

CACREP Vital Statistics and Program Evaluation Report AY 2022-23



UAF Photo by JR Ancheta

Submitted by Dr. Amy Broadwater, Department Chair

Demographics

Demographic information about applicants, current students, and graduates.

APPLICANTS

AY 2022-23

Total number of applicants: 55
Admitted/Enrolled: 23
Denied: 18
Withdrew After Admission: 4
Withdrew Before Admission: 10

Distance Students	55
On Campus Students	NA
Urban	41
Rural	14
Female	49
Male	6
Age 22 - 29	15
Age 30 - 39	22
Age 40 - 49	11
Age 50 - 59	5
Age 60 - 69	2
Full Time	NA
Part Time	NA
School Counseling	20
CMH	28
Dual Program	3
Undeclared	4

AN	Alaska Native	1
AN, Multi	Alaska Native, Multi-Race	1
Asian	Asian	1

University of Alaska Fairbanks School of Education
 Master of Education in School Counseling
 Master of Education in Clinical Mental Health Counseling

BL	Black or African American	2
IN, WH	American Indian, White	1
Multi, Other	Multi, Other	1
Multi	Multi-Race	3
UN	Unknown	4
WH	White	41

CURRENT STUDENTS

AY 2022-23

Total number of active students:

Distance Students	66
On Campus Students	NA
Urban	50
Rural	16
Female	59
Male	7
Age 22 - 29	18
Age 30 - 39	26
Age 40 - 49	17
Age 50 - 59	4
Age 60 - 69	1
Full Time	18
Part Time	48
School Counseling	25
CMH	36
Dual Program	3
Note – Students in the dual program are counted in the school <i>and</i> CMH sections of the online CACREP Vital Statistics Survey.	

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AQ, WH	Inupiaq, White	2
Bl	Black or African American	1
II, Hi	International Indigenous, Hispanic	1
IN, WH, Hi	American Indian, White, Hispanic	1
OT - HI	Other, Hispanic	1
SC	Chinese	1
SJ	Japanese	1
SJ - PI	Japanese, PI	1
UN	Asian-Other, White	2
UN - HI	Hispanic	2
WH	White	51
WH - HI	White, Hispanic	2

GRADUATES

AY 2022-23

Total number of graduates: 12

Distance Students	12
On Campus Students	NA
Urban	10
Rural	2
Female	10
Male	2
Age 22 - 29	3
Age 30 - 39	4
Age 40 - 49	4
Age 50 - 59	1
Age 60 - 69	0
Full Time	2
Part Time	10
School Counseling	5

CMH	7
Dual Program	0

SJ	Japanese	1
WH	White	11

Summary of findings: Forty-one of the program's applicants identified as White and fourteen applicants identified as candidates of color. Only fourteen (25%) of the candidates identified as being from rural areas compared to 41 (75%) applicants from urban areas. The vast majority of the program's applicants and matriculated students identify as female between the ages of 22-39. An overwhelming majority of applicants selected the clinical mental health track as being their track of interest. School track students make up 36% of the program's total enrollment compared to 54% of students enrolled in the clinical mental health track. Seventeen percent of matriculated students are from rural areas compared to 83% of students living in urban areas.

Highlights of findings: The program's applicant pool appears to be increasing in racial diversity. The clinical mental health track of the program has more students than the school track. It appears more applicants are interested in clinical mental health as opposed to school counseling. However, the percentage of students interested in pursuing school counseling is increasing.

Update on 2021-22 recommendations: Faculty reached out to the social work and psychology departments at UAF to provide information about the program. Faculty attended state conferences for school counselors and administrators to share information about the program.

Recommendations: Faculty will identify and connect with rural organizations and rural school districts and will distribute UAF counseling program information. Faculty will attend state conferences for school counselors and administrators to share information about the program (ongoing).

Graduation Rates

Number of graduates in AY 2022-23 - Total

Program	Summer 2022	Fall 2022	Spring 2023	Total
MED Clinical Mental Health Counseling	1	3	3	7
MED School Counseling	0	4	1	5

MED in School and Community	0	0	0	0
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Program Completion Rates

UAF defines a full-time graduate student as a student taking nine credit hours per semester. For the purpose of this report, a part-time student is defined as a student taking six or fewer credit hours per semester. Fall, Spring, and Summer semesters are counted for a total of 3 semesters each academic year.

M. Ed. in School Counseling (48 credits) Expected Completion Time

- Full-time students = eight semesters. (+1 for k-12)
- Part-time students = eleven semesters. (+1 for k-12)

M. Ed. in Clinical Mental Health (60 credits) Expected Completion Time

- Full-time students = nine semesters.
- Part-time students = thirteen semesters.

M. Ed. in Dual Concentration (75-78 credits) Expected Completion Time

- Full-time students = eleven semesters.
- Part-time students = fifteen semesters

Completion Rates AY 2022-23

Program	Full-Time Student Completion Rate	Part-Time Student Completion Rate
MED CMH Counseling	29% (2 of 7 graduate)	71% (5 of 7 graduates)
MED School Counseling	NA	100% (5 of 5 graduates)
MED Dual Concentration	NA	NA

Credentialing Examination Pass Rates for Graduates AY 2022-23

Program	Exam Pass Rate	Exam Fail Rate
MED CMH Counseling	100%	0%
MED School Counseling	100%	0%

The UAF Counseling program requires all students to pass a comprehensive exam in order to graduate from the Master of Education in CMH or School Counseling. Since passing the exam is a requirement for graduation, there is a 100% pass rate for graduates in AY 2022-23

Summary of findings: The majority of students took longer to complete the program than anticipated. A continuation of disruption from the pandemic influenced the length of time it took some students to complete the program. All students passed the comprehensive exam.

Highlights of findings: Students were adequately prepared for the comprehensive exam. It is suspected that the pandemic influenced the length of time students required to complete the program.

Update on 2021-22 recommendations: Faculty routinely monitor students' progress on completing degree requirements and their results from the comprehensive exam. Faculty advisors worked with students to ensure the students completed a minimum of two courses each fall and spring semester of the program. Students were advised that the summer semester can be used to augment fall and spring classes, adding one or two courses if needed or could be used as an opportunity to take time off. These efforts were instituted in hopes of helping students graduate within the expected time of program completion.

Recommendations: Faculty will monitor and assess the effectiveness of plans of study and assist students in navigating a successful path toward graduation (ongoing). Faculty will streamline the interplay between practicum and field placement to mitigate extraneous program requirements.

Program Evaluation Data

Evaluation of program objectives, survey data, and employment statistics.

Evaluation of Program Objectives

Objective 1

The UAF counseling program will admit high-quality, diverse candidates from rural and urban areas of Alaska.

Admissions scores for applicants to AY 2022-23

Total number of applicants: mean scores include admitted and denied applicants

The UAF counseling program will admit high quality, diverse candidates from rural and urban areas of Alaska.			
Application piece	Criteria for meeting expectations	Number of applicants	Mean Score
GPA*	3.0 or higher	55	3.49
Resume*	Shows education, work or volunteer experience in counseling or a related field	55	2.90
Letters of Reference*	Positively describes applicant's knowledge, skills, or dispositions related to being a future helping professional	55	2.89
Statement*	Well written, error free, APA format Describes reason for desire to be admitted to program Describes characteristics desirable to be an effective counselor Describes how educational background will assist student in the program Describes how experience relates to earning a counseling degree Clearly states intent for earning the degree	55	2.82
Interview**	Clearly state why UAF is a good fit. Identify how Alaska fits into their future. Respond to an interview protocol designed to assess desirable professional dispositions of a professional counselor. The protocol is grounded in counseling literature and research.	42 Interviewed	2.70

*Rating scale 1 – 4

**Rating scale 1 – 5

***Breakdown of statement sections

Motivation	2.84
Characteristics	2.52
Education	2.83
Experience	2.73
Intent	2.72

Summary of findings: The application process consists of five areas in which candidates are evaluated. As a pool, applicants scored the lowest on the interview portion of the application. Candidates scored between 2.82 and 2.90 on the other four areas of the application process. Applicants' GPA mean score was 3.49, which is above the 3.0 cutoff score.

Highlights of findings: Applicants struggled most with the interview portion of the application process and GPA was above the required minimum of 3.0.

Update on 2020-21 recommendations: The program faculty provided information sessions to applicants applying for admission to the program. The sessions included important information about the program as well as tips for submitting strong applications.

Recommendations: Faculty will institute a series of information meetings for prospective students. Students will be given information about the program and will have an opportunity to ask questions.

