

2023-2024 Program Evaluation Report

MA in Rehabilitation Counseling Program Department of Health and Community Studies Woodring College of Education Western Washington University

The MA in Rehabilitation Counseling Program uses a systematic process of evaluation procedures to insure 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 2023 through Spring 2024 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 2023 RC Advisory Committee meeting on 11/17/2023, 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 RC Program meeting on 10/26/2023, 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.

Student Learning Objective	KPI 1 with benchmark	KPI 2 with benchmark	KPI 3 with benchmark
1. Students will demonstrate knowledge of ethical considerations when working with individuals with disabilities	15 of 17 students (88%) received a grade of B (83%) or better on the Ethics Assignment in Fall 2023 RC 578 (<i>did not meet threshold</i>)	10 of 10 students (100%) received a passing grade on the Organizational Issue or Ethical Dilemma assignment in Spring 2024 RC 592 (<i>met threshold</i>)	14 of 14 students (100%) received a passing score (either at the first administration or after the first rewrite) on the Summer 2023 Comprehensive Examination factor “Demonstrated knowledge of ethical considerations” (<i>met threshold</i>)
2. Students will demonstrate knowledge of cultural considerations when working with individuals with disabilities	17 of 17 students (100%) received a grade of B (83%) or better on the Group Presentation in Spring 2024 RC 577 (<i>met threshold</i>)	15 of 15 students (100%) received a grade of B (83%) or better on the Peer Group Discussion on Identities assignment in Winter 2024 RC 583 (<i>met threshold</i>)	14 of 14 students (100%) received a passing score (either at the first administration or after the first rewrite) on the Summer 2023 Comprehensive Examination factor “Demonstrated knowledge of cultural considerations” (<i>met threshold</i>)
3. Students will demonstrate knowledge of the developmental aspects of disability	10 of 10 students (100%) received a grade of B (83%) or better on the Literature Review Paper in Summer 2023 RC 579 (<i>met threshold</i>)	10 of 10 students (100%) received a passing grade on the Case Presentation Assignment in Spring 2024 RC 592 (<i>met threshold</i>)	14 of 14 students (100%) received a passing score (either at the first administration or after the first rewrite) on the Summer 2023 Comprehensive Examination factor “Demonstrated knowledge of human growth and development aspects and theories” (<i>met threshold</i>)

<p>4. Students will demonstrate knowledge of and skills in job placement strategies</p>	<p>13 of 14 students (93%) received a grade of B (83%) or better on the Job Development & Placement Assignment in Winter 2024 RC 588 (<i>met threshold</i>)</p>	<p>10 of 10 students (100%) received a passing grade on the Case Presentation Assignment in Spring 2024 RC 592 (<i>met threshold</i>)</p>	<p>14 of 14 students (100%) received a passing score (either at the first administration or after the first rewrite) on the Summer 2023 Comprehensive Examination factor “Demonstrated knowledge of job placement, including transferable skills and potential jobs with suggested accommodations” (<i>met threshold</i>)</p>
<p>5. Students will demonstrate knowledge and skills of individual counseling theories and associated techniques</p>	<p>15 of 15 students (100%) received a grade of B (83%) or better on Counseling Sessions in Winter 2024 RC 583 (<i>met threshold</i>)</p>	<p>11 of 12 students (100%) received a passing grade on all Recordings in Winter 2024 RC 591 (<i>met threshold</i>)</p>	<p>14 of 14 students (100%) received a passing score (either at the first administration or after the first rewrite) on the Summer 2023 Comprehensive Examination factor “Demonstrated knowledge of counseling theories and techniques, including individual, group, and career” (<i>met threshold</i>)</p>
<p>6. Students will demonstrate knowledge of and skills in group counseling theories</p>	<p>16 of 16 students (100%) received a grade of B (83%) or better on the Group Counseling Practice Demonstration assignment in Spring 2024 RC 584 (<i>met threshold</i>)</p>	<p>10 of 10 students (100%) received a passing grade on the Group Counseling assignment in Spring 2024 RC 592 (<i>met threshold</i>)</p>	<p>14 of 14 students (100%) received a passing score (either at the first administration or after the first rewrite) on the Summer 2023 Comprehensive Examination factor “Demonstrated knowledge of counseling theories and techniques,</p>

