12 identified as woman, 1 identified as genderqueer/fluid, 1 identified as nonbinary, and 1 identified as two-spirit. Regarding disability identity, 6 indicated that they identified as a person with a disability, 11 did not, and 1 preferred not the answer. Four respondents indicated that they were active-duty military or a veteran. Regarding racial and ethnic cultural identity, 9 identified as White/Caucasian, 2 identified as Black or African American, 2 identified as Asian, 1 identified as Hispanic, 3 identified as Multi-racial (Black/White/Pacific Islander/Asian, Asian/African American, and White/Black), and 1 stated other (Caucasian and Iranian). Regarding their first language, 1 student stated Tagalog, 1 student stated Spanish, and 1 student stated Portuguese with the remaining stating English. Regarding first-generation college student status, 6 indicated yes to this question.

The faculty also reviewed and discussed the data that was collected regarding the retention rate and number of graduates in previous cohorts. For the Fall 2020 cohort, 19 started the program, but 1 dropped out early winter quarter, which corresponds to a retention rate of 95%. Of the 18 remaining, 1 needed to step away due to health reasons but hopes to return. Fourteen are completing the program in 2 years and 4 are completing in either 3 or 4 years, therefore 14 are on track to graduate in August 2022. For the Fall 2019 cohort, 15 started the program, but 2 died and 1 dropped out of the program, which corresponds to a retention rate of 80% (or 93% excluding the deaths). Of the remaining 12, 9 graduated in August 2021, 1 is on track to graduate in March 2022, and 1 is on track to graduate in August 2022. For the Fall 2018 cohort, 11 started the program, but 1 dropped to pursue another degree and there is 1 who is not active and will probably not return, which corresponds to an 82% retention rate. Of the remaining 9, 5 graduated in August 2020, 3 will graduate in 2021/2022, and 1 will graduate in 2022/2023.
B. Recruitment and retention data is reviewed by the RC Advisory Committee on an annual basis.

During the Fall 2021 RC Advisory Committee meeting on 11/5/2021, the recruitment and retention data shared above was reviewed by members. There was a discussion about recruiting strategies to learn of any new ways that the members had to recruit potential students.

During the Spring 2022 RC Advisory Committee meeting on 5/20/2022, the current recruiting strategy and number of applicants who applied by the priority deadline were reviewed. As of this meeting, there were 7 applicants, however, 2 withdrew. Of the 5 remaining applicants, 2 are confirmed for Fall 2022, 1 has been offered admission, and 1 is deciding on following through based on out-of-state status. Of the 5, 2 are male and 2 are from diverse backgrounds. There are 17 individuals who have initiated an application for Fall 2022.

The RC Advisory Committee also reviewed updated retention data at the Spring meeting. For the Fall 2021 cohort, 1 student withdrew after their first quarter, which corresponds to a 95% retention rate. For the Fall 2020 cohort, 1 additional student withdrew, lowering the retention rate to 90%. For the Fall 2019 and Fall 2018 cohorts, the retention rate remained the same.

4. Evaluation of the Third Program Objective: To promote an inclusive learning community that enriches student experience and education and promotes full participation of all students.

A. A review and analysis based on student comments and feedback are conducted on an annual basis by program faculty.

During the second Fall 2021 Fall RC program meeting on 10/21/2021, the faculty discussed both comments and feedback shared with them during advising sessions or informal conversations. Based on this feedback, faculty are looking at how to strengthen connections between the RC students and professionals in the field with either bringing them into a remote synchronous class or putting information into an asynchronous Canvas course. An example of this occurred in the Spring 2022 Internship seminar class where 2 representatives, both WWU RC alum, discussed their career trajectory and the Client Assistance Program, where they currently work, with the first quarter interns.

B. Students are surveyed by the RC Teaching Assistant prior to the RC Advisory Committee meetings and data are presented and reviewed by faculty and committee.