Objective 2 – Knowledge

Students will acquire foundational knowledge of the field of counseling, human development, counseling theories, professional ethics, career development, assessment and testing, multicultural counseling, counseling interventions, and group counseling.

Key Assignment Rubric Mean Scores for AY 2022-23

Students will acquire foundational knowledge of the field of counseling, human development, counseling theories, professional ethics, career development, assessment and testing, multicultural counseling, counseling interventions, and group counseling.				
Content area	Class	Assignment	Number of students	Mean score*
Field of Counseling	COUN 615 Foundations of Counseling	Foundations Final Paper	22	3.15
Human Development	COUN 628 Child and Adolescent Development	Personal Development Paper	15	3.37
	COUN 638 Adult Development	Adult Development Case Study	11	3.51
Counseling theories	COUN 623 Counseling Theories and Applications	Theoretical Orientation Paper	15	3.68
Professional ethics	COUN 647 Professional Ethics	Ethics Final Paper	24	3.37
Career Development	COUN 632 Career Development	Career Development Theory Paper	7	3.57
Assessment and Testing	COUN 630 Appraisal	Assessment Instrument Comparison Paper	9	3.28
Multicultural Counseling	COUN 660 Multicultural Counseling	Personal Perspective Paper	17	3.57
Counseling interventions	COUN 627 Developmental Interventions	Intervention Paper and Presentation	13	3.04
	COUN 629 Counseling Interventions for Adults	Case study - Intervention/Treatment Plan	9	3.77
Group counseling	COUN 674	Group Paper	13	3.32

	Group Counseling			
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*Rating scale 1 – 4

1 - Emerging

2 - Developing

3 - Expectations Met

4 - Expectations Exceeded

Summary of findings: Overall, students appear to meet or exceed most expectations associated with their knowledge base. Foundations of Counseling and Developmental Interventions are rated the lowest (not yet meeting expectations) content areas with Counseling Theories and Applications and Counseling Interventions for Adults rated as the highest (almost exceeding expectations) content areas.

Highlights of findings: Students appear to meet or exceed the expectations on their knowledge base.

Update on 2021-22 recommendations: Courses were evaluated to ensure appropriate flow through the program. Prerequisites were clearly identified and transition points were organized around successful completion of previous work. Select courses were transitioned to the hybrid model and were redesigned. The program faculty set up transition points in the program, wherein students are required to pass a specified set of courses taken during year one to advance in the program. A second transition point was instituted prior to field placement.

Recommendations: Faculty will monitor and evaluate the effectiveness of the new course format and design. Faculty and students will be surveyed to better understand experiences with new course formats that were introduced. Information from the surveys will help the program explore other ways of delivering courses. Faculty will explore ways to organize semesters of study that promote depth of learning over the course of the semester in a way that is beneficial to both students and faculty.

Objective 3 – Skills, Dispositions

Students will develop counseling skills and refine professional characteristics through coursework and practical experience in the field of counseling.

Counseling Skills – Pre-Practicum/Practicum AY 2022-23

Class	Counselor Responds to Training		Counselor Synthesizes/Responds Appropriately		Listening		Provides Comfortable Environment		Stays With Client (or role-play client – 617P)	
	#	Mean	#	Mean	#	Mean	#	Mean	#	Mean
COUN 617P	9	3.56	9	2.93	9	2.92	9	3.14	9	2.93

COUN 634P	6	3.75	6	3.5	6	3.42	6	3.63	6	3.28
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Counseling Skills – Field Practicum/Internship AY 2022-23

Class	Working in the Counseling Environment		Counseling Skills and Process		School Counseling		Clinical Mental Health Counseling	
	#	Mean	#	Mean	#	Mean	#	Mean
COUN 635	8	3.38	8	3.44	4	3.29	4	3.01
COUN 636	11	3.70	11	3.67	6	3.42	5	3.61
COUN 686	13	3.75	13	3.64	6	3.80	7	3.66
COUN 687	1	4.00	1	4.00	1	4.00	NA	NA

*Rating scale 1 – 4

1 - Emerging

2 - Developing

3 - Expectations Met

4 - Expectations Exceeded

Dispositions – Professional Characteristic Feedback AY 2022-23

Overall averages

The Student...

Class or Semester	relates to peers, professors, and others in an appropriate professional manner	demonstrates legal and ethical behaviors and considerations	is dependable in meeting professional obligations	is responsive to feedback given by faculty, staff, supervisors, course instructors, and peers	displays awareness and competence regarding issues of diversity	responds to conflict in a professional manner	demonstrates personal and professional responsibility	expresses personal feelings effectively and appropriately	demonstrates openness to new ideas	demonstrates awareness of their impact on others	demonstrates responsive and cooperative behaviors
First semester in program	1.96	2.00	2.00**	2.00	2.00	2.00**	1.83	2.00	2.00	1.96	2.00
End of the academic year	2.00	1.98	2.00	1.96	1.98	2.00	1.96	2.00	2.00	1.98	2.00
COUN 617P Pre - Prac.	2.00	NO	2.00	1.67	1.67	1.67	2.00	2.00	2.00	2.00	2.00

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COUN 634P Practicum	2.00	1.86	1.86	2.00	2.00	2.00	1.86	2.00	2.00	2.00	2.00
COUN 635 Field Practicum	2.00	2.00	2.00	2.00	2.00	2.00	2.00	1.86	2.00	2.00	2.00
COUN 636 Internship I	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	1.91	2.00
COUN 686 Internship II	2.00	2.00	1.92	2.00	2.00	2.00	1.92	1.85	2.00	2.00	1.92
COUN 687 Internship III	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00

*Rating Scale: 2, 1, 0, Not Observed (NO), Not Applicable (NA) **1.50 or lower highlight yellow

0 – Competence not achieved

1 – Competence inconsistently achieved

2 – Competence consistently achieved and/or exceeded

**Not observed in Fall 2022 so mean is based on Spr23 scores only

***Averages Include Numeric Scores Only

Averages and frequency for:

End of Semester 1 - New Students Only

End of Academic Year - All Students

The student...	First year students - end of Sem. 1							All students - end of Academic Year						
	Count	Ave	2	1	0	NO	NA	Count	Ave	2	1	0	NO	NA
relates to peers, professors, and others in an appropriate professional manner	23	1.96	22	1	0	0	0	51	2.00	51	0	0	0	0
demonstrates legal and ethical behaviors and considerations	23	2.00	23	0	0	0	0	51	1.98	50	1	0	0	0
is dependable in meeting professional obligations	23	2.00	7	0	0	16	0	51	2.00	51	0	0	0	0
is responsive to feedback given by faculty, staff, supervisors, course instructors, and peers	23	2.00	23	0	0	0	0	51	1.96	49	2	0	0	0
displays awareness and competence regarding issues of diversity	23	2.00	23	0	0	0	0	51	1.98	50	1	0	0	0
responds to conflict in a professional manner	23	2.00	7	0	0	16	0	51	2.00	51	0	0	0	0
demonstrates personal and professional responsibility	23	1.83	19	4	0	0	0	51	1.96	49	2	0	0	0
expresses personal feelings effectively and appropriately	23	2.00	23	0	0	0	0	51	2.00	51	0	0	0	0
demonstrates openness to new ideas	23	2.00	23	0	0	0	0	51	2.00	51	0	0	0	0

demonstrates awareness of their impact on others	23	1.96	22	1	0	0	0	51	1.98	50	1	0	0	0
demonstrates responsive and cooperative behaviors	23	2.00	23	0	0	0	0	51	2.00	51	0	0	0	0
**Not observed in Fall 2022 so mean is based on Spr23 scores only														

**Averages and frequency for:
Practicum Courses**

	COUN 617P Pre-Practicum							COUN 634P Practicum							COUN 635 Field Practicum						
The student...	Count	Ave	2	1	0	NO	NA	Count	Ave	2	1	0	NO	NA	Count	Ave	2	1	0	NO	NA
relates to peers, professors, and others in an appropriate professional manner	9	2.00	9	0	0	0	0	7	2.00	7	0	0	0	0	8	2.00	8	0	0	0	0
demonstrates legal and ethical behaviors and considerations	9	NO	0	0	0	9	0	7	1.86	6	1	0	0	0	8	2.00	8	0	0	0	0
is dependable in meeting professional obligations	9	2.00	9	0	0	0	0	7	1.86	6	1	0	0	0	8	2.00	8	0	0	0	0
is responsive to feedback given by faculty, staff, supervisors, course instructors, and peers	9	1.67	6	3	0	0	0	7	2.00	7	0	0	0	0	8	2.00	8	0	0	0	0
displays awareness and competence regarding issues of diversity	9	1.67	6	3	0	0	0	7	2.00	7	0	0	0	0	8	2.00	7	0	0	1	0
responds to conflict in a professional manner	9	1.67	2	1	0	6	0	7	2.00	7	0	0	0	0	8	2.00	7	0	0	1	0
demonstrates personal and professional responsibility	9	2.00	9	0	0	0	0	7	1.86	6	1	0	0	0	8	2.00	8	0	0	0	0
expresses personal feelings effectively and appropriately	9	2.00	9	0	0	0	0	7	2.00	7	0	0	0	0	8	1.86	7	1	0	0	0
demonstrates openness to new ideas	9	2.00	9	0	0	0	0	7	2.00	7	0	0	0	0	8	2.00	8	0	0	0	0
demonstrates awareness of their impact on others	9	2.00	9	0	0	0	0	7	2.00	7	0	0	0	0	8	2.00	8	0	0	0	0
demonstrates responsive and cooperative behaviors	9	2.00	9	0	0	0	0	7	2.00	7	0	0	0	0	8	2.00	8	0	0	0	0