			including individual, group, and career” <i>(met threshold)</i>
7. Students will demonstrate knowledge of and skills using assessment tools	9 of 9 students (100%) received a grade of B (83%) or better on the Self-Report Assignment in Spring 2024 RC 587 <i>(met threshold)</i>	14 of 14 students (100%) received a passing score (either at the first administration or after the first rewrite) on the Summer 2023 Comprehensive Examination factor “Demonstrated knowledge of assessment, including career and psychological assessment” <i>(met threshold)</i>	
8. Students will demonstrate knowledge and skills of how to critically evaluate research	13 of 15 students (87%) received a grade of B (83%) or better on Exam 1, 7 of 15 students (47%) received a grade of B (83%) or better on Exam 2, and 15 of 15 students (100%) received a grade of B (83%) or better on Exam 3 in Fall 2023 RC 501 <i>(did not meet threshold)</i>	10 of 10 students (100%) received a passing grade on the Case Presentation Assignment in Spring 2024 RC 592 <i>(met threshold)</i>	14 of 14 students (100%) received a passing grade on the Case Presentation Assignment in Summer 2023 RC 592 <i>(met threshold)</i>
9. Students will demonstrate knowledge of the medical aspects of disability	16 of 16 students (100%) received a grade of B (83%) or better on Exam 1 and 16 of 16 students (100%) received a grade of B (83%) or better on Exam 2 in Winter 2024 RC 586 <i>(met threshold)</i>	9 of 10 students (90%) received a grade of B (83%) or better on the 9 Diagnostic Case Studies in Winter 2024 RC 594 <i>(met threshold)</i>	14 of 14 students (100%) received a passing score (either at the first administration or after the first rewrite) on the Summer 2023 Comprehensive Examination factor “Demonstrated knowledge of medical aspects, including significant

			functional limitations and barriers” (<i>met threshold</i>)
10. Students will demonstrate knowledge of the psychosocial aspects of disability	11 of 12 students (92%) received a grade of B (83%) or better on the Book Review and Analysis Assignment in Summer 2023 RC 585 (<i>met threshold</i>)	10 of 10 students (100%) received a passing grade on the Case Presentation Assignment in Spring 2024 RC 592 (<i>met threshold</i>)	14 of 14 students (100%) received a passing score (either at the first administration or after the first rewrite) on the Summer 2023 Comprehensive Examination factor “Demonstrated knowledge of psychosocial aspects, including adjustment and adaption to disability, family issues, and community referrals” (<i>met threshold</i>)

The areas that did not meet the required threshold will be discussed by RC faculty during a Fall 2024 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 2023 RC Advisory Committee meeting on 11/17/2023, 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 2023, 13 of the 14 graduating students completed the RC Graduate Survey. Overall, graduates were generally satisfied. Of the 11 overall content areas that are evaluated, there were seven that had sub-areas rated by at least two respondents as below expectation or disappointing.

- 1. Professional Counseling Orientation and Ethical Practice (2.F.1.)

- a. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (F.1.e.) was rated as below expectation by two respondents
 - b. Technology's impact on the counseling profession (F.1.j.) was rated as below expectation by three respondents
2. Social and Cultural Diversity (2.F.2.)
- a. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (F.2.a.) was rated as below expectation by three respondents and disappointing by one respondent
 - b. Psychological dynamics related to self-identity, growth, and adjustment theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (F.2.b.) was rated as below expectation by two respondents
 - c. Multicultural counseling competencies (F.2.c.) was rated as below expectation by two respondents and disappointing by one respondent
 - d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (F.2.d.) was rated as below expectation by two respondents
 - e. Help-seeking behaviors of diverse clients (F.2.f.) was rated as below expectation by two respondents
3. Human Growth and Development (2.F.3.)
- a. Theories of learning (F.3.b.) was rated as below expectation by two respondents
4. Counseling and Helping Relationships (2.F.5.)
- a. The impact of technology on the counseling process (F.5.e.) was rated as below expectation by two respondents
 - b. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (F.5.m.) was rated as below expectation by four respondents
5. Assessment and Testing (2.F.7)
- a. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (F.7.c.) was rated as below expectation by two respondents and disappointing by one respondent
 - b. Procedures for identifying trauma and abuse and for reporting abuse (F.7.d.) was rated as below expectation by one respondent and disappointing by one respondent
 - c. Use of environmental assessments and systematic behavioral observations (F.7.j.) was rated as below expectation by one respondent and disappointing by one respondent
 - d. Use of symptom checklists, and personality and psychological testing (F.7.k.) was rated as below expectation by one respondent and disappointing by one respondent
 - e. Use of assessment results to diagnose developmental, behavioral, and mental disorders (F.7.l.) was rated as below expectation by two respondents and disappointing by one respondent