During the second Fall 2021 Fall RC program meeting on 10/21/2021, the faculty reviewed and discussed the information that was shared by the RC TA. After that meeting, it was decided that a Qualtrics survey should be created to streamline data collection by the RC TA and offer targeted open-ended questions instead of just one question about feedback in general. The information gathered by the RC TA was also
reviewed and discussed during the Fall 2021 RC Advisory Committee meeting on 11/5/2021. The RC TA administered the new Qualtrics survey and provided data at the Spring RC Advisory Committee meeting on 5/20/2022, which was reviewed and discussed by both faculty and committee members. Related to the inclusive learning community, some examples of student feedback included:

- “I love how flexible your program is for nontraditional students who may be working, juggling family etc. while obtaining their degree. I appreciate that, as a legally blind person, program is genuinely inclusive and designed in an accessible manner. I love that I can become a CRC and LMHC through the program. Your program is the first time in my academic experience I have felt happy and get to enjoy learning again.”
- “Very supportive and accommodating -- it's clear that program staff and faculty want all students to succeed.”
- “The professors lead with understanding, compassion, and the support of pushing students to bring out the counselors within themselves by giving us the skills and knowledge to do so.”
- “Definitely appreciate everyone’s willingness to work with my disability.”
- “I experienced a major health issue and the professors were incredibly supportive in my taking the necessary time to heal as they adjusted the due dates on assignments.”

After the review of the data and a discussion with the RC Advisory Committee members, there was a suggestion to add a question directly related to assessing the degree to which the students feel that the program promotes an inclusive learning community. This revised survey will be implemented in Fall 2022.

5. Evaluation of the Fourth Program Objective: To create opportunities for student interaction with individuals with disabilities as well as individuals from culturally diverse backgrounds.

1. A review and analysis of opportunities is conducted on an annual basis by program faculty.

During the second Fall RC program meeting on 10/21/2021, the faculty reviewed the opportunities that were included in the AY 20-21 RC courses. The opportunities identified outside of the field experience courses (RC 590, RC 591, and RC 592) were:

- RC 577 (Multicultural Rehabilitation Counseling): Cultural Event Reflection Paper (attend an event related to multiculturalism or diversity training and write a reflection paper)
- RC 579 (Human Growth, Development, and Disability): Lifespan History Interview Report (select an adult, preferably an elder, who self-identifies as having a disability to interview regarding their lifespan history)
- RC 583 (Theories and Techniques of Rehabilitation Counseling II): 3 Counseling Sessions (conducted with an alumni confederate with background including having a disability)
• RC 584 (Group Counseling Techniques in Rehabilitation): 2 Group Reflection Papers (attend an addictions support group session and attend another group for people with disabilities and then write reflection papers)
• RC 585 (Social, Psychological, and Attitudinal Aspects of Disability): Book Review and Analysis Paper (read a memoir written by a person with a disability, or by someone close to a person with a disability, and write a paper on the author's key or most meaningful ideas and concepts)
• RC 587 (Assessment and Testing in RC): Outside Client Interpretation Session (conduct and record a WOWI interpretation session with an individual with a disability)
• RC 588 (Career Development and Job Placement): Job Development and Placement Assignment (assist an individual with a disability with the job development and placement process)

2. Opportunities are reviewed by the RC Advisory Committee on an annual basis.

These opportunities were reviewed by the RC Advisory Committee during the Fall meeting on 11/5/2021 while discussing the curriculum as a whole.

6. Evaluation of the Fifth Program Objective: To efficiently and effectively enhance the program by obtaining regular and timely feedback from students, the advisory committee, field experience site supervisors, consumers, graduates, and employers.

A. At the end of the quarter, each course is evaluated by students relating to course effectiveness and quality of instruction using a WWU-approved form.

During this time period, all students were provided an opportunity to evaluate their courses using the Western Course Evaluation online form, which included questions related to the satisfaction of the content of the courses and suggested improvements. Faculty are committed to reviewing the data each quarter to continue to improve instruction.

B. At the end of practicum and internship, students evaluate their experience, agency, and site supervisor using program-developed forms.

For the Summer 2021 Internship course, students were asked to rate how the internship experience has enhanced their knowledge/skill base in 7 areas on a 5-point scale. The results are listed in the table below.

<table>
<thead>
<tr>
<th>Area</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional application of counseling</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>skills and techniques</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
11 of the 12 students reported that they would recommend their site/agency to another rehabilitation counseling internship student.

For the Winter 2022 Practicum course, students were asked to rate how the practicum experience has enhanced their knowledge/skill base in 6 areas on a 5-point scale. The results are listed in the table below.

<table>
<thead>
<tr>
<th>Area</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and application of basic skills and techniques in counseling</td>
<td>3</td>
<td>10</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Application of the individual counseling process</td>
<td>0</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Application of the group counseling process</td>
<td>0</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>6</td>
</tr>
</tbody>
</table>
All 14 students reported that they would recommend their site/agency to another rehabilitation counseling practicum student.

C. The RC Advisory Committee meets twice per year to provide feedback to the program.

The RC Advisory Committee met on 11/5/2021 and 5/20/2022 to provide feedback on several areas of the program, including student data and curriculum. There were no suggestions for areas to strengthen.