Averages and frequency for: Internship Courses

	COUN 636 Internship I							COUN 686 Internship II							COUN 687 Internship III						
The student...	Count	Ave	2	1	0	NO	NA	Count	Ave	2	1	0	NO	NA	Count	Ave	2	1	0	NO	NA
relates to peers, professors, and others in an appropriate professional manner	11	2.00	11	0	0	0	0	13	2.00	13	0	0	0	0	1	2.00	1	0	0	0	0
demonstrates legal and ethical behaviors and considerations	11	2.00	11	0	0	0	0	13	2.00	13	0	0	0	0	1	2.00	1	0	0	0	0
is dependable in meeting professional obligations	11	2.00	11	0	0	0	0	13	1.92	12	1	0	0	0	1	2.00	1	0	0	0	0
is responsive to feedback given by faculty, staff, supervisors, course instructors, and peers	11	2.00	11	0	0	0	0	13	2.00	13	0	0	0	0	1	2.00	1	0	0	0	0
displays awareness and competence regarding issues of diversity	11	2.00	11	0	0	0	0	13	2.00	13	0	0	0	0	1	2.00	1	0	0	0	0
responds to conflict in a professional manner	11	2.00	11	0	0	0	0	13	2.00	13	0	0	0	0	1	2.00	1	0	0	0	0
demonstrates personal and professional responsibility	11	2.00	11	0	0	0	0	13	1.92	12	1	0	0	0	1	2.00	1	0	0	0	0
expresses personal feelings effectively and appropriately	11	2.00	11	0	0	0	0	13	1.85	11	2	0	0	0	1	2.00	1	0	0	0	0
demonstrates openness to new ideas	11	2.00	11	0	0	0	0	13	2.00	13	0	0	0	0	1	2.00	1	0	0	0	0
demonstrates awareness of their impact on others	11	1.91	10	1	0	0	0	13	2.00	13	0	0	0	0	1	2.00	1	0	0	0	0
demonstrates responsive and cooperative behaviors	11	2.00	11	0	0	0	0	13	1.92	12	1	0	0	0	1	2.00	1	0	0	0	0

Summary of findings:

Skills: Students tended to score lowest on their counseling skills during Pre-practicum and Practicum. This finding makes sense because students are being introduced to counseling skills and helping relationships in these courses. During Field Practicum, students are placed at their field placement sites for internship and a slight improvement is noted between Pre-practicum or Practicum and Internship II. It is apparent that scores continued to improve for those students completing the more advanced internship courses.

Dispositions: Students in the advanced internship courses demonstrated dispositional competency achieved. Those students beginning the program and taking the beginning skills courses (Pre-practicum and Practicum) scored the lowest on dispositional ratings. Specific dispositions where less experienced students scored lower

than advanced students include legal and ethical behaviors and considerations, competency relating to diversity, expressing thoughts effectively to others, and awareness of their impact on others.

Highlights of findings: More experienced counselors-in-training score higher on their clinical skills and professional dispositions when compared to less experienced counselors-in-training.

Update on 2021-22 recommendations: Faculty revised the Handbook and made necessary revisions as needed to guide the student feedback process. Feedback is provided at the end of the student's first semester in the program, annually thereafter, and each semester during Practicum, Field Practicum, and Internship courses. The faculty finalized student evaluation and feedback guiding the students' first transition point after completing a designated set of courses during year one and a second transition point prior to entering their field placements. A Capstone for Internship II was created to take effect with the incoming cohort to provide the students with the means to demonstrate their knowledge.

Recommendations: Faculty will update the Handbook and make revisions as needed to guide the student feedback process. Feedback to students will continue to be given throughout the program as well as during designated transition points.

Objective 4 – Knowledge, Skills, Dispositions in Specialty Areas
Students will acquire knowledge, develop skills, and refine professional characteristics, through coursework and practical experience related to their selected degree concentration:

Clinical Mental Health Counseling

Key Assignment Rubric Mean Scores for AY 2022-23

Students will acquire knowledge, develop skills, and refine professional characteristics in the clinical mental health counseling degree concentration.				
Content area	Class	Assignment	Number of students	Mean score
CMH	COUN 650 Multicultural Psychopathology	Final Paper/Case Study	9	3.72
CMH	COUN 651 Counseling for Addictions	Conceptualization and Treatment Paper	7	3.40
CMH	COUN 666 Family and Couples Counseling	Cultural Family Assessment	9	3.44

*Rating scale 1 – 4

1 - Emerging

2 - Developing

3 - Expectations Met

4 - Expectations Exceeded

School Counseling

Key Assignment Rubric Mean Scores for AY 2022-23

Students will acquire knowledge, develop skills, and refine professional characteristics in the school counseling degree concentration.				
Content area	Class	Assignment	Number of students	Mean score
SCHOOL	COUN 646 School Counseling	Comprehensive School Counseling Plan	6	3.31

*Rating scale 1 – 4

- 1 - Emerging
- 2 - Developing
- 3 - Expectations Met
- 4 - Expectations Exceeded

Summary of findings: All courses indicate that students are meeting or exceeding expectations in these specialty areas.

Highlights of findings: The majority of students are meeting or exceeding expectations in these specialty areas.

Update on 2021-22 recommendations: Faculty members redesigned courses in the specialty areas to accommodate the Fall 2023 School Counseling track's transition to 60 credits hours.

Recommendations: Faculty will continue to evaluate and monitor the impact of an increase in required credit hours (60 credits) on candidates seeking out the program.

Objective 5 - Research

Students will be consumers of research to support their learning and future professional practice.

Evaluation of Research Project/Thesis AY 2022-23

Students will be consumers of research to support their learning and future professional practice.				
Content area	Class	Assignment	Number of students	Mean score
Ability to locate, read, understand, synthesize, and apply research in their academic and professional careers.	COUN 601 Research in Counseling and Educational Settings	Research Prospectus	20	3.30

	COUN 698 Non - Thesis Research Project	Research Project	0	NA
	COUN 699 Thesis		0	NA

*Rating scale 1 – 4

- 1 - Emerging
- 2 - Developing
- 3 - Expectations Met
- 4 - Expectations Exceeded

Summary of findings: Students complete one research course in which the key assignment is a research project/thesis prospectus. By the end of this course, students were slightly above meeting expectations in terms of research design and scholarly writing style. No students elected to complete a master's project or thesis.

Highlights of findings: Students who were introduced to the process of developing a research prospectus during COUN 601 were rated as meeting expectations in the areas of research design and scholarly writing. No students elected to complete a master's project or thesis.

Update on 2021-22 recommendations: Faculty continued to identify those students who were interested in pursuing advanced research opportunities and provide them.

Recommendations: Faculty will continue to identify those students who are interested in pursuing advanced research opportunities and provide them.

Objective 6 - Employment

Program graduates will be well prepared to begin work as professional Clinical Mental Health or School Counselors.

Employment 2022-23 Graduates

Total Number of CMH Graduates: 7

Employment CMHC Graduates	Number	Percent
Employed in field, in state	6	85%
Employed in field, out of state	1	15%
Employed out of field, in state	0	0%
Employed out of field, out of state	0	0%
Unknown	0	0%
Not employed, looking for work	0	0%

Total Number of School Counseling Graduates: 5

Employment School Graduates	Number	Percent
Employed in field, in state	5	100%
Employed in field, out of state	0	0%
Employed out of field, in state	0	0%
Employed out of field, out of state	0	0%
Unknown	0	0%
Not employed, looking for work	0	0%

Total number of Dual Track Graduates: 0

Employment Dual Track - School and CMH Graduates	Number	Percent
Employed in field, in state	0	0
Employed in field, out of state	0	0
Employed out of field, in state	0	0
Employed out of field, out of state	0	0
Unknown	0	0
Employed in field, in state	0	0

Summary of findings: The majority of the program's clinical mental health graduates (85%) are working in the field in the state of Alaska. All of the school counseling graduates are employed in the field in the state of Alaska.