- f. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (F.7.m.) was rated as below expectation by two respondents and disappointing by one respondent
- 6. RC Contextual Dimensions (5.H.2.)
 - a. Awareness and understanding of the impact of crisis, trauma, and disaster on individuals with disabilities, as well as the disability-related implications for emergency management preparation (H.2.g.) was rated as below expectation by three respondents
 - b. Impact of disability on human sexuality (H.2.h.) was rated as below expectation by three respondents
 - c. Knowledge of organizational settings related to rehabilitation counseling services at the federal, tribal, state, and local levels (H.2.j.) was rated as below expectation by two respondents
 - d. Social Security benefits, workers' compensation insurance, long-term disability insurance, veterans' benefits, and other benefit systems that are used by individuals with disabilities (H.2.i.) was rated as below expectation by 5 respondents
 - e. Federal, tribal, state, and local legislation, regulations, and policies relevant to individuals with disabilities (H.2.o.) was rated as below expectation by three respondents
- 7. RC Practice (5.H.3)
 - a. Consultation with medical/health professionals or interdisciplinary teams regarding the physical/mental/cognitive diagnoses, prognoses, interventions, or permanent functional limitations or restrictions of individuals with disabilities (H.3.l.) was rated as below expectation by two respondents
 - b. Consultation and collaboration with employers regarding the legal rights and benefits of hiring individuals with disabilities, including accommodations, universal design, and workplace disability prevention (H.3.m.) was rated as below expectation by two respondents

According to the survey, all but two respondents felt prepared to start pre-practicum. 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 but three 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 RC program meeting on 10/18/2023 and the Fall 2023 RC Advisory Committee meeting on 11/17/2023. It was acknowledged that some of these results were due to last-minute changes of instructors due to faculty leave. Even though the results were mostly positive, potential changes to further

strengthen the curriculum were discussed at the RC faculty meeting, particularly in regards to RC 577, RC 582, and RC 587.

- 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

Six alumni who graduated Summer 2021-Spring 2022 completed the RC Alumni Survey that was sent out in August 2023. There were two reminders sent in addition to the original email request.

Twelve of the questions asked about gaining knowledge as a result of their graduate school preparation. All rated the following knowledge-based questions as Strongly Agree: (a) professional identity, (b) ethical considerations, and (c) cultural considerations. All rated the following knowledge-based questions as Strongly Agree or Agree: (a) psychosocial aspects of disability, (b) medical aspects of disability, (c) developmental aspects of disability, (d) individual counseling theories and associated techniques, (e) group counseling theories, (f) assessment tools, and (g) how to critically evaluate research. All rated the following knowledge-based questions as Strongly Agree, Agree, or Neither Agree nor Disagree: (a) career counseling theories and (b) job placement strategies.

Four of the questions asked about developing skills as a result of their graduate school preparation. All rated the following skills-based question as Strongly Agree: entry-level individual counseling skills. All rated the following skills-based question as Strongly Agree or Agree: critically evaluate research and apply to my practice. All rated the following skills-based questions as Strongly Agree, Agree, or Neither Agree nor Disagree: (a) group counseling skills, (b) entry-level case management skills.

The following comments were provided related to the knowledge and skills gained from the program:

- The knowledge and skills from the MA RC program were specific and immediately applicable to my work as an entry level VRC
- Excellent program and preparation

All alumni rated the overall quality of the program as Very Satisfied or Satisfied and one alumnus provided the following comment:

- The WWU RC program maintains high professional standards and close connection with students and graduates. This program demonstrates the very qualities of unconditional positive regard that it teaches.

All alumni rated the overall satisfaction of the program as Very Satisfied or Satisfied and one alumnus provided the following comment:

- I am grateful to have participated in this program. The education and support are more than I had anticipated.

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

Ten employers completed the RC Employer Survey that was sent out in August 2023. There were two reminders sent in addition to the original email request.

