Program Evaluation Plan

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

Revised December, 2015
Approved by Rehabilitation Counseling (RC) Advisory Committee 5/13/16

WWU Mission: Western Washington University serves the people of the State of Washington, the nation, and the world by bringing together individuals of diverse backgrounds and perspectives in an inclusive, student-centered university that develops the potential of learners and the well-being of communities.

WWU Strategic Goals:
- Build upon Western's strengths to address critical needs in the State of Washington.
- Expand student access to rigorous and engaging baccalaureate and graduate education.
- Foster and promote life-long learning and success in an ever-changing world.
- Apply Western's expertise and collaborative approach to scholarship, creativity, and research in ways that strengthen communities beyond the campus.
- Serve as a model for institutional effectiveness, innovation, diversity, and sustainability.

WWU Graduate School Mission: To advance, promote, and serve graduate faculty, students, and programs through advocacy, leadership, and oversight. The Graduate School supports all graduate programs and students at Western, expanding graduate and undergraduate student access to engaging education, promoting life-long learning, enhancing scholarly activity, and developing graduates qualified to address the diverse critical needs of the state and nation.

Woodring College of Education Mission: Woodring College of Education facilitates life-long learning through exemplary teaching to prepare quality education, health, and human services professionals for democratic citizenship and meaningful careers. As a College that serves the state, nation, and world, we:
- Construct, transform, and convey knowledge by integrating research, theory, and practice;
- Cultivate student growth through extensive community and school engagement in collaboration with exemplary practicing professionals;
- Act with respect for individual differences, including taking a strengths-based view;
- Develop collaborative partnerships that promote the learning and well-being of individuals, families, and the community; and
- Evaluate processes and outcomes to ensure continual program improvements.

Woodring College of Education Vision: The Woodring College of Education fosters community relationship and a culture of learning that advance knowledge, honor diversities, and promote social justice.
MA in Rehabilitation Counseling Program Mission: To prepare dedicated and qualified rehabilitation counselors who will partner with individuals with disabilities to enhance their lives, including self-determination, independence, meaningful employment, and full community participation.

MA in Rehabilitation Counseling Program Objectives:
- 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.
- To recruit and retain qualified students for a viable program that includes persons from diverse racial and cultural backgrounds and individuals with disabilities.
- To promote an inclusive learning community that enriches student experience and education and promotes full participation of all students.
- To create opportunities for student interaction with individuals with disabilities as well as individuals from culturally diverse backgrounds.
- 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.

MA in Rehabilitation Counseling Student Learning Goals and Objectives:
1. To prepare entry-level rehabilitation counselors with the necessary knowledge
   a. Students will demonstrate knowledge of the professional identity of rehabilitation counselors
   b. Students will demonstrate knowledge of how to reduce attitudinal barriers for people with disabilities
   c. Students will demonstrate knowledge of the psychosocial aspects of disability
   d. Students will demonstrate knowledge of the developmental aspects of disability
   e. Students will demonstrate knowledge of the medical aspects of disability
   f. Students will demonstrate knowledge of the psychiatric aspects of disability
   g. Students will demonstrate knowledge of the cognitive aspects of disability
   h. Students will demonstrate knowledge of individual counseling theories and associated techniques
   i. Students will demonstrate knowledge of group counseling theories
   j. Students will demonstrate knowledge of career counseling theories
   k. Students will demonstrate knowledge of assessment tools
   l. Students will demonstrate knowledge of disability accommodations and assistive technology
   m. Students will demonstrate knowledge of job placement strategies
   n. Students will demonstrate knowledge of case management strategies
2. To prepare entry-level rehabilitation counselors with the necessary skills
   a. Students will demonstrate entry-level individual counseling skills
   b. Students will demonstrate entry-level group counseling skills
   c. Students will demonstrate entry-level case conceptualization skills
   d. Students will demonstrate entry-level case management skills
3. To prepare culturally-sensitive entry-level rehabilitation counselors
a. Students will demonstrate knowledge of cultural considerations when working with individuals with disabilities

4. To prepare ethical entry-level rehabilitation counselors
   a. Students will demonstrate knowledge of ethical considerations when working with individuals with disabilities consistent with the Code of Professional Ethics for Rehabilitation Counselors

5. To prepare entry-level rehabilitation counselors who understand and apply research to their practice
   a. Students will demonstrate knowledge of how to critically evaluate research
   b. Students will demonstrate knowledge of program evaluation
   c. Students will demonstrate knowledge of how to apply research in their practice

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 are evaluated with specified internal review (IR) and external review (ER) evaluation strategies.

