Closing the Assessment Loop Report
Rehabilitation Counseling Program
2013-2014

Program Assessment System: Transition Point Assessments

The Department of Human Services and Rehabilitation is committed to department level planning, collection, analysis, and discussion of assessment data for purposes of improving candidate performance and program quality.

In 2011, faculty in the Rehabilitation Counseling (RC) program (in consultation with the RC Advisory Committee) designed and implemented an assessment plan that includes evaluating the RC mission and objectives; the curriculum; practicum and internship; graduate achievement and employment; recruitment and retention of students; program recognition, support, and resources; and faculty composition, qualifications, and performance. Each year, the data is analyzed and shared with the RC Advisory Committee meeting in the Fall or Spring (depending on the area being assessed). Faculty and RC Advisory Committee members review the data and prioritize areas for continuous improvement during the coming year.

The RC assessment plan includes measurement of candidate knowledge and skills relative to institutional and national standards. The plan includes assessments used at each of four decision points in the program: application, continuation, qualification for practicum/internship, and program completion. The following table lists the key assessment points with the corresponding sources of evidence for the Rehabilitation Counseling program.

<table>
<thead>
<tr>
<th>Admission</th>
<th>Continuation</th>
<th>Qualification for practicum/internship</th>
<th>Program completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>• GPA minimum of 3.0</td>
<td>• Quarterly GPA</td>
<td>• Quarterly GPA</td>
<td>• Cumulative GPA</td>
</tr>
<tr>
<td>➢ Contract for provisional admission if GPA less than 3.0 and supported by admissions essay/interview and WWU Graduate School</td>
<td>• Course-based assignments and performance tasks</td>
<td>• B or better in RC 583</td>
<td>• Comprehensive Examination</td>
</tr>
<tr>
<td>• Completion of a bachelor’s degree from an accredited institution</td>
<td>• Course grades</td>
<td></td>
<td>• Exit survey</td>
</tr>
</tbody>
</table>
Program-Level Assessments 2013-2014

<table>
<thead>
<tr>
<th>Assessment</th>
<th>N</th>
<th>Does Not Meet Minimum</th>
<th>Meets Minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td>RC Technology Self-Assessment</td>
<td>19</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td>Grade in RC 583</td>
<td>13</td>
<td>0</td>
<td>13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
<th>N</th>
<th>Dismissal</th>
<th>Continue with Restrictions</th>
<th>Continue without Restrictions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Program Assessment</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
<th>N</th>
<th>Fail</th>
<th>Pass after Rewrite</th>
<th>Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive Exam</td>
<td>18</td>
<td>0</td>
<td>10</td>
<td>8</td>
</tr>
</tbody>
</table>

Use of Data for Improvements of Programs and/or Operations

The primary evaluation tool used this year to examine needed improvements to the curriculum was the exit survey given to students either their last quarter in the program or shortly after graduation. The survey was based primarily on the Masters Level Standards for Rehabilitation Counselor Education Programs of the Council on Rehabilitation Education (CORE). The respondents were given a 5-point scale (5 = outstanding, 4 = above expectation, 3 = met expectation, 2 = below expectation, and 1 = disappointing) to rate each item. For this reporting cycle, 9 students responded;
however, most questions were only answered by 7 people. Of these 9 individuals, 67% were female, 44% were from a racial/ethnic diverse background, 63% were individuals with a disability, and the average age was 35.

Last year, there were two areas that were identified as needing to be addressed and strengthened: (a) Counseling Approaches and Principles and (b) Medical, Functional, and Environmental Aspects of Disability. In looking at the individual knowledge domains that were a focus last year, all were rated higher by this cohort of graduates; therefore, the identified areas for improvement at the end of the report are all new for this year.

The results of the survey were generally positive. The overall ratings of each area are included below.

- **C.1 Professional Identity and Ethical Behavior**  
  - Mean = 4.06

- **C.2 Psychosocial Aspects of Disability and Cultural Diversity**  
  - Mean = 3.95

- **C.3 Human Growth and Development**  
  - Mean = 3.94

- **C.4 Employment and Career Development**  
  - Mean = 3.68

- **C.5 Counseling Approaches and Principles**  
  - Mean = 3.88

- **C.6 Group Work and Family Dynamics**  
  - Mean = 3.80

- **C.7 Assessment**  
  - Mean = 4.07

- **C.8 Research and Program Evaluation**  
  - Mean = 4.26

- **C.9 Medical, Functional, and Environmental Aspects of Disability**  
  - Mean = 3.95

- **C.10 Rehabilitation Services, Case Management, and Related Services**  
  - Mean = 3.39

- **Practicum**  
  - Did you feel prepared to begin your Practicum?  
    - Mean = 3.86
- Was the Practicum seminar experience (time in the classroom) useful for you?  Mean = 4.0
- Was your Practicum field experience (time on the site) useful for you?  Mean = 3.86

- Internship
  - Did you feel prepared to begin your Internship?  Mean = 3.86
  - Did your Internship give you the opportunity to expand your awareness and understanding of differences in values, beliefs and behaviors of persons who are different from yourself?  Mean = 3.86
  - Was your Internship seminar experience (time in the classroom) useful for you?  Mean = 4.43
  - Was your Internship field experience (time on your site) useful for you?  Mean = 3.86

- Employment/Certification
  - When you graduated, did you feel prepared to take a job in the field of rehabilitation counseling?  Mean = 3.43
  - Have you found a job in the field?  43% stated yes (1 CRP & 2 Private)
  - Have you taken the CRC exam?  3 (43%) have taken the exam and 4 (57%) have scheduled the exam (3 in Oct and 1 in March)

- Would you recommend this program to others?  100% stated yes

In reviewing the survey results, the RC faculty, with input from the RC Advisory Committee, decided to focus on the areas where more than one respondent reported as below expectation. Faculty are currently assessing curriculum and syllabi to identify ways to strengthen the coverage of these areas.

Employment and Career Development
One out of the eleven survey questions regarding the CORE Standard on Employment and Career Development received two scores at below expectation. Specifically, the following knowledge domain was identified: Disability benefits systems including workers’ compensation, long-term disability, and social security.

Counseling Approaches and Principles
One out of the eleven survey questions regarding the CORE Standard on Counseling Approaches and Principles received two scores at below expectation. Specifically, the following knowledge domain was identified: Gender issues in counseling.

Rehabilitation Services, Case Management, and Related Services
Three out of the fifteen survey questions regarding the CORE Standard on Rehabilitation Services, Case Management, and Related Services received two scores at below expectation. Specifically, the following knowledge domains were identified: (a) Substance abuse treatment and rehabilitation, (b) Insurance programs and social security, and (c) Programs for specialty populations.