

# Student Learning Outcomes Assessment Summary

School and Community Counseling, Master of Education

Graduate Licensure in School Counseling

*School of Education*

2013-14 and 2014-15 Academic Year Data

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Date: May 16, 2016

## 1. Assessment information collected

The School of Education Masters in School Counseling, Community Counseling, and the Graduate Licensure in School Counseling are the degrees included in this report. Students are evaluated at five transition points using key assignments in classes, and culminating activities such as research projects, theses, and comprehensive exams. In many academic disciplines students are evaluated solely on their academics. However, students in the Counseling Program are evaluated on both their academic performance as well as their professional characteristics. Although a student may be in good academic standing, they must receive satisfactory evaluations from faculty members regarding their professional characteristics in relation to their ability to become a viable, ethical member of the counseling community in order to continue in the program. Average PCFF scores for each transition point are reported.

Each key assignment and culminating activity is evaluated with a detailed rubric with clearly stated criteria. An overall score is assigned. Data tables are grouped by program and year:

- Masters in Community Counseling
- Masters in School Counseling
- Graduate Licensure in School Counseling

The scoring system for academic assignments and culminating activities during AY 2013-14 and 2014 -15 was based on a 3-point scale:

- 0 = Unacceptable/Not Met
- 1 = Acceptable/Met
- 2 = Target

The scoring system for professional characteristics during AY 2013-14 and 2014 -15 was based on a 5-point scale:

- 1 = Did Not Meet Expectations
- 2 = Met Expectations in Some Areas
- 3 = Met Expectations
- 4 = Exceed Expectations in Some Areas
- 5 = Exceeds Expectations in All Areas

The attached data tables report the percentage of students who mastered the key assignments/ culminating activity at various levels. Scores reported as *not collected*, indicates that the assessment for this course was not identified when this group of students was enrolled in the program or an acceptable transfer class was used, therefore no score was collected. Students receiving unacceptable scores in any area were required to resubmit the assignment until it met the standard at the acceptable or target range. Therefore, all scores reported fall into these two categories. Additionally, data in some courses has been collected for several years, whereas others did not begin data collection until later.

For example, COUN 627/629 are the Interventions courses. These had previously been one course, but it was found that there was too much information in the course to add sufficient depth. It was split into two course: Developmental Interventions (COUN 627) and Counseling Intervention for Adults (COUN 629). Data collection for each course began after the split. The following is a list of data collection starting points, which helps to explain perceived holes in the data tables.

COUN 630 began data collection in Spring 2013

COUN 638 began data collection in Spring 2013

COUN 666 began data collection in Spring 2013

COUN 627/629 began data collection in Spring 2014

COUN 632 began data collection in Spring 2014

Hiring data is reported based on our last known information about our graduates.

The following data tables are attached:

- Scores on key assignments in coursework as evaluated by instructors
- Scores on culminating product (research project or thesis) as evaluated each student's graduate advisory committee
- Scores on Professional Characteristics Feedback Forms as evaluated by instructors
- Hiring data

**M. Ed. In Community Counseling AY 2013-14: 8 Graduates**

<b>Ongoing Assessment -- Transition 2</b>	<b>Target</b>	<b>Acceptable</b>	<b>Not Collected*</b>
COUN 615	100%	0%	0%
COUN 623	88%	0%	12%
COUN 628	75%	25%	0%
COUN 647	38%	12%	50%
Average PCFF	4.45		
<b>Ongoing Assessment -- Transition 3</b>	<b>Target</b>	<b>Acceptable</b>	<b>Not Collected*</b>
COUN 627/629	0%	0%	100%
COUN 634	62%	38%	0%
COUN 638	38%	12%	50%
COUN 660	100%	0%	0%
Average PCFF	3.96		
<b>Ongoing Assessment -- Transition 4</b>	<b>Target</b>	<b>Acceptable</b>	<b>Not Collected*</b>
COUN 630	25%	12%	63%
COUN 632	0%	0%	100%
COUN 636	75%	25%	0%
COUN 650	68%	0%	32%
ED 601	38%	62%	0%
Average PCFF	4.25		
<b>Exit Level Assessment -- Transition 5</b>	<b>Target</b>	<b>Acceptable</b>	<b>Not Collected*</b>
COUN 666	63%	25%	12%
COUN 674	88%	12%	0%
COUN 686	88%	12%	0%
COUN 687	75%	13%	12%
Project/Thesis	75%	25%	0%
Comp Exam	0%	100%	0%
Average PCFF	4.69		

