

2024-2025 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 ensure 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 2024 through Spring 2025 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 2024 RC Advisory Committee meeting on 11/22/2024, 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 10/23/2024, 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	16 of 16 students (100%) received a grade of B (83%) or better on the Ethics Assignment in Fall 2024 RC 578 <i>(met threshold)</i>	18 of 18 students (100%) received a passing grade on the Organizational Issue or Ethical Dilemma assignment in Spring 2025 RC 592 <i>(met threshold)</i>	10 of 10 students (100%) received a passing score (either at the first administration or after the first rewrite) on the Summer 2024, Fall 2024, and Spring 2025 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	14 of 14 students (100%) received a grade of B (83%) or better on the Group Presentation in Spring 2025 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 2025 RC 583 <i>(met threshold)</i>	10 of 10 students (100%) received a passing score (either at the first administration or after the first rewrite) on the Summer 2024, Fall 2024, and Spring 2025 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 2024 RC 579 <i>(met threshold)</i>	18 of 18 students (100%) received a passing grade on the Case Presentation Assignment in Spring 2025 RC 592 <i>(met threshold)</i>	10 of 10 students (100%) received a passing score (either at the first administration or after the first rewrite) on the Summer 2024, Fall 2024, and Spring 2025 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 2025 RC 588 (<i>met threshold</i>)	18 of 18 students (100%) received a passing grade on the Case Presentation Assignment in Spring 2025 RC 592 (<i>met threshold</i>)	10 of 10 students (100%) received a passing score (either at the first administration or after the first rewrite) on the Summer 2024, Fall 2024, and Spring 2025 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	15 of 15 students (100%) received a grade of B (83%) or better on Counseling Sessions A & B in Winter 2025 RC 583 (<i>met threshold</i>)	16 of 16 students (100%) received a passing grade on all Recordings in Winter 2025 RC 591 (<i>met threshold</i>)	10 of 10 students (100%) received a passing score (either at the first administration or after the first rewrite) on the Summer 2024, Fall 2024, and Spring 2025 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	13 of 13 students (100%) received a grade of B (83%) or better on the Group Counseling Practice Demonstration assignment in Spring 2025 RC 584 (<i>met threshold</i>)	18 of 18 students (100%) received a passing grade on the Group Counseling assignment in Spring 2025 RC 592 (<i>met threshold</i>)	10 of 10 students (100%) received a passing score (either at the first administration or after the first rewrite) on the Summer 2024, Fall 2024, and Spring 2025 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	19 of 19 students (100%) received a grade of B (83%) or better on the Self-Report Assignment in Spring 2025 RC 587 <i>(met threshold)</i>	10 of 10 students (100%) received a passing score (either at the first administration or after the first rewrite) on the Summer 2024, Fall 2024, and Spring 2025 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 13 students (100%) received a grade of B (83%) or better on Exam 1, 12 of 13 students (92%) received a grade of B (83%) or better on Exam 2, and 13 of 13 students (100%) received a grade of B (83%) or better on Exam 3 in Fall 2024 RC 501 <i>(met threshold)</i>	18 of 18 students (100%) received a passing grade on the Case Presentation Assignment in Spring 2025 RC 592 <i>(met threshold)</i>	10 of 10 students (100%) received a passing grade on the Case Presentation Assignment in Summer 2024 RC 592 <i>(met threshold)</i>
9. Students will demonstrate knowledge of the medical aspects of disability	18 of 18 students (100%) received a grade of B (83%) or better on Exam 1 and 18 of 18 students (100%) received a grade of B (83%) or	17 of 17 students (100%) received a grade of B (83%) or better on the 9 Diagnostic Case Studies in Winter	10 of 10 students (100%) received a passing score (either at the first administration or after the first rewrite) on the Summer 2024,

	better on Exam 2 in Winter 2025 RC 586 <i>(met threshold)</i>	2025 RC 594 <i>(met threshold)</i>	Fall 2024, and Spring 2025 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 2024 RC 585 <i>(met threshold)</i>	18 of 18 students (100%) received a passing grade on the Case Presentation Assignment in Spring 2025 RC 592 <i>(met threshold)</i>	10 of 10 students (100%) received a passing score (either at the first administration or after the first rewrite) on the Summer 2024, Fall 2024, and Spring 2025 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 2025 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 2024 RC Advisory Committee meeting on 11/22/2024, 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 2024, 7 of the 8 graduating students completed the RC Graduate Survey. Overall, graduates were generally satisfied. Of the 11 overall content areas that are evaluated, none had sub-areas rated by at least two respondents as below expectation or disappointing (which is the threshold). However, there were two areas that were rated by one respondent as below expectation.