D. At the end of internship, there is a review of the site supervisors’ responses to “What recommendations or suggestions would you make for the WWU MA in Rehabilitation Counseling Program for improving or enhancing student training?” that is included on the Evaluation of Student Internship Performance Form.

For the Summer 2021 Internship course, the following comments were made regarding recommendations or suggestions for the program:

- Increased focus on cultural competence, ethics, and case management skills. This is from my general observations of multiple interns.
- None at this time/No comment: 10
- Positive comments:
  - It all has seemed excellent to me.
  - No recommendations. Students are always well trained and prepared!
  - None. I would gladly train another intern from the WWU MA in Rehab Counseling program in the future.

For the Spring 2022 Internship course, the following comments were made regarding recommendations or suggestions for the program:

- Provide more guidance on case management skills
- Co-teach with DVR staff to offer exposure to public VR (DVR 101)
- Make sure that tele-health is something that is continued to be presented as it helps interns learn how to focus on the client when they may not be in the room with them
- Working with difficult individuals is always a good learning tool for students, which is often not taught in training, what do to with client who is upset, raising their voice, denying services to.
• Recommendations for improving or enhancing student training would be to review the soft skills needed to ensure time management, information organization, and applying disability management concepts to employability. Practicing scenarios provides opportunity to explore variable decision making and also reflect impact when working with customer and a significant other or guardian/parents.

• None at this time/No comment: 6 supervisors

• Positive comments:
  o N/A very good
  o Flexibility in providing opportunities for people who have been in the field
  o Continue to encourage students to explore alternative rehabilitation methods like Clubhouse!
  o I have been impressed with the relevance of assignments to real life situations.

E. At the end of internship, there is a review of the Summary of Client Feedback responses that are requested from site supervisors on the Evaluation of Student Internship Performance Form.

For the Summer 2021 Internship course, the following comments were made regarding client feedback:

• No information: 7 supervisors
• Overall clients have been extremely satisfied while working with [intern].
• Clients have commented on how supported they feel when working with [intern]. They also appreciate the information she provides and ideas she generates with them to progress toward reaching their goals.
• Clients have verbally advised of how helpful [intern] has been during their Vocational Recovery process and there have been similar compliments about delivery of service by employers and referral sources.
• Currently, I don’t have any summary feedback from students that [intern] has begun working with. I do know that one of the students she worked with fairly intensively during the spring quarter was successful and is taking classes this summer too. I think that success and retention was in doubt, but [intern’s] one-on-one work with her made a difference.
• Clients have nothing but praise for the help that [intern] has provided when they are going through difficult life challenges.
• We have had several clients report that [intern] was instrumental in them coping with their disability and helping them return to gainful employment.
• Parent of a client: “I like working with [intern], he seems very nice.”
• [Intern] was liked and respected by the clients that he interfaced with.

For the Spring 2022 Internship course, the following comments were made regarding client feedback:

• No information: 7 supervisors
• Clients have verbally advised how helpful [intern] has been during their vocational recovery process
• [Intern] has received very good comments from her clients that wanted to show their appreciation for her engagement and support she has shown them.
• Customers enjoy [intern]. Partners comment on her engagement and collaboration.
• Client’s Mom said that she was grateful for [intern’s] help with her concerns.
• Members ask about [intern] regularly and report enjoying working with her.
• [Intern] has a willingness to listen and seeks understanding before offering instruction or advice.
• Summary of client feedback reflected DVR customers liked [intern], felt that she was nice, and helpful. Some felt that they didn't get to know her because we were on task and didn't get to chat more.

F. Surveys of graduating students and alumni who have graduated 2 years prior are conducted on an annual basis and surveys of employers are conducted every 3 years.

As stated in 2.C. above, during Summer 2021, 6 of the 12 graduating students completed the RC Graduate Survey. Of the 11 overall content areas that are evaluated, there were none that had sub-areas rated by at least two respondents as below expectation or disappointing. Although there were no substantial recommendations for program improvement, one student rated standard F.6.h. (10 hours of counseling experience over the course of the quarter) as below expectation. In addition, one student commended the program on maintaining program integrity throughout the pandemic experience.

As stated in 2.D. above, no alumni who graduated Summer 2019-Spring 2020 completed the RC Alumni Survey that was sent out in August 2021.

As stated in 2.E. above, the employer survey will be sent out in August 2023.