Twelve of the questions asked the knowledge level of the alumni who they supervise. All rated the following knowledge-based questions as Strongly Agree or Agree: (a) professional identity, (b) ethical considerations, (c) cultural considerations, (d) psychosocial aspects of disability, and (e) medical aspects of disability. All rated the following knowledge-based questions as Strongly Agree, Agree, or Neither Agree or Disagree: (a) developmental aspects of disability, (b) individual counseling theories and associated techniques, (c) career counseling theories (with one employer stating “no basis for evaluation”), (d) assessment tools, (e) job placement strategies (with one employer stating “no basis for evaluation”), (f) how to critically evaluate research (with one employer stating “no basis for evaluation”). For knowledge of group counseling theories, all but one employer rated it as Strongly Agree, Agree, or Neither Agree nor Disagree (with another employer stating “no basis for evaluation”).

Four of the questions asked about the development of skills of the alumni who they supervise. All rated the following skills-based question as Strongly Agree or Agree: entry-level individual counseling skills. All rated the following skills-based questions as Strongly Agree, Agree, or Neither Agree nor Disagree: (a) entry-level case management skills and (b) critically evaluate research and apply to my practice (with one employer stating “no basis for evaluation”). For group counseling skills, all but one employer rated it as Strongly Agree, Agree, or Neither Agree nor Disagree (with two employers stating “no basis for evaluation”).

The following comment was provided related to the knowledge and skills gained from the program:

- I VERY much appreciate your program and feel especially fortunate to be the recipient of well-trained staff who have completed their Master’s Degree at WWU in Rehabilitation Counseling. I currently have 3 grads and one VRC in training who is in the program. In all cases, their foundation skills in VR work are solid and they have a very good understanding of the needs of our customers.

All employers rated the overall quality of the program as Very Satisfied, Satisfied, or Neither Satisfied nor Dissatisfied and provided the following comment:

- I have supervised a number of graduates. These individuals are exceptional in their commitment to the field of rehabilitation counseling in the relation to their skill and knowledge.

All employers rated the overall satisfaction of the program as Very Satisfied, Satisfied, or Neither Satisfied nor Dissatisfied.

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 RC program meeting on 10/18/2023, the faculty reviewed and discussed the aggregate data that was collected from the MA in RC Demographic and Recruiting Survey for the Fall 2023 Admits. Since close to 100% of applicants are admitted, these data are a valid measure of the overall recruitment pool. Thirteen of the 18 admits completed the survey. Most learned about the WWU RC program through an internet search. The top 3 choices for choosing the WWU RC program were (a) applicability of program to professional goals, (b) schedule of courses, and (c) location. Regarding gender identity, 1 identified as man, 8 identified as woman, 1 identified as nonbinary, and 1 preferred not to answer. Regarding disability identity, 5 indicated that they identified as a person with a disability, 7 did not, and 1 answered not sure/not currently. No respondents indicated that they were active-duty military or a veteran. Regarding racial and ethnic cultural identity, 10 identified as White/Caucasian, 1 identified as Black or African American, 1 identified as Asian, and 1 identified as Other. Regarding their first language, 1 student stated Vietnamese and English, with the remaining stating English. Regarding first-generation college student status, 7 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 as of Fall 2023. For the Fall 2022 cohort, 11 started the program, but one withdrew, which corresponds to a 91% retention rate. Of the 10 remaining, 7 are completing the program in 2 years and 3 are completing the program in 3 or 4 years, therefore 7 are on track to graduate in August 2024. For the Fall 2021 cohort, 23 started the program, but 3 withdrew, which corresponds to a 87% retention rate. Of the 20 remaining, 11 are completing the program in 2 years, 6 are completing the program in 3 or 4 years, and 3 are taking a break but have not withdrawn, therefore 11 are on track to graduate in August 2023. For the Fall 2020 cohort, 19 started the program, but 2 withdrew, which corresponds to an 89% retention rate. Of the 17 remaining, 12 graduated in August 2022, 4 are completing in either 3 or 4 years, and 1 needed to step away due to health reasons but hopes to return.

- B. Recruitment and retention data is reviewed by the RC Advisory Committee on an annual basis.

During the Fall 2023 RC Advisory Committee meeting on 11/17/2023, 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 2024 RC Advisory Committee meeting on 5/29/2024, the current recruiting strategy and number of applicants who applied by the priority deadline were reviewed. As of this meeting, there were 14 applicants, however, 1 withdrew and 1 deferred to Fall 2025. Of the 12 remaining applicants, 5 were confirmed for Fall 2023, 3 were admitted but had not confirmed, 2 were offered conditional admission pending the completion of a background check, and 2 have scheduled the admission interviews. Of the 12, 9 are female, 2 are male, 1 is nonbinary, and 5 are from diverse backgrounds. There were 15 additional individuals who initiated an application for Fall 2024.

