

2022-2023 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 2022 through Spring 2023 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 2022 RC Advisory Committee meeting on 11/18/2022, 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 10/26/2022, 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	9 of 10 students (90%) received a grade of B (83%) or better on the Ethics Assignment in Fall 2022 RC 578 (<i>met threshold</i>)	14 of 14 students (100%) received a passing grade on the Organizational Issue or Ethical Dilemma assignment in Spring 2023 RC 592 (<i>met threshold</i>)	13 of 13 students (100%) received a passing score (either at the first administration or after the first rewrite) on the Summer 2022 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	9 of 9 students (100%) received a grade of B (83%) or better on the Group Presentation in Spring 2023 RC 577 (<i>met threshold</i>)	14 of 14 students (100%) received a grade of B (83%) or better on the Peer Group Discussion on Identities assignment in Winter 2023 RC 583 (<i>met threshold</i>)	13 of 13 students (100%) received a passing score (either at the first administration or after the first rewrite) on the Summer 2022 Comprehensive Examination factor “Demonstrated knowledge of cultural considerations” (<i>met threshold</i>)
3. Students will demonstrate knowledge of the developmental aspects of disability	18 of 18 students (100%) received a grade of B (83%) or better on the Literature Review Paper in Summer 2022 RC 579 (<i>met threshold</i>)	14 of 14 students (100%) received a passing grade on the Case Presentation Assignment in Spring 2023 RC 592 (<i>met threshold</i>)	13 of 13 students (100%) received a passing score (either at the first administration or after the first rewrite) on the Summer 2022 Comprehensive Examination factor “Demonstrated knowledge of human growth and development aspects and theories” (<i>met threshold</i>)

4. Students will demonstrate knowledge of and skills in job placement strategies	17 of 17 students (100%) received a grade of B (83%) or better on the Job Development & Placement Assignment in Winter 2023 RC 588 (<i>met threshold</i>)	14 of 14 students (100%) received a passing grade on the Case Presentation Assignment in Spring 2023 RC 592 (<i>met threshold</i>)	13 of 13 students (100%) received a passing score (either at the first administration or after the first rewrite) on the Summer 2022 Comprehensive Examination factor “Demonstrated knowledge of job placement, including transferable skills and potential jobs with suggested accommodations” (<i>met threshold</i>)
5. Students will demonstrate knowledge and skills of individual counseling theories and associated techniques	16 of 16 students (100%) received a grade of B (83%) or better on Counseling Sessions in Winter 2023 RC 583 (<i>met threshold</i>)	14 of 14 students (100%) received a passing grade on Recordings in Winter 2023 RC 591 (<i>met threshold</i>)	13 of 13 students (100%) received a passing score (either at the first administration or after the first rewrite) on the Summer 2022 Comprehensive Examination factor “Demonstrated knowledge of counseling theories and techniques, including individual, group, and career” (<i>met threshold</i>)
6. Students will demonstrate knowledge of and skills in group counseling theories	14 of 14 students (100%) received a grade of B (83%) or better on the Group Counseling Practice Demonstration assignment in Spring 2023 RC 584 (<i>met threshold</i>)	14 of 14 students (100%) received a passing grade on the Group Counseling assignment in Spring 2023 RC 592 (<i>met threshold</i>)	13 of 13 students (100%) received a passing score (either at the first administration or after the first rewrite) on the Summer 2022 Comprehensive Examination factor “Demonstrated knowledge of counseling theories and techniques,

			including individual, group, and career” (<i>met threshold</i>)
7. Students will demonstrate knowledge of and skills using assessment tools	15 of 15 students (100%) received a grade of B (83%) or better on the Self-Report Assignment in Spring 2023 RC 587 (<i>met threshold</i>)	13 of 13 students (100%) received a passing score (either at the first administration or after the first rewrite) on the Summer 2022 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	12 of 12 students (100%) received a grade of B (83%) or better on Exam 1, 10 of 12 students (83%) received a grade of B (83%) or better on Exam 2, and 12 of 12 students (100%) received a grade of B (83%) or better on Exam 3 in Fall 2022 RC 501 (<i>met threshold</i>)	14 of 14 students (100%) received a passing grade on the Case Presentation Assignment in Spring 2023 RC 592 (<i>met threshold</i>)	13 of 13 students (100%) received a passing grade on the Case Presentation Assignment in Summer 2022 RC 592 (<i>met threshold</i>)
9. Students will demonstrate knowledge of the medical aspects of disability	10 of 10 students (100%) received a grade of B (83%) or better on Exam 1 and 10 of 10 students (100%) received a grade of B (83%) or better on Exam 2 in Winter 2023 RC 586 (<i>met threshold</i>)	19 of 20 students (95%) received a grade of B (83%) or better on the 9 Diagnostic Case Studies in Winter 2023 RC 594 (<i>met threshold</i>)	13 of 13 students (100%) received a passing score (either at the first administration or after the first rewrite) on the Summer 2022 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	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 (<i>met threshold</i>)	13 of 13 students (100%) received a passing grade on the Case Presentation Assignment in Spring RC 592 (<i>met threshold</i>)	13 of 13 students (100%) received a passing score (either at the first administration or after the first rewrite) on the Summer 2022 Comprehensive Examination factor “Demonstrated knowledge of psychosocial aspects, including adjustment and adaption to disability, family issues, and community referrals” (<i>met threshold</i>)