1. Professional Counseling Orientation and Ethical Practice (2.F.1.)
 - a. Current labor market information relevant to opportunities for practice within the counseling profession (2.F.1.h.)
2. RC Contextual Dimensions (5.H.2.)
 - a. Impact of disability on human sexuality (H.2.h.)

According to the survey, all respondents felt prepared to start pre-practicum, 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.

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 10/23/2024 and the Fall 2024 RC Advisory Committee meeting on 11/22/2024. 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 newer trends of AI/technology, PreETS and transition, and demand-side (employer) job placement strategies.

- 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

Three alumni (out of 13) who graduated Summer 2022-Spring 2023 completed the RC Alumni Survey that was sent out in August 2024. 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. The following knowledge-based questions were rated as either Strongly Agree or Agree by all respondents: (a) ethical considerations, (b) cultural considerations, (c) psychosocial aspects of disability, (d) individual counseling theories

and associated techniques, (e) group counseling theories, (f) career counseling theories, and (g) assessment tools. The following knowledge-based questions were rated as either Strongly Agree, Agree, or Neither Agree nor Disagree by all respondents: (a) professional identity, (b) job placement strategies, and (c) how to critically evaluate research. The following knowledge-based question was rated as Agree by all respondents: (a) developmental aspects of disability. The following knowledge-based question was rated as Strongly Agree by one respondent, Agree by one respondent, and Disagree by one respondent: (a) medical aspects of disability.

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

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

- It is an amazing program.

The following comment was provided in response to the question about whether anything was missing from the curriculum that would have been beneficial for an entry-level rehabilitation counselor:

- Maybe more on starting one's own practice? I cannot think of anything we didn't go into detail about.

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

- It was a great program.

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

Four employers (out of 11) completed the RC Employer Survey that was sent out in August 2024. 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. The following knowledge-based question was rated as Strongly Agree by all respondents: (a) psychosocial aspects of disability. The following knowledge-based questions were

rated as either Strongly Agree or Agree by all respondents: (a) professional identity, (b) ethical considerations, (c) cultural considerations, (d) medical aspects of disability, (e) developmental aspects of disability, (f) group counseling theories, (g) assessment tools, and (h) job placement strategies. The following knowledge-based questions were rated as Agree by all respondents: (a) individual counseling theories and associated techniques and (b) how to critically evaluate research. The following knowledge-based question was rated as either Strongly Agree or Neither Agree or Disagree by all respondents: (a) career counseling theories.

Four of the questions asked about the development of skills of the alumni who they supervise. The following skills-based questions were rated as either Strongly Agree or Agree by all respondents: (a) entry-level individual counseling skills and (b) entry-level case management skills. The following skills-based questions were rated as Agree by all respondents: (a) group counseling skills and (b) critically evaluate research and apply it to their practice.

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

- I supervised a graduate last school year and had a positive experience. I would entertain another intern as I transition to private practice.

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

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 10/23/2024, the faculty reviewed and discussed the aggregate data that was collected from the MA in RC Demographic and Recruiting Survey for the Fall 2024 Admits. Since close to 100% of applicants are admitted, these data are a valid measure of the overall recruitment pool. Eight of the 16 admits completed the survey. Most learned about the WWU RC program through the WWU website followed by the RC Program website and alumni. The top 4 choices for choosing the WWU RC program were (a) applicability of program to professional goals, (b) schedule of courses, (c) location, and (d) reputation of RC program. Regarding gender identity, 1 identified as man, 6 identified as woman, and 1 selected “a gender not listed here.” Regarding disability identity, 7 indicated that they identified as a person with a disability 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, 4 identified as White/Caucasian, 1 identified as Black or African American, 2 identified as Multi-Racial, and 1 selected “Prefer not to answer.” Regarding their first language, 6 students stated

