

2019-2020 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 in a number of areas: policies, curriculum, teaching effectiveness, and program support and development.

The following programmatic areas were evaluated during Summer 2019 through Spring 2020 with specified internal review and external review evaluation strategies from the program's evaluation plan. This report will be sent to the Associate Dean of Woodring College of Education, posted on the Woodring College of Education's Assessment website (with a link from the RC website), and will be presented at the next Fall RC Advisory Committee meeting. The RC faculty, RC students, RC alumni, RC Advisory Committee, and RC site supervisors will be sent an email with the link to the report.

1. Mission/Objectives

During the Fall 2019 RC Advisory Committee meeting, 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.

The program's missions and objectives were also evaluated by program faculty in light of the WWU Strategic Plan and it was concluded that they are consistent with the institution's overall mission and plan.

2. Curriculum

The following data regarding student learning objectives was collected during this review period.

SLO	SLO Measure	# of students	% at threshold
	RC 588 (Summer 2019)	9	
1.j.	Career Theory Reflection		100%
1.m.	Labor Market Survey and Report		100%
	RC 592 (Summer 2019)		
2.c., 2.d., 3.a., 4.a., 5.c.	Case Presentation - 2nd quarter	4	100%

SLO	SLO Measure	# of students	% at threshold
	RC 501 (Fall 2019)	15	
5.a.	Exam 1		93%
5.a.	Exam 2		87%
5.a.	Exam 3		100%
5.b.	Program Evaluation Project		93%
	RC 584 (Fall 2019)	7	
2.b.	Group Counseling Practice Demonstration		100%
1.i., 2.b.	Rehabilitation Group Program Proposal		86%
	RC 579 (Winter 2020)	15	
1.d.	Literature Review Paper		100%
	RC 580 (Winter 2020)	18	
1.h.	Quiz 1		94%
1.h.	Quiz 2		94%
1.h.	Quiz 3		94%
1.h.	Quiz 4		89%
1.h.	Quiz 5		83%
1.h.	Quiz 6		89%
1.h.	Quiz 7		94%
	RC 587 (Winter 2020)	5	
1.k.	Self-Report		100%
	RC 591 (Winter 2020)	9	
2.a., 2.c., 4.a.	Counseling Recording 1		100%
2.a., 2.c., 4.a.	Counseling Recording 2		100%
2.a., 2.c., 4.a.	Counseling Recording 3		100%
	RC 583 (Spring 2020)	8	
1.h.	Quiz 1		94%
1.h.	Quiz 2		88%
1.h.	Quiz 3		82%
1.h.	Quiz 4		82%
2.a., 2.c., 4.a.	Counseling Session A		100%
2.a., 2.c., 4.a.	Counseling Session B		100%
2.a., 2.c., 4.a.	Counseling Session C		100%
	RC 586 (Spring 2020)	15	
1.e., 1.l.	Exam 1		100%

SLO	SLO Measure	# of students	% at threshold
1.e., 1.l.	Exam 2		100%
	RC 592 (Spring 2020)		
2.c., 2.d., 3.a., 4.a., 5.c.	Case Presentation - 1st quarter	9	100%
	RC 594 (Spring 2020)	7	
1.f.	Case Study #1		100%
1.f.	Case Study #2		100%
1.f.	Case Study #3		100%
1.f.	Case Study #4		100%
1.f.	Case Study #5		100%
1.f.	Case Study #6		86%
1.f.	Case Study #7		100%
1.f.	Case Study #8		86%
1.f.	Case Study #9		86%

Selected SLOs were evaluated this year as reported in the table above. The highlighted areas did not meet the required threshold. The RC Academic Program Director will meet with the faculty in these courses to determine the cause of these low grades; however, for most courses, due to a small enrollment, these percentages just included 1 or 2 students who were below the B grade.

To address course effectiveness and quality of instruction, all courses are evaluated by students at the end of each quarter. The students also provide feedback regarding the curriculum and course content through the Advisory Committee meetings (via the student representative) and through the student assessment of the program conducted at the end of the program.

During the Spring 2020 RC Advisory Committee meeting, feedback was given by the students in several areas: (a) program as a whole, (b) instructors, (c) practicum/internship, (d) travel resources, (e) CRC exam, and (f) courses (both in-person and online). In general, the feedback was very positive. The RC faculty reviewed the feedback and have discussed how to incorporate the feedback, and in particular, how to ensure that the online courses are as interactive as possible with good instructor support.

Of the 4 students who graduated Summer, Fall, Winter, and Spring quarters, all completed the program's exit survey. Overall, graduates were generally satisfied. Of the 11 overall content areas that are evaluated, there were none that had sub-areas rated by at least two respondents as below expectation or disappointing. There were no substantial recommendations for program improvement (one student indicated less PowerPoints).

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

These results were shared with the RC Advisory Committee during the Fall 2019 meeting. Even though the results were strong, potential changes to further strengthen the curriculum were discussed at an RC faculty meeting, particularly in regards to course sequencing, elimination of

one course (Family and RC), and increasing the credits and material in another course (Legal, Ethical, and Professional Issues in RC). It was decided that a revised course sequencing be in place for Fall 2021.