7. Assessment of Students

A. Prior to admission, the following areas are assessed for each candidate by the RC Academic Program Director.
• GPA minimum of 3.0 (Contract for provisional admission if GPA less than 3.0 and supported by admissions essay/interview and WWU Graduate School)
• Completion of a bachelor’s degree from an accredited college or university
• Admission essay
• Technology Self-Assessment
• Signed agreement to comply with the RC Student Dispositions
• Interview with RC Academic Program Director

All students who were admitted to the program for Fall 2021 met the above criteria.

B. Continuation in the program is assessed in the following areas for all students by the RC Academic Program Director.
• Quarterly GPA
• Quarterly course grades
RC Student Professional Disposition assessment outcomes

All students are assessed on the first two items by the RC Academic Program Director on a quarterly basis on these criteria. All students are assessed on the last item at a quarterly RC Program Meeting at the end of each quarter. The students are then sent a letter with the assessment summary. For the current students, all students are on target related to these three areas.

C. Qualification for Pre-Practicum (RC 590) is assessed in the following areas for all students by the RC Clinical Coordinator.
   • Quarterly GPA
   • Completion of RC 582
   • Grade of B or better in RC 583

   All pre-practicum students met these criteria prior to enrolling in RC 590 in Fall 2021.

D. Qualification for Practicum (RC 591) is assessed in the following areas for all students by the RC Clinical Coordinator.
   • Quarterly GPA
   • Grade of S in RC 590

   All practicum students met these criteria prior to enrolling in RC 591 in Winter 2022.

E. Qualification for Internship (RC 592) is assessed in the following areas for all students by the RC Clinical Coordinator.
   • Quarterly GPA
   • Grade of S in RC 591

   All internship students met these criteria prior to enrolling in RC 592 in Summer 2021 and Spring 2022.

F. Program completion is assessed in the following areas for all students by the RC Academic Program Director.
   • Completion of all required courses
   • Cumulative GPA
   • Score on Comprehensive Examination

   Twelve students completed the comprehensive examination, with 11 passing on the first administration and 1 on the first rewrite. All students are maintained a cumulative GPA of 3.0 or above. Ten students graduated Summer 2021 and 2 graduated Fall 2021.

Update on Action Steps from the 2020-21 Program Evaluation Report

1. The RC Academic Program Director met with faculty to discuss RC 578, RC 588, and RC 594 to determine the cause of the low grades for a percentage of students, which fell below the threshold set. For RC 578, the discussion revolved around the ethics assignment. It was determined that the assignment reflected the ethical concepts that are
important, and no changes were necessary. For RC 588, the discussion revolved around the career counseling theory assignment. It was determined that the assignment reflected critical understanding of career counseling theories, and no changes were necessary. For RC 594, the discussion revolved around 3 case study assignments. It was determined that the main cause of missing the threshold for a grade of B is that it corresponds to missing only 1 point, which was the case for most students.

2. In regards to ongoing feedback, there were several discussions in RC program meetings and with faculty individually to increase the activity in discussion board assignments and to how to support students in the asynchronous courses.

3. Regarding how and when to transition back to in-person courses, a plan for holding most courses in-person was put on hold due to the continued pandemic. RC 501 was offered as both in-person or synchronous Zoom course in Fall 2021. Most students opted for the remote option and there were only two class sessions with 1 or 2 students in-person.

4. The RC Clinical Coordinator reviewed the material in the Canvas pages for the field placement courses and created a clear document regarding the definition of direct and indirect hours as well as how many hours are needed each quarter.

Action Steps from Current 2021-22 Program Evaluation Report

1. The RC Academic Program Director will meet with faculty to discuss RC 578 and RC 501 to determine the cause of these low grades and to assess if anything needs to be revised in the courses. For RC 578, the discussion will revolve around the ethics assignment. For RC 501, the discussion will revolve around Exam 1 and Exam 2.

2. Continue discussions in RC program meetings about how and when to transition back to in-person courses for all courses except RC 501 (which will be in-person Fall 2022).

3. If RC 584 is taught as a synchronous Zoom course in Spring 2023, continue to revise the group counseling weekly facilitation assignments to strengthen the experience and to support group leaders in the Zoom environment.

4. Continue to find opportunities to strengthen connections between the RC students and professionals in the field with either bringing them into a synchronous Zoom or in-person class or putting information into an asynchronous Canvas course.

5. Revise and implement the Qualtrics survey that is administered by the RC TA before the two RC Advisory Committee meetings to add a question directly related to assessing the degree to which the students feel that the program promotes an inclusive learning community.

6. Revise and implement the student professional dispositions evaluation and process.