English, 1 student stated Amharic, and 1 student stated ASL. Regarding first-generation college student status, 3 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 2024. For the Fall 2023 cohort, 18 started the program, but one withdrew, which corresponds to a 94% retention rate. Of the 17 remaining, 12 were completing the program in 2 years, 4 were completing the program in 3 or 4 years, and 1 was taking a break, therefore 12 were on track to graduate in August 2025. For the Fall 2022 cohort, 11 started the program, but one withdrew, which corresponds to a 91% retention rate. Of the 10 remaining, 5 completed the program in 2 years and graduated in August 2024. Three were completing the program in 3 or 4 years and should graduate in June or August 2025. Two were taking a break. For the Fall 2021 cohort, 23 started the program, but 3 withdrew, which corresponds to an 87% retention rate. Of the 20 remaining, 11 completed the program in 2 years and graduated in August 2023. Two completed the program in 3 years and graduated in August 2024. Four were completing the program in more than three years and should graduate in December 2024, August 2025, or August 2026. Three were taking a break.

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

During the Fall 2024 RC Advisory Committee meeting on 11/22/2024, 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 2025 RC Advisory Committee meeting on 5/30/2025, the current recruiting strategy and number of applicants who applied by the priority deadline were reviewed. As of this meeting, there were 18 applicants, however, 1 withdrew. Of the 17 remaining applicants, 10 were confirmed for Fall 2025, 2 were admitted but had not confirmed, 3 were offered conditional admission pending the completion of a background check, and 2 have scheduled the admission interviews. Of the 17, 12 are female, 4 are male, 1 is nonbinary, and 6 are from diverse backgrounds. There were 18 additional individuals who initiated an application for Fall 2025.

The RC Advisory Committee also reviewed updated retention data at the Spring meeting. For the Fall 2024 cohort, 16 started the program, which corresponds to a 100% retention rate. Of these 16, 13 were completing the program in 2 years, 3 were completing the program in 3 or 4 years, and 1 was taking break, therefore, 12 are on track to graduate in August 2026. For the Fall 2023 cohort, the retention rate remained at 94%. For the Fall 2022 cohort, the retention rate remained at 91%. For the Fall 2021 cohort, the retention rate decreased from 87% to 83% after a fourth student withdrew from the program.

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 11/22/2024 and 5/30/2025, 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:

- Some things about disability are handled great for young students who ask for what they need and expect it. Not part of world for older students who learned to shut up, buck it up, not make waves. Needs to be understood and anticipated. It's for the teacher to understand and take into account. Older student's not gonna hound you about it. Program means to do it, and well. But there's a disconnect between what's expected and what some students have access to getting the work done. Assistive tech needs to some kinda way be in place before student starts intense quarter.
- Again, great in two classes and a total fail in the third. I missed 5 points out of 91 total points in the class, most of which haven't happened yet, and was told to consider dropping a class when the issue is that the professor does not use the calendar in a functional way and I was not able to spend that much mental energy figuring it out. I am doing fine in my other classes and have been able to discuss my accommodation needs when necessary.
- It does well. I think there needs to be more transparency with the internship requirements and how to juggle this time with a full-time job
- So far, I'm only in 2 asynchronous courses but I can still see the inclusivity. The weekly discussion posts show the variety of voices in the program.
- The program is doing very well in living up to the program objectives.
- I really appreciate that the textbooks are presented in multiple formats. We have the book, PowerPoints, and additional readings to help reinforce any material we might miss.
- I feel like they are following the program's objectives.

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:

- All students were encouraged to participate in discussions
- It's not. A handful of student's dominate all discussions. Those same students don't seem to be held to the same standards as the rest of us.
- I think the program does a good job of being inclusive. I'm looking forward to the in-person classes to hopefully feel more connected with my peers.
- I think the program is doing a great job in this regard.
- I believe the program is doing a great job of this.
- I feel like the program is doing a good job overall with this objective. I think more student learning like the Hilbulb experience last year would be a great way to make this even better.
- This program feels accommodating for varying individuals and abilities.
- Yes
- It is approaching expectations.