Even though all areas met the threshold, faculty will review the data during a Fall 2023 RC program meeting for continuous program improvement.

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

During the Fall 2022 RC Advisory Committee meeting on 11/18/2022, 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:
- rate all curriculum content questions as Met Expectation or higher
 - rate all field experience questions as Met Expectations/Prepared/Useful or higher
 - respond with a “yes” to “Would you recommend this program to others?”

During Summer 2022, 10 of the 15 graduating students completed the RC Graduate Survey. Overall, graduates were generally satisfied. Of the 11 overall content areas that are evaluated, there were three that had sub-areas rated by at least two respondents as below expectation or disappointing.

- Human Growth and Development (2.F.3.)
 - Biological, neurological, and physiological factors that affect human development, functioning, and behavior (2.F.3.e) was rated as below expectation by two respondents

2. Assessment and Testing (2.F.7)
 - a. Use of assessments for diagnostic and intervention planning purposes was rated as below expectation by two respondents (2.F.7.e)
 - b. Use of environmental assessments and systematic behavioral observations was rated as below expectation by two respondents (2.F.7.j.)
3. RC Practice (5.H.3)
 - a. Strategies to analyze work activity and labor market data and trends, to facilitate the match between an individual with a disability and targeted jobs was rated as below expectation by two respondents (5.H.3.i)

According to the survey, all respondents felt prepared to start pre-practicum and internship. All but one respondent felt prepared to start practicum. 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 RC program meeting on 10/26/2022 and the Fall 2022 RC Advisory Committee meeting on 11/18/2022. Even though the results were strong, potential changes to further strengthen the curriculum were discussed at the RC faculty meeting, particularly in regards to these three areas in RC 579, RC 587, and RC 588.

- 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

One alumnus who graduated Summer 2020-Spring 2021 completed the RC Alumni Survey that was sent out in August 2022. There was one reminder sent in addition to the original email request. The alumnus rated all 9 knowledge-based and all 7 skills-based questions related to curriculum content areas as Strongly Agree.

The alumnus rated the overall quality of the program as Very Satisfied and provided the following comment:

- The quality was great and instruction was very thorough.

The alumnus rated the overall satisfaction of the program as Very Satisfied.

- 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

Seven employers completed the RC Employer Survey that was sent out in August 2022. There was one reminder sent in addition to the original email request. All employers rated all 12 knowledge-based and all 4 skills-based questions related to curriculum content areas as Agree or higher and provided the following comments:

- Academic knowledge combined with practical clinical experience
- Having WWU available is amazing. Hands on experience and education / support is key to success!
- 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.

The following comments were made when asked about either anything was missing from the curriculum that would have been beneficial for their entry-level rehabilitation counselors:

- I believe more information about various career paths in voc rehab would be beneficial. Not many graduates are aware of options in private sector rehab.
- More exposure to the different sectors in which Rehabilitation Counseling is applied. Such as state, VR, Social Security, Worker's Comp., Longshore, private, insurance, family law, and transitional services for those moving from school to work.
- I'd love to see trends in RC - Trauma Informed Care, Executive Functioning etc.
- The one area where I've noticed a skill gap is in case management and time management. I think this comes down to the individual and their ability to manage the details of their work. I don't see this as something missing from your curriculum necessarily - but I've noticed it is one of the main areas of focus once folks actually manage/juggle an active caseload of real live people. Another area is helping staff learn all the specific community resources and support programs that help us serve our customers. Of course, this would be different in every community - again, not necessarily a gap in their training.