1. Mission/Objectives

   A. A comparison of objectives to the program’s mission is evaluated by the RC Advisory Committee on an annual basis (ER).

   B. A comparison of the program’s mission and objectives in light of the WWU Strategic Plan is conducted by faculty, as required by NWCCU (IR).

2. Curriculum

   A. At the end of each quarter, each course is evaluated by students in the course relating to course effectiveness and quality of instruction (IR).

   B. Evaluation of the rehabilitation counseling curriculum is conducted using the RC Student Learning Objectives Evaluation Plan (see Appendix A; IR).

   C. The curriculum content is evaluated at regularly scheduled program meetings (IR).

   D. The RC Advisory Committee evaluates the curriculum on an annual basis (ER).
3. Practicum/Internship

A. At the end of practicum, students evaluate their practicum experiences and their progress in counseling is assessed by the faculty member (IR).

B. At the end of internship, students evaluate their internship experiences and their performance is assessed by the faculty member (IR).

C. Site supervisors evaluate each student at the end of practicum and internship (ER). Site supervisors are asked to include feedback from consumers regarding quality of services provided by the intern (ER).

D. At the end of each quarter, the practicum and internship seminars are evaluated by students in the course relating to course effectiveness and quality of instruction (IR).

E. Evaluations of the practicum and internship courses are conducted through the student assessment of the program conducted at the end of the program (IR) and graduate surveys (ER).

F. Practicum and internship manuals are reviewed by program faculty and staff on an annual basis (IR).

4. Program-Level Assessments

A. Prior to admission, the following areas are assessed for each candidate by the RC Academic Program Director (IR).
   - 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
   - Admission essay
   - Technology Self-Assessment
   - Signed agreement to comply with Expectations for Academic and Professional Performance
   - Interview with RC Academic Program Director

B. Continuation in the program is assessed in the following areas for all students by the RC Academic Program Director (IR).
   - Quarterly GPA
   - Course-based assignments and performance tasks
   - Course grades
   - Mid-program assessment

C. Qualification for practicum and internship is assessed in the following areas for all students by the RC Academic Program Director (IR).
   - Quarterly GPA
• B or better in RC 583

D. Program completion is assessed in the following areas for all students by the RC Academic Program Director (IR).
   • Cumulative GPA
   • Score on Comprehensive Examination

5. Graduate Achievement and Employment

A. Graduate surveys are conducted on an annual basis for students who have graduated 2 years prior (ER).

B. Student assessment of the program is conducted at the end of the program (IR), which includes employment information.

C. Graduate achievement and employment of graduates are evaluated by the RC Advisory Committee on an annual basis (ER).

D. All Rehabilitation Service Administration scholars are contacted on an annual basis through the end of their payback period (IR).

6. Recruitment and Retention of Students

A. Evaluation of recruitment and retention data is conducted on an annual basis by program faculty (IR).

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

7. Program Recognition, Support, and Resources

A. Budgetary support is evaluated on an annual basis by the Chair of the Department of Health and Community Studies and the Dean of the Woodring College of Education (IR).

B. Faculty-student ratios and budgetary support are evaluated at regularly scheduled faculty meetings on an annual basis (IR).

C. Program recognition, support, and resources are evaluated in the Graduate Council Review every five years and by the RC Advisory Committee on an annual basis (ER).