The curriculum is also evaluated through student performance on individual student comprehensive examinations. Eight students completed the comprehensive examination, with all passing on the first administration.

3. Practicum/Internship

The Supervised Professional Practice Handbook was reviewed by program faculty and staff during the summer of 2019 in preparation for the 2019-2020 academic year with minor edits in the document. Another revision was made in the Winter of 2020 to incorporate the feedback from initial review of the CACREP Self-Study, including changing the liability insurance requirements and specifying the contact time points between faculty and site supervisors. The students continued to use the online program developed by Woodring staff and accessed through Web4U to record their hours instead of using an Excel template, unless they were completing internship at two different sites.

Students evaluate their practicum and internship experiences at the end of the courses. Their performance is also assessed by the faculty member and site supervisors. A component of the site supervisor evaluation is feedback from consumers regarding quality of services provided by the intern. All of the practicum and internship students during this past year received satisfactory evaluations from both faculty and site supervisors.

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

4. Program-Level Assessments

Prior to admission, the following areas were assessed for each candidate:

- 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,
- Completion of either MAT or GRE,
- Statement of Purpose essay,
- Signed agreement to comply with Expectations for Academic and Professional Performance, and
- Interview with RC Academic Program Director.

All students who were admitted to the program for Fall 2019 met the above criteria.

Continuation in the program is assessed in the following areas for all students:

- Quarterly GPA,
- Course-based assignments and performance tasks,
- Course grades, and
- Quarterly reviews by RC faculty.

All students are assessed by the RC Academic Program Director on a quarterly basis on these criteria. For the current students, all students are on target related to these areas.

Qualification for pre-practicum (RC 590) is assessed in the following areas for all students:

- Quarterly GPA,
- Completion of RC 582, and
- Grade of B or better in RC 583.

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

Qualification for practicum (RC 591) is assessed in the following areas for all students:

- Quarterly GPA and
- Grade of S in RC 590.

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

Qualification for internship (RC 592) is assessed in the following areas for all students:

- Quarterly GPA and
- Grade of S in RC 591.

All current internship students met these criteria prior to enrolling in RC 592.

Program completion is assessed in the following areas for all students:

- Cumulative GPA and
- Comprehensive Examination

Eight students completed the comprehensive examination, with all passing on the first administration. This 100% passing on either first administration or after first rewrite meets the threshold assigned to this measure of the following SLOs: 1.a., 1.c., 1.e., 1.f., 1.g., 1.h., 1.k., 1.l., 1.m., 2.c., 3.a., and 4.a. All students are maintaining an adequate GPA to graduate Summer, Fall, Winter, or Spring.

5. Graduate Achievement and Employment

Student assessment of the program was conducted at the end of the program and included employment information. Of the 4 students who completed the survey, 2 have found employment in the field prior to graduation. One is employed at the WA Division of Vocational Rehabilitation and 1 is employed with a Private Rehabilitation Agency. One of the students has taken and passed the Certified Rehabilitation Counselor (CRC) Examination. Two of the

students were planning on taking the CRC Examination in the future with no planned date. Two students are planning on pursuing LMHC licensure and one is not sure. This graduate achievement and employment of graduates was evaluated by the RC Advisory Committee during the Fall 2019 meeting.

All Rehabilitation Service Administration (RSA) scholars were contacted during Summer and Fall to complete the required RSA Employment Follow-Up through the PIMS system.

Six alumni who graduated Summer 2016-Summer 2020 completed the RC Alumni Survey. All are currently employed in the field with 5 having the CRC credential and 3 having the LMHCA credential. All agreed or strongly agreed that they gained knowledge in all areas of rehabilitation counseling as a result of their graduate school preparation. All were satisfied or very satisfied with the overall quality of the MA in RC program and there were no suggestions about how to improve the program.

6. Recruitment and Retention of Students

Evaluation of recruitment and retention data was conducted by program faculty during a Fall program meeting with a follow-up in Spring. Recruitment and retention data was reviewed by the RC Advisory Committee during the Fall 2019 meeting. No suggestions for changes to recruitment strategies or retention policies were recommended.

7. Program Recognition, Support, and Resources

Budgetary support was evaluated by the Chair of the Department of Health and Community Studies and the Dean of the Woodring College of Education with no changes. Faculty-student ratios and budgetary support were evaluated during the Fall program meeting. Program recognition, support, and resources were evaluated by the RC Advisory Committee during the Fall 2019 meeting with no recommendation for changes.

8. Faculty Composition, Qualifications, and Performance

Students evaluate faculty member performance after each course through the WWU course evaluation forms and procedure. The tenure-track faculty member had a successful tenure review conducted by the department faculty and was awarded promotion and tenure effective Fall 2020. The tenured faculty member was reviewed successfully by department faculty for a 5-year Post-Tenure Review. Due to the COVID-19 pandemic, the six non-tenure-track instructors were not reviewed this year by the department chair.