All employers rated the overall quality of the program as Satisfied or higher and provided the following comment:

- I have supervised and employer number of graduates. These individuals are exceptional and their commitment to the Field, Rehabilitation, Counseling, and then their skill and knowledge. They stay abreast of the field through continuing education. It is clearly important to graduates of this program to be involved in the field, publish in our peer review journals and be active in our professional associations.

All employers rated the overall satisfaction of the program as Satisfied or higher.

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 10/26/2022, the faculty reviewed and discussed the aggregate data that was collected from the MA in RC Demographic and Recruiting Survey for the Fall 2022 Admits. Since close to 100% of applicants are admitted, these data are a valid measure of the overall recruitment pool. Nine of the 11 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) location. Regarding gender identity, 3 identified as man, 5 identified as woman, and 1 identified as nonbinary. Regarding disability identity, 4 indicated that they identified as a person with a disability, 4 did not, and 1 preferred not to answer. Two respondents indicated that they were active-duty military or a veteran. Regarding racial and ethnic cultural identity, 5 identified as White/Caucasian, 1 identified as American Indian/Alaska Native, 1 identified as Asian, 1 identified as Hispanic, and 1 identified as Multi-racial (Black/White). Regarding their first language, 1 student stated Spanish, 1 student stated Filipino and English, with the remaining stating English. Regarding first-generation college student status, 5 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 2021 cohort, 22 started the program, but 1 withdrew due to family/personal reasons, which corresponds to a 95% retention rate. Of the 21 remaining, 11 are completing the program in 2 years, 5 are completing the program in 3 years, 2 are completing in 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 1 withdrew due to personal reasons and 1 withdrew to pursue a different degree program, 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. 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 student deaths). Of the remaining 12, 9 graduated in August 2021, 1 graduated in March 2022, 1 graduated in August 2022, and 1 is taking a break but has not withdrawn.

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

During the Fall 2022 RC Advisory Committee meeting on 11/18/2022, 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 2023 RC Advisory Committee meeting on 5/30/2023, the current recruiting strategy and number of applicants who applied by the priority deadline were reviewed. As of this meeting, there were 15 applicants, however, 1 withdrew. Of the 14 remaining applicants, 9 were confirmed for Fall 2023, 2 were offered conditional admission pending the completion of a background check, and 1 will complete the admission interview on 5/30/2023. Of the 14, 3 are male and 3 are from diverse backgrounds. There are 17 additional individuals who have initiated an application for Fall 2023.

The RC Advisory Committee also reviewed updated retention data at the Spring meeting. For the Fall 2022 cohort, 1 student withdrew due to family issues, which corresponds to a 91% retention rate. For the Fall 2021 cohort, 3 students withdrew due to family/personal reasons, which corresponds to an 86% retention rate. For the Fall 2020 cohort, the retention rate remained the same. For the Fall 2019 cohort, 1 additional student withdrew, lowering the retention rate to 73% (or 87% excluding the student deaths).

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 RC program meeting on 11/30/2022, 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.

- 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 11/18/2022 and 5/30/2023, 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:

- Excellent
- Program is achieving its goal.
- I think using time in the field is doing the above during pre prac, prac, and internship to gain experience and feed off of professors and class members.
- There are providing all the above mentioned objective
- I think this program does a good job in this area

- I think that's exactly what it does.
- This program does a great job of inclusion from day one. Most of the professors have an open line of communication and the retention of materials is evident.

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:

- I feel the program does very well with this.
- I think the professors do well with this.
- I believe the program is doing an excellent job with this.
- I think there is always room for improvement - especially for providing an inclusive learning experience for individuals with language barriers.
- Related to the above, I know classmates have experienced difficulties with receiving accommodations and/or additional supports that they've needed.
- The program provides support when needed. All the professors hold up this standard by supporting the students
- We all have the same expectations and having classes that we have to log into and work in groups and in partners allow up to working with each other and get to know each other.
- I think the program is doing pretty good at this. Each class usually has class participation and small group involvement which I appreciate. Each faculty has a unique perspective and brings their field experience into class. I think the RC club will help foster further student connection in the further.
- Overall I think the program is a doing a good job with this. I have felt included by the program and when I have concerns they are taken seriously and addressed. There is one thing that could be improved to make all students feel included. In many written resources posted by faculty "he/she" is used. Such as "This is how you help a client choose what he/she wants." Instead of using he/she could you please use the singular they/them? Such as "This is how you help a client choose what they want." That way all people are included in the statement. I know this can't change in the textbooks, but it could be changed in power points or other things written by faculty. I know it may seem small, but it feels like a microaggression, and it would make a big difference if everyone could be more mindful.