Highlights of findings: Most of the program's graduates are working in the field of counseling in Alaska with 100% of school counseling graduates employed in the field in Alaska.

Update on 2021-22 recommendations: Program faculty and the graduate student advisor continued to share employment opportunities with students and new graduates of the program.

Recommendations: As program faculty and staff are made aware of open positions in Alaska, they will share this information with interns and recent graduates.

Key Performance Indicators

Key Performance Indicators utilize a sampling of the collected student assessment to show how CACREP core and specialty standards are met.

Core Area: Professional orientation and ethical practice			
KPI: 2.f.1.b the multiple professional roles and functions of counselors across specialty areas and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation			
		# of students	Mean score* or Pass rate
Assessment 1	COUN 615: Personal Motivations and Aspirations Paper	22	2.96
Assessment 2	<p>The Professional characteristics Feedback Form measures candidate dispositions. The following 5 characteristics are used to assess competence in standard 2.f.1.b.</p> <ul style="list-style-type: none"> relates to peers, professors, and others in an appropriate professional manner demonstrates legal and ethical behaviors and considerations is dependable in meeting professional obligations demonstrates personal and professional responsibility demonstrates responsive and cooperative behaviors 	49	2.00 1.61 1.92 1.96 1.98 ** (out of 2)
Assessment 3	Standardized Comprehensive Exam	7	100%

*Rating scale 1 – 4

- 1 - Emerging
- 2 - Developing
- 3 - Expectations Met
- 4 - Expectations Exceeded

**Rating Scale: 2, 1, 0, Not Observed (NO), Not Applicable (NA)

- 0 – Competence not achieved
- 1 – Competence inconsistently achieved
- 2 – Competence consistently achieved and/or exceeded

Core Area: Social and Cultural Diversity			
KPI: 2.f.2.c multicultural counseling competencies			
		# of students	Mean score* or Pass rate
Assessment 1	COUN 660 Personal Perspectives Paper	17	3.30
Assessment 2	COUN 647 Final Ethics Paper	24	3.20
Assessment 3	<p>The Professional characteristics Feedback Form measures candidate dispositions. The following 5 characteristics are used to assess competence in standard 2.f.2.c.</p> <ul style="list-style-type: none"> displays awareness and competence regarding issues of diversity 	49	1.90** (out of 2)

Assessment 4	Site Supervisor's Evaluation in Internship (skill) The site supervisor's evaluation is completed in all field practicum and internships; students may be evaluated more than one time during the academic year.	33	3.64
Assessment 5	Standardized Comprehensive Exam	7	100%

*Rating scale 1 – 4

- 1 - Emerging
- 2 - Developing
- 3 - Expectations Met
- 4 - Expectations Exceeded

**Rating Scale: 2, 1, 0, Not Observed (NO), Not Applicable (NA)

- 0 – Competence not achieved
- 1 – Competence inconsistently achieved
- 2 – Competence consistently achieved and/or exceeded

Core Area: Human Growth and Development			
KPI: 2.f.3.a theories of individual and family development across the lifespan			
		# of students	Mean score* or Pass rate
Assessment 1	COUN 666 Cultural Family Assessment Paper	9	3.56
Assessment 2	COUN 628 Personal Development Paper	15	3.37
Assessment 3	COUN 638 Case Study Final Paper	11	3.51
Assessment 4	Standardized Comprehensive Exam	7	100%

*Rating scale 1 – 4

- 1 - Emerging
- 2 - Developing
- 3 - Expectations Met
- 4 - Expectations Exceeded

Core Area: Career Development				
KPI: 2.f.4.d approaches for assessing the conditions of the work environment on clients' life experiences				
KPI: 2.f.4.f strategies for career development program planning, organization, implementation, administration, and evaluation				
			Mean score* or Pass rate	
		# of students	2.f.4.d	2.f.4.f
Assessment 1	COUN 632 Final Paper on Career Development Theory	7	3.50	3.57

Assessment 2	COUN 638 Case Study Final Paper	11	3.48	NA
Assessment 3	COUN 646 Comprehensive School Counseling Program	6	NA	3.17
Assessment 4	Standardized Comprehensive Exam	7	100%	

*Rating scale 1 – 4

- 1 - Emerging
- 2 - Developing
- 3 - Expectations Met
- 4 - Expectations Exceeded

Core Area: Helping Relationships			
KPI: 2.f.5.a theories and models of counseling			
		# of students	Mean score* or Pass rate
Assessment 1	COUN 623 Theoretical Orientation Paper	15	3.68
Assessment 2	COUN 666 Cultural Family Assessment Paper	9	3.33
Assessment 4	Site Supervisor's Evaluation in Internship (skill)	33	3.65
Assessment 5	Standardized Comprehensive Exam	7	100%

*Rating scale 1 – 4

- 1 - Emerging
- 2 - Developing
- 3 - Expectations Met
- 4 - Expectations Exceeded

Core Area: Group Work			
KPI: 2.f.6.b dynamics associated with group process and development			
		# of students	Mean score* or Pass rate
Assessment 1	COUN 674 Group Paper	13	3.23
Assessment 2	Standardized Comprehensive Exam	7	100%

*Rating scale 1 – 4

- 1 - Emerging
- 2 - Developing
- 3 - Expectations Met
- 4 - Expectations Exceeded

Core Area: Assessment and Testing			
KPI: 2.f.7.m ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results			
		# of students	Mean score* or Pass rate
Assessment 1	COUN 630 Measurement Paper	9	3.33
Assessment 2	COUN 647 Final Ethics Paper	24	3.21
Assessment 3	COUN 632 Final Paper on Career Development Theory	7	3.43
Assessment 4	Standardized Comprehensive Exam	7	100%

*Rating scale 1 – 4

- 1 - Emerging
- 2 - Developing
- 3 - Expectations Met
- 4 - Expectations Exceeded

Core Area: Research and Program Evaluation			
KPI: 2.f.8.a the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice			
		# of students	Mean score* or Pass rate
Assessment 1	COUN 601 Student Research Prospectus	20	3.45
Assessment 2	COUN 698/699 Literature Review as part of final project/thesis	0	NA
Assessment 3	COUN 629 Case Study Final Paper	9	3.78
Assessment 4	Standardized Comprehensive Exam	7	100%

*Rating scale 1 – 4

- 1 - Emerging
- 2 - Developing
- 3 - Expectations Met
- 4 - Expectations Exceeded

Core Area: Clinical Mental Health Counseling Specialty			
KPI: CMHC 5.C.2.j cultural factors relevant to clinical mental health counseling			
		# of students	Mean score*
Assessment 1	COUN 623 Theoretical Orientation Paper	13	3.72
Assessment 2	COUN 647 Professional Ethics Paper	19	3.74

Assessment 3	COUN 650 Case Study Final Paper	9	3.89
Assessment 4	The Professional characteristics Feedback Form measures candidate dispositions. The following characteristics are used to assess competence in standard CMHC 5.C.2.j. <ul style="list-style-type: none"> • demonstrates legal and ethical behaviors and considerations • demonstrates awareness of their impact on others 	28	1.77** (out of 2)
Assessment 5	Site Supervisor's Evaluation in Internship (skill) The site supervisor's evaluation is completed in all internships; students may be evaluated more than one time during the academic year.	21	3.67

*Rating scale 1 – 4

- 1 - Emerging
- 2 - Developing
- 3 - Expectations Met
- 4 - Expectations Exceeded

**Rating Scale: 2, 1, 0, Not Observed (NO), Not Applicable (NA)

- 0 – Competence not achieved
- 1 – Competence inconsistently achieved
- 2 – Competence consistently achieved and/or exceeded

Core Area: School Counseling Specialty			
KPI: SC 5.G.1.e assessments specific to P-12 education			
		# of students	Mean score*
Assessment 1	COUN 646 Comprehensive Counseling Program	6	2.67
Assessment 2	COUN 632 Final Paper on Career Development Theory	3	3.50
Assessment 3	COUN 630 Measurement Paper	3	3.33

*Rating scale 1 – 4

Summary of findings: Overall, it appears students are meeting or exceeding the standards on key performance indicators. It appears they are scoring lowest on the Personal Motivations and Aspirations paper in the core area of Professional Orientation and Ethical Practice and the Comprehensive Counseling Program in the School Counseling core area. In the core areas of professionalism and ethical practice within the Clinical Mental Health Counseling Specialty, student scores indicated that competence is achieved inconsistently on their dispositional assessments. Student scores on the following key assignments stand out as areas of strength: 1) Personal Perspectives Paper in the core areas of Social and Cultural Diversity, 2) Adult Development Case Study Paper in the core areas of Human Growth and Development and Career Development, 3) Career Development Paper in the core area of Career Development, and 4) Counseling Theories and Applications Theoretical Orientation Paper in the core area of Helping Relationships.