8. Faculty Composition, Qualifications, and Performance

A. Students evaluate faculty member performance after each course (IR).
B. Tenured faculty members are reviewed every 5 years through the HCS Post-Tenure Review Process and Tenure-Track faculty are reviewed annually through an annual performance review by the department chair (IR).

C. Senior Instructors are reviewed at the end of their contract by the department chair and Instructors are reviewed annually through an annual performance review by the department chair (IR).

D. Faculty composition, qualifications, and performance are evaluated by the Graduate Council Program Review every five years (ER).

Reporting

On an annual basis, results and outcomes of the Program Evaluation Plan are reported to the RC Advisory Committee, the Dean of the Woodring College of Education, and to the University by the RC Academic Program Director (through the Closing the Assessment Loop Report). Every five years, a review is conducted by the Graduate Council and includes recommendations for program changes and modifications.
## APPENDIX A
### RC SLO ASSESSMENT PLAN

### RC STUDENT LEARNING GOALS AND OBJECTIVES

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1.a. Students will demonstrate knowledge of the professional identity of rehabilitation counselors | ✓ | | | | | | | | | | | | | | | ✓ |
1.b. Students will demonstrate knowledge of how to reduce attitudinal barriers for people with disabilities | | ✓ | | | | | | | | | | | | | | |
1.c. Students will demonstrate knowledge of the psychosocial aspects of disability | | ✓ | | | | | | | | | | | | | | ✓ |
1.d. Students will demonstrate knowledge of the developmental aspects of disability | ✓ | | | | | | | | | | | | | | | ✓ |
1.e. Students will demonstrate knowledge of the medical aspects of disability | | ✓ | | | | | | | | | | | | | | ✓ |
1.f. Students will demonstrate knowledge of the psychiatric aspects of disability | | | ✓ | | | | | | | | | | | | | ✓ |
1.g. Students will demonstrate knowledge of the cognitive aspects of disability | | | | ✓ | | | | | | | | | | | | ✓ |
1.h. Students will demonstrate knowledge of individual counseling theories and associated techniques | ✓ | ✓ | | | | | | | | | | | | | | ✓ |
1.i. Students will demonstrate knowledge of group counseling theories | | | | | ✓ | | | | | | | | | | | |
1.j. Students will demonstrate knowledge of career counseling theories | | | | | | ✓ | | | | | | | | | | |
1.k. Students will demonstrate knowledge of assessment tools | | | | | | | ✓ | | | | | | | | | ✓ |
1.l. Students will demonstrate knowledge of disability accommodations and assistive technology | ✓ | | ✓ | | | | | | | | | | | | | |
1.m. Students will demonstrate knowledge of job placement strategies | | | | | | | | ✓ | | | | | | | | ✓ |
1.n. Students will demonstrate knowledge of case management strategies | | | | | | | | | ✓ | | | | | | | |

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<td>Grades on Exams 1-3 in RC 501</td>
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<td>Grade on Program Evaluation Project in RC 501</td>
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<td>Grade on Literature Review Paper in RC 579</td>
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<td>Grades on Quizzes 1-9 in RC 580</td>
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<td>Grades on Counseling Skill Checkouts 1-3 in RC 583</td>
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<td>Grade on Book Review &amp; Reaction Paper in RC 585</td>
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<td>Grades on Movie Reviews 1-2 in RC 585</td>
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<td>Grade on Interview Assignment in RC 585</td>
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<td>Grade on Group Counseling Practice Demonstration in RC 584</td>
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<td>Grade on Rehabilitation Group Program Proposal in RC 584</td>
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<td>Grade on Research Paper in RC 589</td>
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<td>Grade on Self-Report in RC 587</td>
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<td>Scores on Counseling Recordings 1-5 in RC 591</td>
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<td>Scores on Case Presentations 1-2 in RC 592</td>
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<td>Grades on Case Studies 1-7 in RC 594</td>
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<td>Grades on Final Examination in RC 595</td>
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<td>Score on Comprehensive Examination</td>
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<td>Results of the end-of-program student survey</td>
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<td>Results of the alumni survey</td>
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1 Direct measures are italicized