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 10/26/2022, the faculty reviewed the opportunities that were included in the AY 21-22 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 11/18/2022 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 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 2022 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 13 interns, but one student completed their hours at 2 sites, so there are 14 data points.)

Area	Excellent	Very Good	Good	Satisfactory	Unsatisfactory	N/A
Professional application of counseling skills and techniques	4	7	2	0	0	0
Professional application of group counseling skills and techniques	3	4	2	1	1	3
Problem-solving and decision-making skills	9	5	0	0	0	0
Professional application of case management skills	9	5	0	0	0	0
Professional applications of ethics	7	6	1	0	0	0
Ability to work with diverse clients	8	5	0	1	0	0
Professionalism	9	3	2	0	0	0

All 13 students reported that they would recommend their site/agency to another rehabilitation counseling internship student.

For the Winter 2023 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	6	2	5	1	0	0

techniques in counseling						
Application of the individual counseling process	6	2	5	1	0	0
Application of the group counseling process	0	1	0	5	0	8
Application of multicultural rehabilitation counseling	7	3	3	1	0	0
Problem-solving and ethical decision-making	7	2	4	0	0	0
Professionalism	6	5	3	0	0	0

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 11/18/2022 and 5/30/2023 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 2022 Internship course, the following comments were made regarding recommendations or suggestions for the program:

- In general, more exposure to the principals of private sector assessments would be helpful for us.
- One suggestion is for a project for students to research various resources in their area. More knowledge about rehab entities such as DDA, DVR, etc.
- Provide more guidance on case management skills.
- Provide a segment on soft skill development, how to access and maintain resource lists for customers, development of accommodations that JAN may indicate as appropriate per disabilities on the job, community mapping for personal job development, and intro to person centered planning

- Address the public VR process.
- Provide more education in time management training and case management training
- De-escalation techniques is an important area especially when working with the Veteran population and is not often taught in this area.
- None at this time/No comment: 4
- Positive comments:
 - I employ a number of graduates and feel the program is excellent!
 - Not sure. Seems like it's great!
 - I appreciated having the autonomy to teach and supervise [intern] as I saw fit. If this relationship had been more restrictive or controlling, it would have been more difficult.

For the Spring 2023 Internship course, the following comments were made regarding recommendations or suggestions for the program:

- Clearly define differences and similarities of mental health and rehabilitation counseling
- In internship quarters, more time to focus on clinical work without intensity of academic learning
- Writing case notes
- None at this time/No comment: 11

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

- He has already received compliments from clients that called us or wrote letters. Some are spouses writing to thank him for giving their spouse new energy to achieve goals. Some are clients saying that they are comfortable in their new work and they thank him for helping with their recovery.
- Clients have verbally commented on [intern]'s excellent help during vocational recovery process.
- Feedback from participants [intern] has worked with have all been very positive.
- Clients really enjoy [intern] when she engages. She does a good job of building rapport and listening.
- [intern] has received very good comments from her clients that wanted to show their appreciation for her support and sensitivity.
- A customer said her work was 'life changing'. That's pretty impressive.
- Most are glad of her concern and help. They thank her and me for having her work with them
- [intern] has been an excellent counselor in working with clients, their disabilities, and their ESL barriers to vocational rehab.

- [intern] has the ability to give clients/employees who are struggling hope in the midst of crisis. She comes alongside people and is not too authoritative or pushy and at the same time not a push over.
- No information: 5

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

- [intern] works hard at maintaining a good client relationship with people on her caseload.
- [intern] has a caseload of 15 clients – best feedback is their regular weekly attendance – all 15!
- [intern] is well on her way to being a very good counselor. She has demonstrated strong counseling techniques and theories to the work she's performed so far. There is no doubt [intern] will continue to progress in her internship, the rest of the graduate program, and beyond.
- I have received some very positive feedback from customers that has been quite appreciated.
- Omg [intern]! Thank you so much!!! *happy tears* I can't believe how fast you got the hearing aid process done. I'm a little bit in shock. Thank you so very much. I very much appreciate everything you do. This is honestly the best news and with so much weight off of my shoulders now. You've been incredible. And I know you're doing your very best. I know with EVCC, everything will fall into place. You keep up the fantastic work!
- No information: 9

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 2022, 10 of the 15 graduating students completed the RC Graduate Survey. Of the 11 overall content areas that are evaluated, there were three 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:

- This is an excellent program that has extremely supportive faculty and staff.
- Maybe more discussion between students on what their supervision looks like at their agency and more specifically their supervisor. I would have enjoyed to see a working practice of different models of supervision.
- One recommendation I have is for instructors to do less reading aloud of PowerPoint slides and syllabi, and/or more verbal elaboration on the material if they do read them aloud. In addition, I would recommend that the program have a hybrid option for attending class either in-person or virtually. The Covid-19 pandemic created exceptional circumstances and a need for online/Zoom courses, and while I personally missed the experience of attending classes in person, I was glad to not have to travel to/from class, and I know my cohort-mates who lived further away appreciated it even more.
- None.