**Table 1: M.Ed. in Community Counseling AY2013-14: Scores on key assignments in classes and average Professional Characteristics scores by cohort (1-5 scale)**

**M. Ed. In Community Counseling AY 2014-15: 7 Graduates**

<b>Ongoing Assessment -- Transition 2</b>	<b>Target</b>	<b>Acceptable</b>	<b>Not Collected</b>
COUN 615	57%	43%	0%
COUN 623	71%	29%	0%
COUN 628	43%	57%	0%
COUN 647	43%	28.5%	28.5%
Average PCFF	4.59		
<b>Ongoing Assessment -- Transition 3</b>	<b>Target</b>	<b>Acceptable</b>	<b>Not Collected</b>
COUN 627/629	0%	14%	86%
COUN 634	43%	43%	14%
COUN 638	57%	29%	14%
COUN 660	86%	0%	14%
Average PCFF	4.00		
<b>Ongoing Assessment -- Transition 4</b>	<b>Target</b>	<b>Acceptable</b>	<b>Not Collected</b>
COUN 630	28.5%	28.5%	43%
COUN 632	28.5%	28.5%	43%
COUN 636	56%	43%	0%
COUN 650	71%	0%	29%
ED 601	28%	57%	15%
Average PCFF	3.99		
<b>Exit Level Assessment -- Transition 5</b>	<b>Target</b>	<b>Acceptable</b>	<b>Not Collected</b>
COUN 666	43%	28.5%	28.5%
COUN 674	86%	12%	0%
COUN 686	71%	29%	0%
COUN 687	57%	15%	28%
Project/Thesis	29%	71%	0%
Comp Exam	0%	100%	0%
Average PCFF	4.33		

**Table 2: M.Ed. in Community Counseling AY2014-15: Scores on key assignments in classes and average Professional Characteristics scores by cohort (1-5 scale)**

**M. Ed. In School Counseling AY 2013-14: 5 Graduates**

<b>Ongoing Assessment -- Transition 2</b>	<b>Target</b>	<b>Acceptable</b>	<b>Not Collected</b>
COUN 615	100%	0%	0%
COUN 623	100%	0%	0%
COUN 628	60%	40%	0%
COUN 647	20%	20%	60%
Average PCFF	4.01		
<b>Ongoing Assessment -- Transition 3</b>	<b>Target</b>	<b>Acceptable</b>	<b>Not Collected</b>
COUN 627	0%	0%	100%
COUN 634	60%	40%	0%
COUN 660	100%	0%	0%
Average PCFF	4.02		
<b>Ongoing Assessment -- Transition 4</b>	<b>Target</b>	<b>Acceptable</b>	<b>Not Collected</b>
COUN 630	40%	0%	60%
COUN 632	0%	0%	100%
COUN 636	80%	20%	0%
COUN 646	80%	20%	0%
ED 601	0%	100%	0%
Average PCFF	4.27		
<b>Exit Level Assessment -- Transition 5</b>	<b>Target</b>	<b>Acceptable</b>	<b>Not Collected</b>
COUN 674	80%	20%	0%
COUN 686	100%	0%	0%
COUN 687	100% (1)	0%	0%
COUN 688	100% (1)	0%	0%
Project/Thesis	60%	40%	0%
Comp Exam	0%	100%	0%
Average PCFF	4.86		

**Table 3: M.Ed. in School Counseling AY2013-14: Scores on key assignments in classes and average Professional Characteristics scores by cohort (1-5 scale)**