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 10/23/2024, the faculty reviewed the opportunities that were included in the AY 23-24 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 11/22/2024 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 their final internship quarter (Summer 2024 or Fall 2024 or Spring 2025), 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 10 interns, but two students did their internship at 2 sites, so there are 12 data points.)

Area	Excellent	Very Good	Good	Satisfactory	Unsatisfactory	N/A
Professional application of counseling skills and techniques	6	4	1	1		
Professional application of group counseling skills and techniques	2	1	5	2		2
Problem-solving and decision-making skills	6	3	3			

Professional application of case management skills	4	3	2	3		
Professional applications of ethics	5	2	3	2		
Ability to work with diverse clients	7		3	2		
Professionalism	6	2	2	1		1

Nine of the 10 students reported that they would recommend their site/agency to another rehabilitation counseling internship student.

For the Winter 2025 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	10	4	2			
Application of the individual counseling process	8	4	4			
Application of the group counseling process	4			2	1	9
Application of multicultural rehabilitation counseling	7	5	2	1		1
Problem-solving and ethical decision-making	10	5	1			
Professionalism	9	6	1			

15 of 16 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 11/22/2024 and 5/30/2025 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 2024 Internship course, the following comments were made regarding recommendations or suggestions for the program:

- Given that I am unaware of how the program functions, this is difficult to answer. I do think that case studies are helping in preparing students for what they will encounter in each phase of vocational rehabilitation.
- Can there be more real life/in office experience? It would be optimum to arrange for students and professors/instructors to visit sites and interview active VRCs as part of the coursework if that is not already a part of the curriculum.
- Continue to emphasize aspects of mental health.
- None at this time/No comment: 6
- Positive comments:
 - Your program does a great job producing excellent VRC's. We have many WWU graduates working in our office.

For the Spring 2025 Internship course, the following comments were made regarding recommendations or suggestions for the program:

- More accommodation and/or policies that allow for more accommodation regarding completing hours for their practicum/internship with increased flexibility.
- More specific therapeutic practices to use in session. Especially with kids or young adults.
- Partner with the Institute for Individual and Organizational Change Director Casey Jackson for Motivational Interviewing Training for the students.
- That more systems and family therapy be taught. Also, more gender diverse topics.
- Incorporate more real-world case studies and simulation-based training throughout coursework to bridge the gap between theory and practice. Also, more robust training in labor market analysis, job development, workplace accommodations, and assistive technology to stay current with job market trends.
- I think interviewing practice in classroom with volunteers outside of class would be helpful prior to field work. Those skills require a certain amount of practice to be fluid and natural.

- None at this time/No comment: 11
- Positive comments:
 - None at this time, we appreciate the interns from WWU coming ready to jump into the rehabilitation field.

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

- [intern] has gotten many compliments from clients that are working with her and people were extremely grateful for their experience in her chronic illness/chronic pain group.
- [intern] is well liked by customers, and there have been no complaints in this regard.
- Through observation of [intern]'s session recordings and the knowledge that most of their clients continued their work with [intern], I assume that clients were satisfied with their performance.
- [intern] has a positive attitude, with a solid understand of rehabilitation counseling.
- Overall, clients have made positive comments about [intern]'s interaction with them.
- Overall clients give positive feedback for [intern]. She has also sped up the process for scheduling intake meetings with customers.
- No information: 4

For the Spring 2025 Internship course, the following comments were made regarding client feedback:

- Clients were on average happy to continue to work with [intern] with healthy therapeutic relationships established early on.
- As far as I know, the customers have been very happy with [intern]'s work. I have no concerns.
- I have not had any comments directly from clients, but my observation is that he is well received and accepted by clients.
- One patient reported his experience with [intern] allowed him to discover the root issue for him that hasn't been able to be discovered in years of treatment.
- [intern]'s clients frequently comment that he is a good listener, motivational, and attentive to their needs. [intern] has utilized some recreational concepts in his counseling by going for walks with clients and integrating exercise, and his clients have responded well to it.
- No information: 12