The RC Advisory Committee also reviewed updated retention data at the Spring meeting. For the Fall 2023 cohort, 18 started the program, but one withdrew, which corresponds to a 94% retention rate. Of the 17 remaining, 13 are completing the program in 2 years and 4 are completing the program in 3 or 4 years, therefore 13 are on track to graduate in August 2025. For the Fall 2022 cohort, the retention rate remained at 91%. For the Fall 2021 cohort, the retention rate remained at 87%. For the Fall 2020 cohort, the retention rate remained at 89%.

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 all quarterly RC program meetings, the faculty discussed both comments and feedback shared with them during advising sessions or informal conversations. Based on this feedback, faculty are continuing to examine ways to bring professionals in the field into the courses by either doing a remote synchronous class session or uploading information and/or recordings into an asynchronous Canvas course.

- 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 RC Advisory Committee meetings on 11/17/2023 and 5/29/2024, the information that was collected through a Qualtrics survey distributed to current students was reviewed and discussed by both faculty and committee members. The following comments were submitted related to how the program is doing with meeting the objective of promoting an inclusive learning community in the Fall survey:

- Great
- Having more engaging discussions would be nice
- It is doing this by checking in on students in class and allowing for feedback
- Very inclusive environment.
- I think the program does fairly well with this. I wish I felt closer to my cohort. The program does make a lot of efforts to include students and create a community, I just think with distance learning this will always be a challenge. There is also a good amount of learning about how to serve LGBTQ+ clients/customers from an outside perspective, but not a lot of opportunity to learn from an inside perspective. I'm thinking back to the multicultural class last spring, and none of the guest speakers were openly LGBTQ+. This makes it harder to learn how best to serve LGBTQ+ clients from an inside perspective.
- I have personally witnessed all professors holding the ethical compassion for desiring that their students succeed. I have not felt that I have been unprepared for an assignment, nor not given enough reasonable time to complete an assignment.

The following comments were submitted related to how the program is doing with meeting the objective of promoting an inclusive learning community in the Spring survey:

- We are primarily online so difficult to rate inclusivity
- Yes it was achieved!
- Amazing
- The program is the most inclusive I have ever experienced.
- Doing very well. Minority student and students with disabilities are represented well.
- Amazing experience. Very grateful.

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 RC program meeting on 10/31/2023, the faculty reviewed the opportunities that were included in the AY 22-23 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 11/17/2023 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 form, which included questions related to the satisfaction of the content of the courses and suggested improvements. Faculty are committed to reviewing their 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 2023 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. (Note: there were 14 interns, but one student did not provide these answers, so there are 13 data points.)

Area	Excellent	Very Good	Good	Satisfactory	Unsatisfactory	N/A
Professional application of counseling skills and techniques	6	4	2	1		
Professional application of group counseling skills and techniques	1	2	4	3	1	2
Problem-solving and decision-making skills	7	2	2	2		
Professional application of case management skills	7	2	2	1	1	
Professional applications of ethics	7	3	3			
Ability to work with diverse clients	7	3	2		1	
Professionalism	8	2	2	1		

10 students reported that they would recommend their site/agency to another rehabilitation counseling internship student, 2 students reported that it depends on the student's professional goals, and 2 students would not recommend their site/agency to another student.

For the Winter 2024 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.

Area	Excellent	Very Good	Good	Satisfactory	Unsatisfactory	N/A
Knowledge and application of basic skills and techniques in counseling	9	1	1	1		
Application of the individual counseling process	7	2	1	2		
Application of the group counseling process	1		4	1		6
Application of multicultural rehabilitation counseling	5	3	1	3		
Problem-solving and ethical decision-making	6	3	2	1		
Professionalism	7	3	1	1		

11 of 12 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 11/17/2023 and 5/29/2024 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 2023 Internship course, the following comments were made regarding recommendations or suggestions for the program:

- Pick better internship supervisors from the start who have CRC, experience, and knowledge of the job
- Adapt language to reflect mental health counseling
- EDI additional awareness
- I would encourage students to share what they're learning in the classroom with their internship sites. This may help students see classroom course material in a real rehabilitation setting.
- More time to review different case studies/more case study reviews that focus on the use of different counseling strategies, population concerns, economic hardship concerns, cultural concerns. etc-[intern] mentioned that there was a good push to review case studies but it came across as there was one or two in-depth reviews and she has had questions regarding case studies outside those reviews presented in class. This is something I have seen with previous interns I have discussed their program with-it is not that they are not getting "enough," but there seems to be a common trend of desire and interest. (This is gathered based on interns I have networked with, supervised directly, and worked with when I was a DVR counselor/supplemental intern-supervisor since 2015)
- None at this time/No comment: 9

For the Spring 2024 Internship course, the following comments were made regarding recommendations or suggestions for the program:

- Maybe having more details with regards to day-to-day activities with specific partnerships as well as case management techniques and tools. Overarching themes were appropriate and helpful. Maybe having job shadowing prior to this.
- None at this time/No comment: 5
- Positive comments:
 - The experience we have had with [intern] has demonstrated the student training is very good.
 - Your program provides excellent DVR counselors!
 - We appreciate the quality of the interns we have worked with in your program.

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 2023 Internship course, the following comments were made regarding client feedback:

- One intern's client feedback:
 - I feel like my opinion was valued with her.
 - She would help me with exploring different ideas of handling things and help me see different perspective of things.
 - I feel like anything that I needed or asked about she always had knowledge about and could help me with.

- All clients that have been on [intern]'s caseload either still return (showing up weekly) or communicated with clinician the need for termination. Demonstrating good rapport and trust.
- I have received positive verbal comments about [intern] from clients.
- Often [intern] was more prepared than I was for our meetings! Always ready, professional, and prepared.
- No information: 10

For the Spring 2024 Internship course, the following comments were made regarding client feedback:

- I have had customers tell me directly about their appreciation for [intern]'s skills in counseling and case management.
- Client feedback has been consistently positive. The customers frequently appreciate [intern]'s supportive style of active listening. She has received compliments about her customer service and her kind demeanor.
- Overall, clients have made positive comments about [intern]'s interaction with them. A couple of clients have had difficulty getting in contact with [intern], but I chalk that down to our level of traffic.
- Overall, clients have provided positive feedback from [intern]. One or two clients have stated that they have had difficulty getting in contact with her. This may be due to how busy we have been in our office.
- No information: 5

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

As stated in 2.C. above, during Summer 2023, 13 of the 14 graduating students completed the RC Graduate Survey. Of the 11 overall content areas that are evaluated, there were seven that had sub-areas rated by at least two respondents as below expectation or disappointing. The following comments were made regarding recommendations or suggestions for the program:

- Overall, it was a pleasant experience. I did not like the asynchronous classes because there was virtually no interaction especially with a couple of professors. I would have liked to know what was thought of some of the assignments or papers because it helps us develop the understanding and cements concepts better in our minds.
- Finding a way to make it all online. I don't see the benefit of doing it in person. It isn't much different, we can do everything in person that we do on zoom with the use of breakout rooms. Virtual/remote counseling is the way of the future. We need to be able to adapt our programs to meet this.
- More practice of counseling modalities per DSM diagnosis. One course during internship instead of two.
- More emphasis on growing use of technology and skills/techniques that can be used with participants. More emphasis on cultural considerations. Multicultural considerations on a national and international level.

- I think this program would be okay for people interested in getting an LMHC if they have mental health experience. Or if they are interested in VR.
- I would suggest making the asynchronous classes more engaging. Maybe including video lectures or some way to make learning seem more interactive. I also believe that the classes taught on Zoom should be formatted specifically for this space. I didn't like to hear, "We would have done this if we were in person." It made me feel like I was missing out on learning opportunities.
- If a student starts at a new site for Practicum/Internship, it was so difficult logistically to get recordings done by the first due date. Whether or not I knew the recordings were coming up, it's literally starting a new job and didn't even have time to complete the onboarding training before recordings were expected. That assignment was probably the most frustrating and stressful assignment of this program.
- Have a more inclusive approach to include important aspects of both mental health and rehabilitation counseling. Encourage more guest speakers and interactive material during class time. Additional support for students transitioning into internship and being active in the field while attending class, it was a difficult transition.
- Vetting of teachers / instructors (the classes by XXX and XXX were underwhelming at best, and hugely disappointing at worst)... better management of groups - specifically class time when individuals start taking over and monopolizing: would like to see these types of questions / monologues (which often feel like venting sessions from individual classmates) be handled by instructors in a proactive way where it's doesn't take over so much of class time. This seemed to happen quite a bit over our cohort's program.