**M. Ed. In School Counseling AY 2014-15: 10 Graduates**

<b>Ongoing Assessment -- Transition 2</b>	<b>Target</b>	<b>Acceptable</b>	<b>Not Collected</b>
COUN 615	90%	10%	0%
COUN 623	100%	0%	0%
COUN 628	70%	30%	0%
COUN 647	50%	40%	10%
Average PCFF	4.30		
<b>Ongoing Assessment -- Transition 3</b>	<b>Target</b>	<b>Acceptable</b>	<b>Not Collected</b>
COUN 627	30%	0%	70%
COUN 634	60%	40%	0%
COUN 660	80%	20%	0%
Average PCFF	4.24		
<b>Ongoing Assessment -- Transition 4</b>	<b>Target</b>	<b>Acceptable</b>	<b>Not Collected</b>
COUN 630	50%	20%	30%
COUN 632	30%	0%	70%
COUN 636	70%	30%	0%
COUN 646	100%	0%	0%
ED 601	40%	50%	10%
Average PCFF	4.36		
<b>Exit Level Assessment -- Transition 5</b>	<b>Target</b>	<b>Acceptable</b>	<b>Not Collected</b>
COUN 674	100%	0%	0%
COUN 686	100%	0%	0%
COUN 687	100% (1)	0%	0%
COUN 688	100% (1)	0%	0%
Project/Thesis	50%	50%	0%
Comp Exam	0%	100%	0%
Average PCFF	4.62		

**Table 4: M.Ed. in School Counseling AY2014-15: Scores on key assignments in classes and average Professional Characteristics scores by cohort (1-5 scale)**

**Graduate Licensure In School Counseling AY 2013-14: 3 Graduates**

<b>Ongoing Assessment -- Transition 2</b>	<b>Target</b>	<b>Acceptable</b>	<b>Not Collected</b>
COUN 615	67%	0%	33%
COUN 623	100%	0%	0%
COUN 628	100%	0%	0%
COUN 647	100%	0%	0%
Average PCFF	4.95		
<b>Ongoing Assessment -- Transition 3</b>	<b>Target</b>	<b>Acceptable</b>	<b>Not Collected</b>
COUN 627	0%	0%	100%
COUN 634	100%	0%	0%
COUN 660	67%	33%	0%
Average PCFF	4.36		
<b>Ongoing Assessment -- Transition 4</b>	<b>Target</b>	<b>Acceptable</b>	<b>Not Collected</b>
COUN 630	0%	0%	100%
COUN 632	0%	0%	100%
COUN 646	100%	0%	0%
COUN 636	100%	0%	0%
Average PCFF	4.92		
<b>Exit Level Assessment -- Transition 5</b>	<b>Target</b>	<b>Acceptable</b>	<b>Not Collected</b>
COUN 674	67%	0%	33%
COUN 686	100%	0%	0%
COUN 687	100% (2)	0%	0%
COUN 688	100% (2)	0%	0%
Average PCFF	4.79		

**Table 5: Graduate Licensure in School Counseling AY2013-14: Scores on key assignments in classes and average Professional Characteristics scores by cohort (1-5 scale)**

**Graduate Licensure In School Counseling AY 2014-15: 2 Graduates**

Ongoing Assessment -- Transition 2	Target	Acceptable	Not Collected
COUN 615	100%	0%	0%
COUN 623	100%	0%	0%
COUN 628	100%	0%	0%
COUN 647	0%	50%	50%
Average PCFF	na		
Ongoing Assessment -- Transition 3	Target	Acceptable	Not Collected
COUN 627	50%	0%	50%
COUN 634	0%	50%	50%
COUN 660	50%	50%	0%
Average PCFF	na		
Ongoing Assessment -- Transition 4	Target	Acceptable	Not Collected
COUN 630	0%	0%	100%
COUN 632	0%	0%	100%
COUN 646	100%	0%	0%
COUN 636	100%	0%	0%
Average PCFF	4.36		
Exit Level Assessment -- Transition 5	Target	Acceptable	Not Collected
COUN 674	0%	50%	50%
COUN 686	0%	100%	0%
COUN 687	0%	100% (1)	0%
COUN 688	0%	100% (1)	0%
Average PCFF	4.00		

**Table 6: Graduate Licensure in School Counseling AY2014-15: Scores on key assignments in classes and average Professional Characteristics scores by cohort (1-5 scale)**

## 2. Conclusions drawn from the information summarized above

The Counseling Program continues to graduate a large number of students in the Community Counseling (15), School Counseling (15), and School Counseling Licensure Program (5). Exit scores indicate students graduate with a very high level of proficiency as scholar/practitioners. Scores on Professional Characteristics are in almost every instance above a 4.0, which indicate students generally exceed expectations. Furthermore, scores on critical assignments often fall in the target range, but as stated before, students receiving unacceptable scores in any area were required to resubmit the assignment until it met at least the acceptable range.