- I'd recommend this program to people interested in DVR and I'd recommend Utah State University for people interested in private sector voc. Their program is much more rigorous and better prepares students for private sector work.

As stated in 2.D. above, 1 alumnus who graduated Summer 2020-Spring 2021 completed the RC Alumni Survey that was sent out in August 2022. There were no comments regarding the question about anything missing from the curriculum that would have been beneficial as an entry-level rehabilitation counselor.

As stated in 2.E. above, 7 employers completed the RC Employer Survey that was sent out in August 2022. The following comments were made regarding the question about anything missing from the curriculum that would have been beneficial for an entry-level rehabilitation counselor:

- I believe more information about various career paths in voc rehab would be beneficial. Not many graduates are aware of options in private sector rehab.
- More exposure to the different sectors in which Rehabilitation Counseling is applied. Such as state, VR, Social Security, Worker's Comp., Longshore, private, insurance, family law, and transitional services for those moving from school to work.
- I'd love to see trends in RC - Trauma Informed Care, Executive Functioning etc.
- The one area where I've noticed a skill gap is in case management and time management. I think this comes down to the individual and their ability to manage the details of their work. I don't see this as something missing from your curriculum necessarily - but I've noticed it is one of the main areas of focus once folks actually manage/juggle an active caseload of real live people. Another area is helping staff learn all the specific community resources and support programs that help us serve our customers. Of course, this would be different in every community - again, not necessarily a gap in their training.

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 2022 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 is stepping out of the program until Summer to finish an incomplete grade and work on family issues that were preventing them from completing work in a timely manner.

- 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 2022.

- 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 2023.

- 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 2022 and Spring 2023.

- 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

Thirteen students completed the comprehensive examination, with 10 passing on the first administration and 3 on the first rewrite. All students maintained a cumulative GPA of 3.0 or above. Thirteen students graduated Summer 2022.

Update on Action Steps from the 2021-22 Program Evaluation Report

1. The RC Academic Program Director met 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. 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 501, the discussion revolved around Exams 1 and 2. It was determined that students did not take advantage of receiving feedback while completing the exams. This option will be discussed with the students earlier in the course and re-emphasized throughout the course to encourage students to use this option.
2. 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 an in-person course in Fall 2022. It was determined to transition fully back to the pre-pandemic schedule in Summer 2023.
3. Since RC 584 was taught as a synchronous Zoom course in Spring 2023, the lead faculty continued to adjust the group counseling weekly facilitation assignments to strengthen the experience and to support group leaders in the Zoom environment. It was also determined that RC 584 will be taught as an in-person course in Spring 2024.
4. During the course of 2022-23 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 discussed increasing opportunities in RC 586 and RC 588.
5. The Qualtrics survey that is administered by the RC TA before the two RC Advisory Committee meetings was revised to add a question directly related to assessing the degree to which the students feel that the program promotes an inclusive learning community and sent to students in Fall and Spring. The results were included in this report and shared with the RC Advisory Committee and faculty.
6. The student professional dispositions evaluation and process was revised and implemented this academic year. All students agreed to the revised dispositions. Faculty conducted informal reviews of the dispositions during Fall and Spring, with more formal evaluations occurring at the end of Winter and Summer quarters. Students were sent the results of the formal professional dispositions evaluations.

Action Steps from Current 2022-23 Program Evaluation Report

1. The RC Academic Program Director will meet with faculty to discuss key performance indicator (KPI) data. Although all thresholds were met, faculty will review the data, the assignments related to each KPI, and revise if warranted.

2. Continue discussions in RC program meetings about the transition back to in-person courses, particularly how to support both students and faculty around absences due to health concerns.
3. The RC program is piloting a new schedule for the counseling sequence of courses this academic year. There will be discussions in RC program meetings about the new schedule, including reviewing student feedback that will be collected throughout the year.
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. Review the 2024 CACREP Standard to ensure compliance with the new standards, which includes curriculum review, assessment/evaluation review (e.g., professional dispositions, KPIs, annual report), and field experiences review.