Highlights of findings: Through completed key assignments, students demonstrated meeting or exceeding expectations in every aspect of the program except on the Personal Motivations and Aspirations paper in the core area of Professional Orientation and Ethical Practice and the Comprehensive Counseling Program within the School Counseling core area. While scores close to competency were achieved, some student dispositions indicated some areas of continued monitoring are needed.

Update on 2021-22 recommendations: A systematic review of the program's CACREP Standards matrix continues in order to align with the new CACREP 2024 standards. This is ongoing.

Recommendations: A systematic review of the program's CACREP Standards matrix will continue.

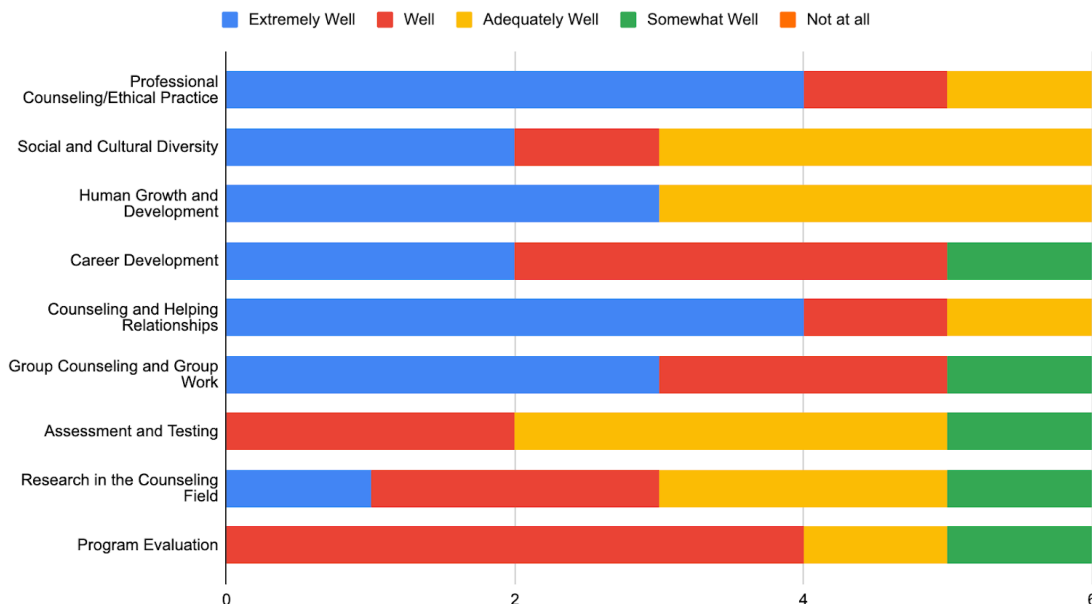
Survey Data

Survey of 2022-23 Graduates

15 surveys sent - 6 responses

1. Please rate the level in which the counseling program prepared you in the following core content areas:

The level in which the counseling program prepared you in the following core content areas



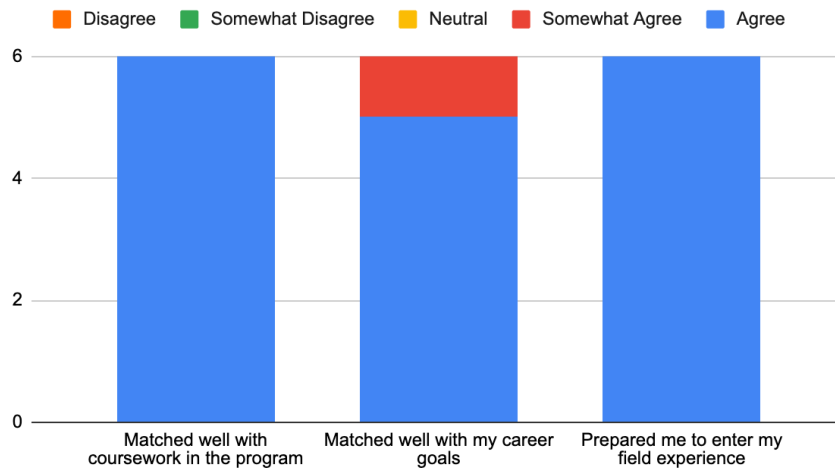
Comments:

- I felt prepared coming out of the core content courses, some more so than others as each professor had a different way of teaching their classes which was more effective than others.
- I feel that the required videos and peer feedback were of most use.
- I felt mostly prepared for the core content within the counseling program. My ratings for the above categories would be higher if I was including the professional development I received from my clinical supervisors. I believe they filled in a lot of the gaps for me as some of these courses were fairly broad in their scope.

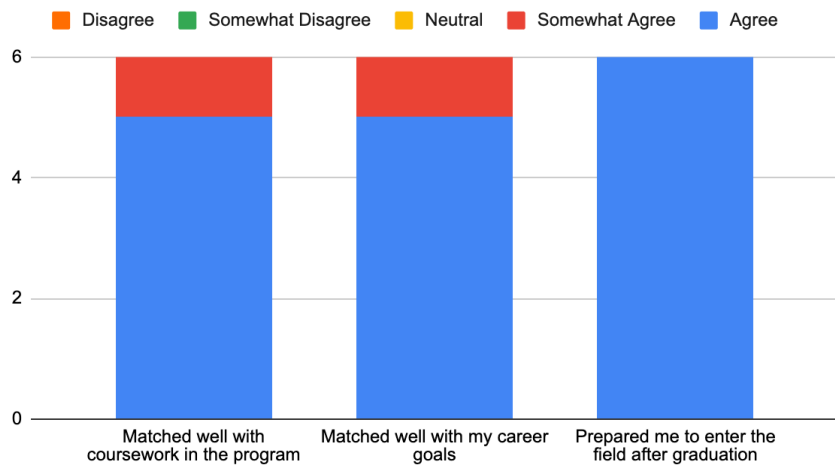
- Overall, I think the program covered the core contents well. Some of the contents were covered better than [others].