The Counseling graduate degree programs and school counseling licensure certification produce professionals that often stay and work in Alaska's schools and community agencies. Twenty-five of the thirty-five known employed graduates (71%) are working in the state of Alaska, seven



(20%) are working in a school or agency outside of the state, two students (6%) are in other situations, and one student's (3%) employment status is unknown.

Program	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015
MED Community Counseling	2	6	0	2	5	0
MED School Counseling	3	2	0	3	6	1
Graduate Licensure School Counseling	0	3	0	1	1	0

Table 7. M.Ed. Counseling Graduation Summary for AY 2013-14 and 2014-15

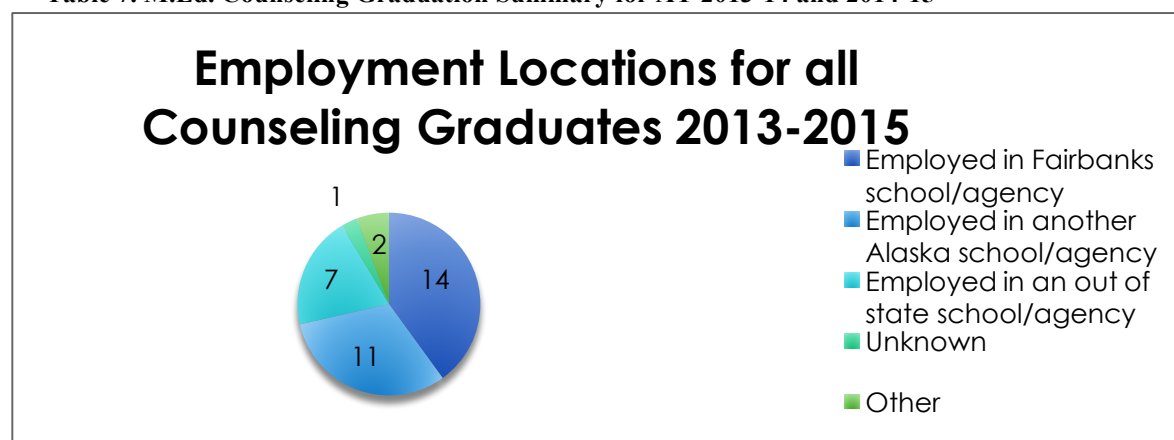


Figure 1. Employment status for all Counseling Graduates, by location, for AY 2013-14 and AY 2014-15

The Community Counseling graduates, fifteen students in all, tended to stay employed in the Fairbanks area (10 students = 67%), three are employed in the state of Alaska outside of Fairbanks (20%), and two (13%) are employed outside of the state.