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 2024, 7 of the 8 graduating students completed the RC Graduate Survey. Of the 11 overall content areas that are evaluated, none had sub-areas rated by at least two respondents as below expectation or disappointing (which is the threshold). The following comments were made regarding recommendations or suggestions for the program:

- Change structure of pre-practicum, practicum and internship year to allow students to count required hours all year. It's difficult to obtain 600 hours in two quarters and I went way over the minimum requirement in pre-practicum and practicum.
- Perhaps an informational interview field trip to physically see different therapists and vocational rehabilitation centers would help students narrow their focus on long term job placement goals post-graduation.
- The emergency zoom option for in-person classes made it possible for me to balance school, motherhood, life curveballs, and especially disability issues. I feel as a program all about working with people who have disabilities, helping people with disabilities, and bring more rehabilitation counselors with masters level knowledge/skills into the field, the way the zoom option (without getting rid of in-person learning) makes the program inclusive and accessible in such a huge that aligns with its premise/goals. The curriculum of this program is wonderful and the professors really care. I would love it if more people with disabilities could apply without fear that their success would heavily depend on their ability to find/depend on a classmate to carpool with.
- To allow more online options for class.

As stated in 2.D. above, 3 alumni who graduated Summer 2022-Spring 2023 completed the RC Alumni Survey that was sent out in August 2024. The following comment was provided in response to the question about whether anything was missing from the curriculum that would have been beneficial for an entry-level rehabilitation counselor:

- Alumni was too stretched for time and focus with the internship number of hours (30 at the time of alumni internship) and full-time academic work.

The following comment was provided in response to the question about potential improvements to the program:

- Maybe more info on dealing with the social security administration? I am not sure it was so comprehensive.

As stated in 2.E. above, 4 employers completed the RC Employer Survey that was sent out in August 2024. There were no comments provided in response to the question about whether anything was missing from the curriculum that would have been beneficial for an entry-level rehabilitation counselor.

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 2024 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. 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 three students were on target for the professional dispositions during the Winter quarter evaluation. Three students were reassessed at the end of Spring quarter and were evaluated as being on target for the dispositions after the Winter quarter feedback.

- 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 2024.

- 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 2025.

- 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 2024 and Spring 2025.

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

Ten students completed the comprehensive examination and all passed on the first administration. All students maintained a cumulative GPA of 3.0 or above. Eight students graduated Summer 2024, 1 graduated Fall 2004, and 1 student graduated Spring 2025.

Update on Action Steps from the 2023-24 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 and APA formatting assignments. It was determined that these assignments reflected the 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. 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 2024 CACREP Standards. There will be an evaluation of them again related to fully implementing the 2024 CACREP Standards by July 1st.
3. There were several discussions during RC program meetings and the RC Advisory Committee meetings regarding the attendance policy for all courses, including the hybrid courses, on how to support both students and faculty around technology needs and absences due to health concerns. A new attendance and assignment submission policy was created with input from faculty, the WWU Disability Access Center Director, and the RC Advisory Committee. The revised policy will be implemented in Fall 2025.
4. During the course of the 2024-25 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. This was also a topic at the RC Advisory Committee meetings. 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 agencies used for field placements (RC 590, 591, and 592) were reviewed by the RC Academic Program Director, in consultation with the RC Clinical Coordinator, and it was determined that they are meeting student and program needs.
6. Most course syllabi were updated prior to the start of the respective quarter to ensure the inclusion of the 2024 CACREP Standards. Syllabi will continue to be evaluated as the 2024 standards are fully implemented this next academic year for full compliance by 7/1/2025.
7. The 2024 CACREP Standards were re-reviewed with faculty and a crosswalk was used in courses starting Fall 2024. There will be a continued review throughout the 2025-26 academic year to ensure full compliance with the new standards.

Action Steps from Current 2024-25 Program Evaluation Report

1. Continue to review the 2024 CACREP Standards to ensure full compliance, which includes curriculum, assessment/evaluations (e.g., professional dispositions, KPIs, annual report), and field experiences, by 7/1/2026.
2. Assess the revised attendance and assignment submission policy and revise as needed for the 26-27 academic year.
3. 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.
4. 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.
5. Update all course syllabi templates to ensure the full inclusion of the 2024 CACREP Standards by 7/1/26.