2. Practicum and Internship. Please rate the following statements about your practicum and internship:

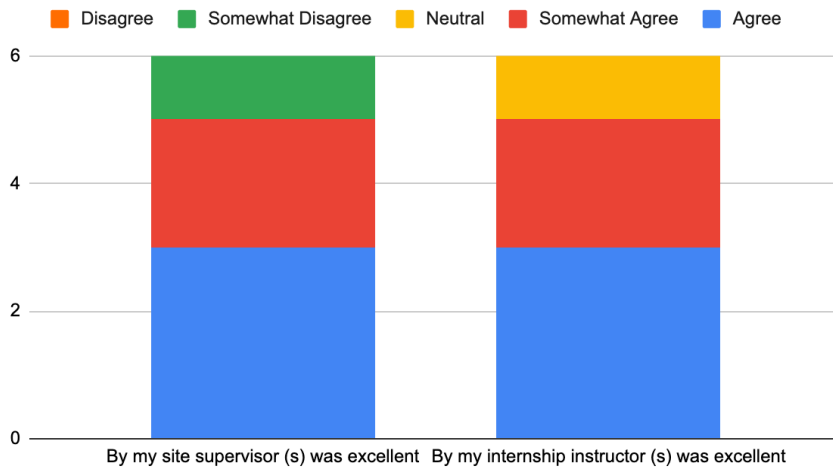
Practicum or Pre - Practicum



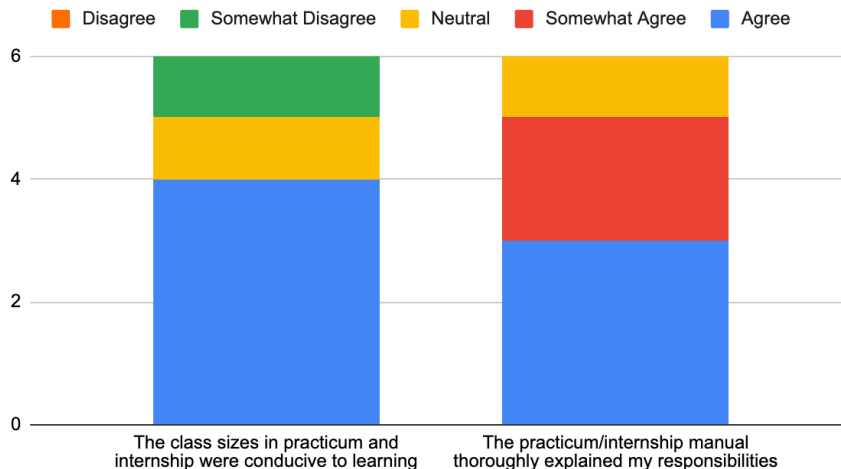
Field Placement



Quality of Supervision



Internship Class Size and Internship Manual

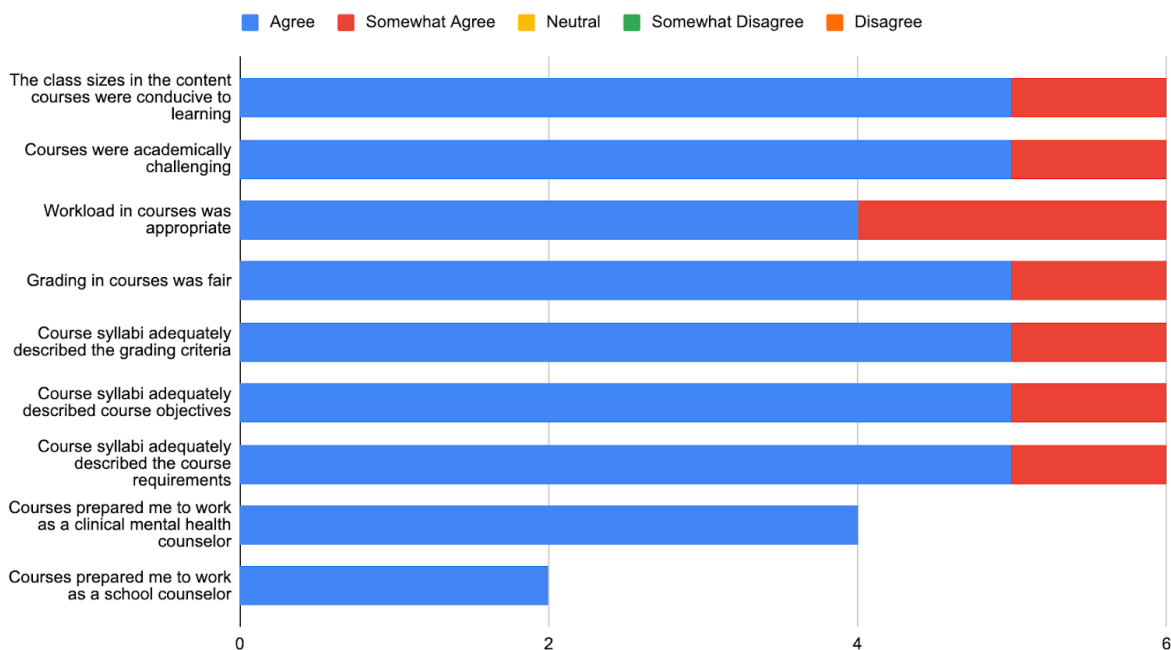


Comments:

- My practicum and internship experiences provided an excellent foundation of skill and greatly prepared me for the field. I expressed my other feedback in that survey.
- I feel very prepared to take on a school counseling job.
- Internship supervisor expectations were vastly different between different professors. One professor was consistent in their communication and expectations, the other one was inconsistent and had such low expectations for students it was difficult to not feel like it was a waste of time.
- I feel very positive about my practicum and internship experiences. However, I see room for improvement in how the class structure is designed, particularly in grouping CMHC and student counselors into the same classes. While it was interesting and insightful to have this blended experience, it seemed to detract a lot from my classroom experience as the only CMHC student in one of my internship classes this past year. There also seemed to exist large discrepancies in how these two fields practiced ethically, which regularly caused confusion, frustration, and tension in the class.
- One possible suggestion is that it might be helpful to pool students from field, internship I and II, into one class (this happened during the Spring 2023 semester). But rather than having a mixed class, maybe have school counselors in one group and CMHC in another?
- Combining clinical and school was a little tricky because getting videos in the school setting was challenging. And the scope of work displayed was different so it felt sort of [like] apples and oranges.
- I loved my practicum and internship! It prepared me well for the real world of counseling after graduation.

3. General coursework. Please rate the following statements about your experience in counseling program courses:

General Coursework

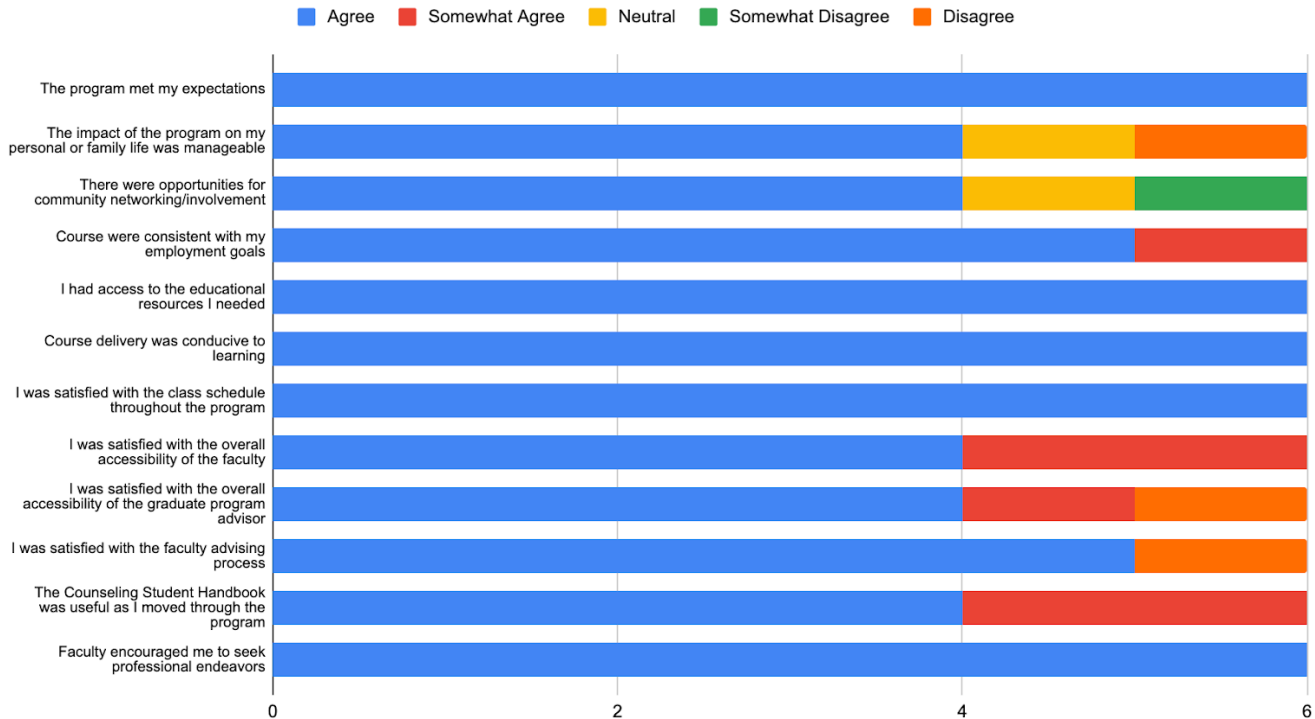


Comments

- The content and rigor helped me become prepared for school counseling.
- I enjoyed the courses and instructors immensely.
- The general course work was tough, but I believe it was appropriate.

4. Overall experience in the UAF Counseling Program. Please rate the following:

Overall Experience in the Program

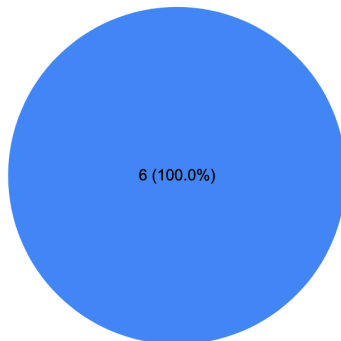


Comments

- I had 3-4 different advisors during my course of the 3 year program, so I stopped contacting advisors for help because I never knew who my advisor was or how long they'd be there but then they had to evaluate my PCFF which I didn't agree with. Also, we are basically told to put our lives on hold to be in this program which is very unrealistic for anyone with a family. The program became more manageable in the last year of the program with the implementation of the hybrid schedule but this program still demands a lot from you.
- I highly recommend this program to my colleagues. I was challenged and learned a great deal. Very satisfying.
- Overall I thoroughly enjoyed my experience and believe it prepared me for my future career. I also feel extremely lucky to have had a majority of my instructors be incredible. All but one of them left me feeling well educated and prepared. If I had more classes with the instructor [who] treated students so poorly, I would likely have left the program. Counseling is too important to have professors who cannot display basic human decency. The coursework was rigorous and helped me learn the material.
- Great program
- The faculty [members] were extremely supportive and I really appreciate how they thought about not only my academic success, but also higher education and career.