As stated in 2.D. above, 6 alumni who graduated Summer 2021-Spring 2022 completed the RC Alumni Survey that was sent out in August 2023. The following comments were provided related to missing components of the curriculum:

- More work with the developmentally disabled population
- Nothing seemed to be missing, though I now have a better understanding of VR funding and performance requirements
- It would have been great to understand how easy it is to work toward LMHC!

The following comment was provided related to what could be done to improve the program:

- Keep hiring educators with professional skills and big hearts. Their work continues to make a difference long past the student's graduation.

As stated in 2.E. above, 10 employers completed the RC Employer Survey that was sent out in August 2023. The following comments were made when asked about whether anything was missing from the curriculum that would have been beneficial for their entry-level rehabilitation counselors:

- Graduates reported not feeling prepared for mental health counseling in general, especially assessing and diagnosing. I would concur with the graduates perception as well.

- No

The following comment was provided related to what could be done to improve the program:

- Provide some exposure to private sector rehab opportunities

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
- Signed agreement to comply with the RC Student Professional Dispositions
- Interview with RC Academic Program Director

All students who were admitted to the program for Fall 2023 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 informally at a quarterly RC Program Meeting at the end of each quarter and more formally at the end of Winter and Summer quarters. The students are sent a letter with the assessment summary at the end of Winter and Summer quarters. For the current students, all but one student is on target related to these three areas. The one student has been asked to step out and a remediation plan is in place if she wants to return, which involves a meeting with the Academic Program Director and the Clinical Coordinator as well as taking an ethics independent study prior to internship placement.

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 2023.

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 2024.

- 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 2023 and Spring 2024.

- 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

Fourteen students completed the comprehensive examination, with 10 passing on the first administration and 4 on the first rewrite. All students maintained a cumulative GPA of 3.0 or above. Fourteen students graduated Summer 2023.

Update on Action Steps from the 2022-23 Program Evaluation Report

1. The RC Academic Program Director met with faculty to discuss key performance indicator (KPI) data. It was determined that the current assignments and assessments used for KPIs are sufficient for the 2016 CACREP Standards. There will need to be an evaluation of them again related to the upcoming 2024 CACREP Standards that will be in place on July 1st.
2. Faculty discussed the transition back to in-person courses during the Fall quarter and determined to pursue hybrid approval for most of the traditional in-person courses. The university approved hybrid modalities for RC 577, RC 580, RC 583, RC 584, RC 587, 590, RC 591, and RC 592. It was determined to keep RC 501 as an in-person modality.
3. The RC program piloted a new schedule for the counseling sequence of courses this academic year. Student feedback was positive; therefore, this same scheduling will be in place for AY 2024-25. There will be continued discussions in RC program meetings about the schedule, including reviewing student feedback that will be collected throughout the year.
4. During the course of 2023-24 academic year, RC faculty discussed finding 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. Current opportunities were identified in RC 582 as well as the counseling sequence (RC 580/583) and the field experience courses (RC 592

in particular). Faculty continued ongoing discussions about increasing opportunities in RC 585, RC 586, and RC 588.

5. The 2024 CACREP Standards were reviewed and an initial crosswalk was created for use in courses starting Fall 2024. There will be a continued review throughout the 2024-25 academic year to ensure compliance with the new standards.

Action Steps from Current 2023-24 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 the low grades for a percentage of students that fell below the threshold set.
2. The RC Academic Program Director will meet with faculty to discuss key performance indicator (KPI) data overall as well as assessing whether the current indicators match the 2024 CACREP Standards.
3. Continue discussions in RC program meetings about the hybrid courses, particularly how to support both students and faculty around technology needs and absences due to health concerns.
4. Continue to find opportunities to strengthen connections between the RC students and professionals in the field by either bringing them into a synchronous Zoom or in-person class or putting information into an asynchronous Canvas course.
5. Continue to assess the agencies used for field placements (RC 590, 591, and 592) to make sure that they are meeting student and program needs.
6. Update all course syllabi to ensure the inclusion of the 2024 CACREP Standards.
7. Continue to review the 2024 CACREP Standards to ensure compliance, which includes curriculum, assessment/evaluations (e.g., professional dispositions, KPIs, annual report), and field experiences.