5. Overall, I was satisfied with the program.

Overall, I was satisfied with the program

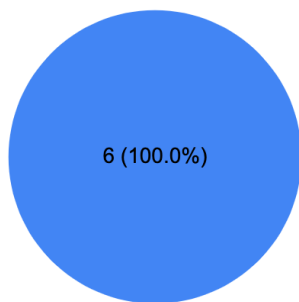


Explain your answer.

- I was satisfied because, in the end, I got my degree and great training along the way. However, there were an incredible amount of issues throughout [the program], and [there were] hurdles I had to overcome that other students did not have to go through. Including paperwork not being done correctly and it not being found out until after graduation, which was a graduate school issue but like why was that not found when I submitted it months prior[?]
- I was very satisfied with the program, especially the faculty and support I had to get through the program. Also, the program itself really prepared me to be a competent counselor and a person.

6. I would recommend this program to other students

I would recommend this program to other students.



Explain your answer.

- I would recommend this program because it prepares you better than other programs, however, I recommend it with a red flag of caution [regarding what]can realistically [be]expected from the program.
- I am fully prepared to do my job. I am confident in my abilities, due to my training.
- I enjoyed the program and it made me grow as a person.

Summary of findings: Six out of 15 graduates responded to the survey. Overall, graduate data indicate positive reviews regarding perceptions of preparedness and satisfaction with the program. Some respondents felt supported by faculty while others indicated improvement is necessary. Respondents appeared genuinely satisfied and grateful for the graduate student advisor's consistency and responsiveness. Concerns were raised about the instruction and curriculum not adequately or appropriately preparing students to work in the school setting and faculty turnover creating an inconsistent experience. In general, most comments indicated satisfaction with the program, its faculty, course instruction, and field placements.

Highlights of findings: All of the graduates would recommend the program to others and would choose this program if they had to make the decision over again.

Update on 2020-21 recommendations: The counseling faculty members have secured a more reasonable advising load compared to prior years. A robust system of providing routine feedback and guidance to students regarding academic performance and professional dispositions remains in place and is being utilized. A cohort model is no longer being considered because many of the program's students work and have other obligations requiring flexibility in their programs of study.

Faculty members meet with advisees each Fall semester and as needed. Formal feedback is provided to each student after their first semester of study and annually thereafter. Faculty members developed formal transition points in the program with the first transition point occurring after the first fall and spring semester for fall admits and after the first spring and fall for spring admits. Formal feedback is provided to students by their faculty advisors. The second transition point occurs before field placement. Once again, formal feedback will be provided to students by their faculty advisors.

Recommendations: Faculty will examine expectations of the school field placement series (Field Practicum, Internship I, Internship II, and Internship III) to ensure that the required tasks and recommended activities align with the professional identity of a counselor, specifically a school counselor. Changes will be made if deemed necessary. This will be an ongoing process.

Survey of 2022-23 Site Supervisors

19 surveys sent – 9 responses

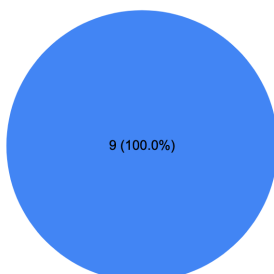
UAF Counseling Program - Site Supervisor's Evaluation of the UAF Counseling Program

1. Please indicate the practicum/internship level(s) of the counseling student(s) at your site during this academic year (Summer 2022, Fall 2022, Spring 2023). Check all that apply.

- Field Practicum - 1
- Field Practicum, Internship I - 1
- Field Practicum, Internship I, Internship II - 3
- Field Practicum, Internship I, Internship II, Internship III - 2
- Internship II - 1
- Internship III - 1

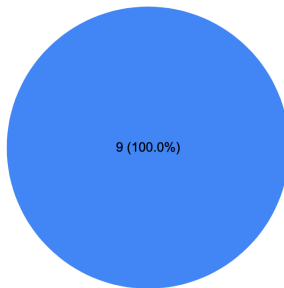
2. Did you receive a copy of the Practicum/Internship Manual (hard copy or PDF through email)?

Did you receive a copy of the Practicum/Internship Manual
(hard copy or PDF through email)?



3. Was the manual helpful?

Was the manual helpful?

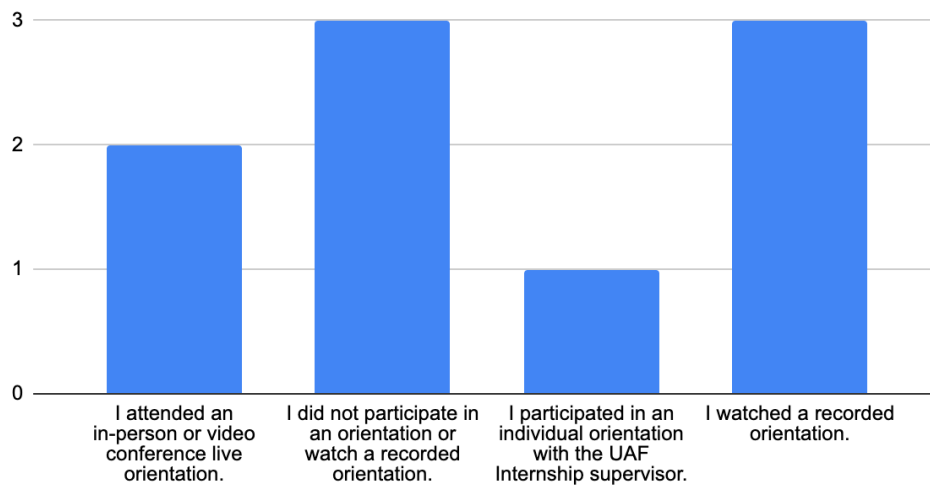


Do you have any comments about or suggestions for improvement to the manual?

- No
- None at the moment

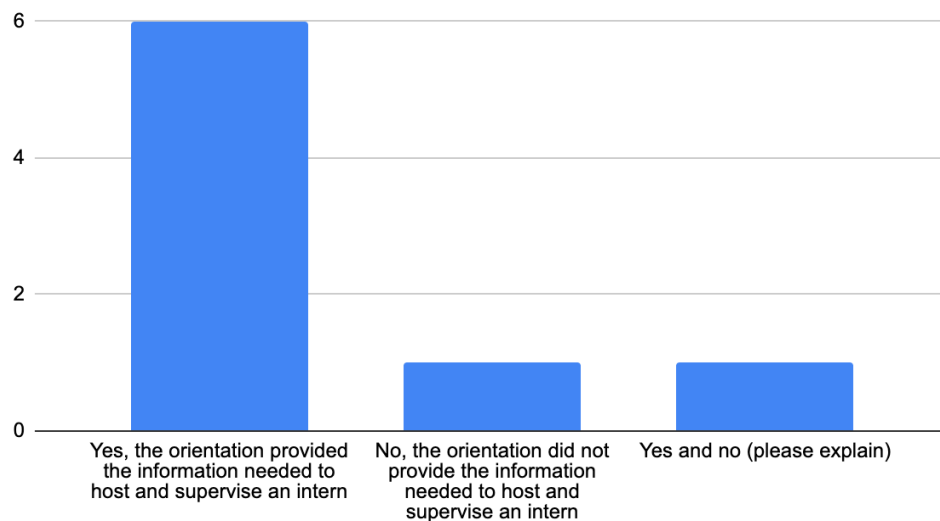
4. Did you participate in a practicum/internship orientation prior to the start of the UAF academic semester?
Check all that apply.

Did you participate in a practicum/internship orientation prior to the start of the UAF academic semester? Check all that apply.



5. Was the orientation helpful?

Was the orientation helpful?

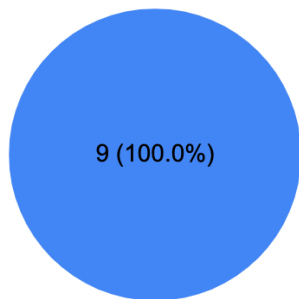


Comments:

- Nice to have the orientation with the faculty supervisor.
- None

6. How was your experience with Supervision Assist?

How was your experience with Supervision Assist?



Comments:

- Great tool
- None.

7. In the Initial Site Visit with the student and UAF Faculty Supervisor, did you discuss mutual expectations and responsibilities? See chart below. Comments:

- none

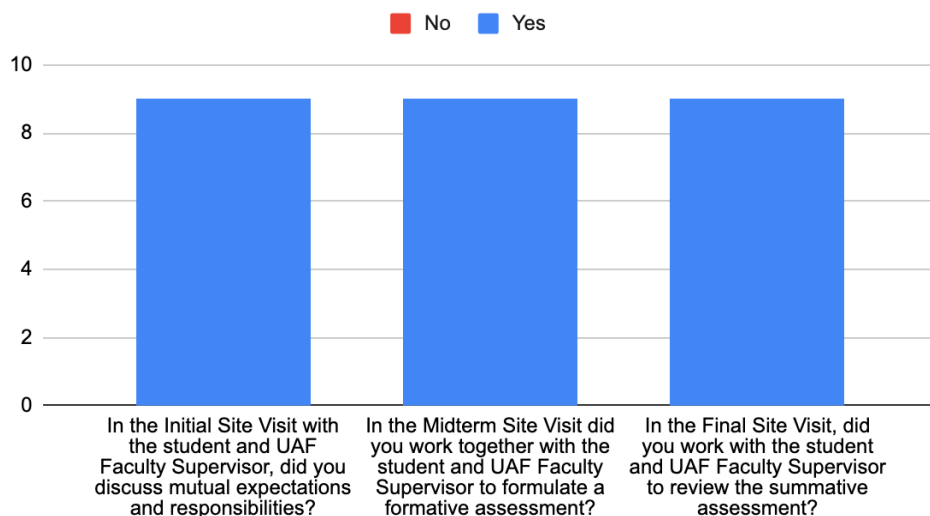
8. In the Midterm Site Visit did you work together with the student and UAF Faculty Supervisor to formulate a formative assessment? See chart below. Comments:

- none

9. In the Final Site Visit, did you work with the student and UAF Faculty Supervisor to review the summative assessment? See chart below. Comments:

- none

Site Visit



General comments about UAF faculty supervisor contact.

- Very positive.

10. Are you interested in attending training sessions, workshops, or summer classes for site supervisors sponsored by the UAF Counseling Program?

Yes - 3

No - 6

Comments:

- I would be interested, but don't have the capacity to be able to attend.

11. What other support could the UAF Counseling Program offer you as a site supervisor?

- None.
- It was a bit difficult with a remote faculty member in charge

12. Do you have suggestions regarding the practicum/internship process to make it more helpful to you and/or the student?

- No

13. Any additional comments or requests?

None

Summary of findings: Nine out of 19 site supervisors responded to the survey. Overall, site supervisors expressed satisfaction with their experiences with the counseling program.

Highlights of findings: Site supervisors indicated that they received the internship manual and found the orientation materials and meeting with faculty instructors helpful.

Update on 2020-2021 recommendations: The program staff and faculty updated the internship manual and provided it to all site supervisors. In addition, the program staff and faculty tracked and/or met for three site visits which occurred as outlined in the manual for each counselor-in-training and site supervisor. Supervision and support of students and site supervisors is an ongoing process.

Recommendations: Exploration of software to assist in the tracking and development of students in field placement.

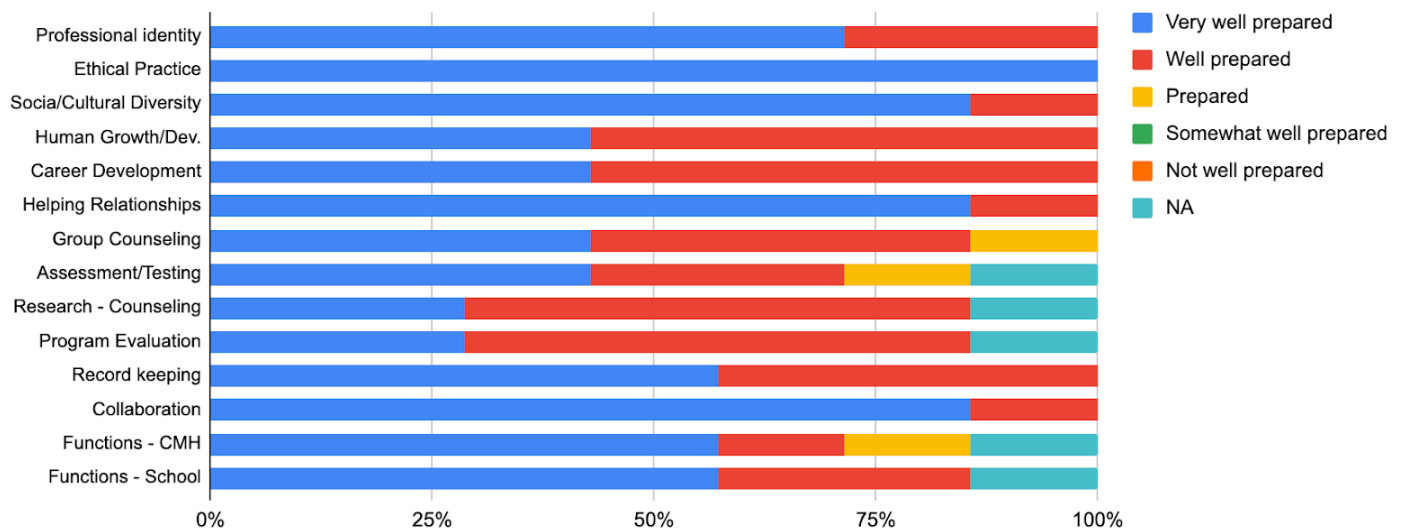
Employer Survey of Graduates from AY 2022 - 23

Employer Survey

15 surveys sent – 7 responses

1. Please rate how well prepared the UAF counseling program graduate, employed at your school or agency, is in the following content areas and professional skills. If you have not had the opportunity to observe this employee on a particular item, please select N/A.

Preparedness - Counseling Content Knowledge and Professional Skills

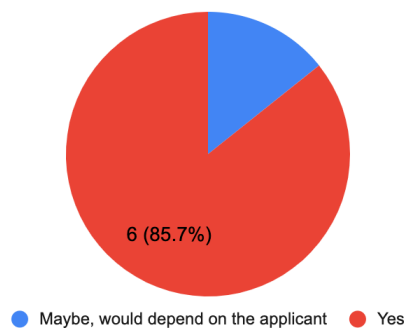


Comments:

- X was exceptional. We offered her advanced opportunities and she excelled at every turn and we hired her immediately. To be honest, she was an advanced student with many years of Masters level work in another field under her belt. That, having a strong placement and being in the grad program, it is difficult to tell what were her influences.
- X is phenomenal. Not only is he professional, but he is genuinely caring about students and staff. He seeks out feedback and identifies needs throughout the building on a school level, offering to teach groups and classes for our students. We are so lucky to have him!
- X has hit the ground running and is more than prepared for being a school counselor!
- My employee came into our agency very well prepared to begin her professional experience as a counselor. She brought with her the skills needed to jump right in and provide outpatient therapy to the clients that we serve.
- X regularly applies his knowledge base to all that he does for our campus and students. He has a confidence instilled through the program that is wonderful to see and recognizes his capacity for excellence.

2. Would you hire a graduate from the UAF Counseling program again?

Would you hire a graduate from the UAF Counseling program again?



Explain your answer.

- It always depends on the applicant, but it is a strong program.
- We need counselors. Desperately. Throughout the state. I wish the UAF Counseling program could be expanded even further.
- The skills X has brought to the table have enhanced our program.
- I feel as though this program provided the foundational skills and knowledge to be able to apply [to] direct service with clients in a therapeutic setting.
- While I do not know the program very well, X is very well prepared for the complicated layers and expectations of his position.

3. Please provide any additional comments you feel will help the UAF Counseling Program prepare professional school and clinical mental health counselors.

- Perhaps including training on how to deal with parents/adults as this has become a large function of the school counseling job in our current climate.
- Thank you for all you do! We would also be interested in a counseling intern if that comes about.

Summary of findings: Seven out of fifteen respondents completed the survey. Overall, employers indicated satisfaction with the program's graduates.

Highlights of findings: Employees believe that graduates from the program are well-prepared, overall.

Update on 2021-2022 report recommendations: Program faculty assessed the needs of Alaska's communities statewide, and program offerings were evaluated and developed to align with the 60-credit hour requirement for the school counseling track in 2023. Additional coursework for school track students was designed to meet the new standards and to increase student knowledge and awareness.

Recommendations: Feedback from employers will be used to inform the program's curriculum map.