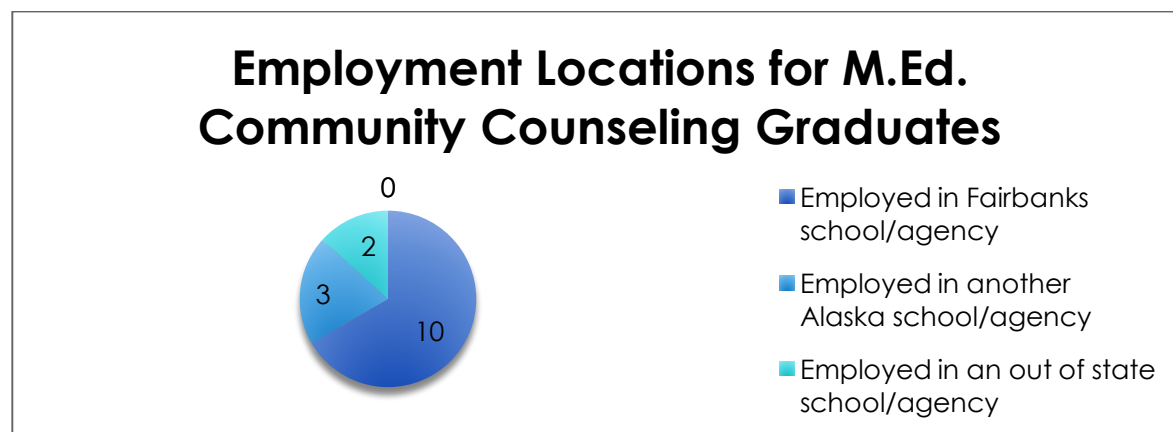
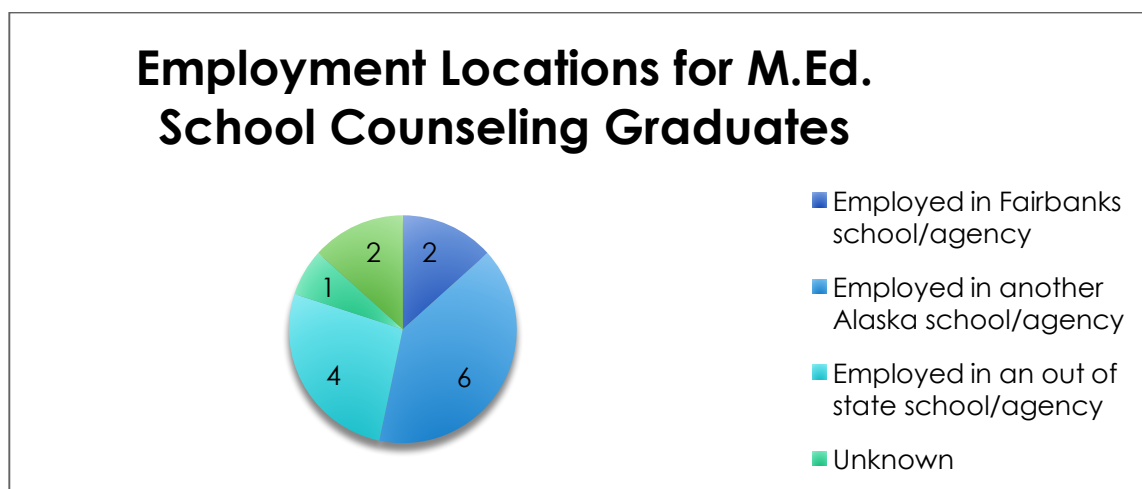


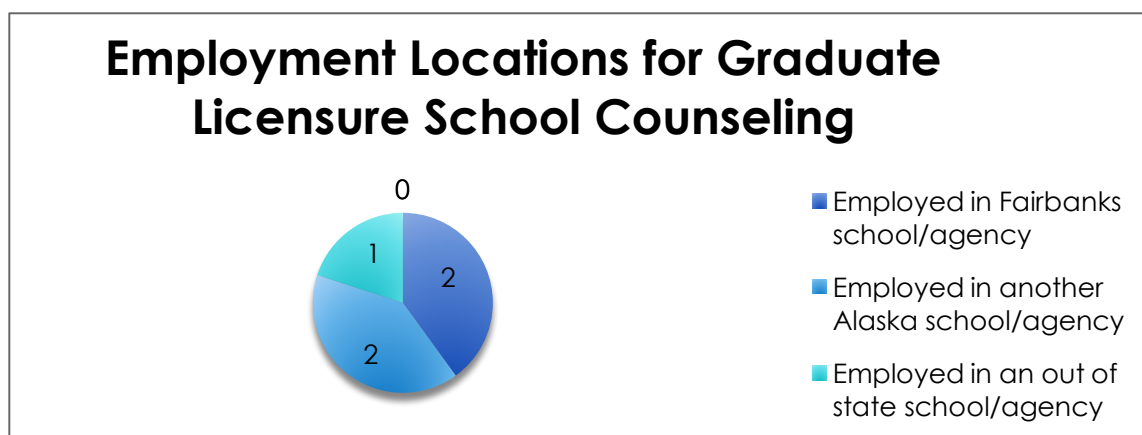
Figure 2. Employment status for Community Counseling Graduates, by location, for AY 2013-14 and AY 2014-15

The School Counseling graduates, fifteen students, are employed in more diverse location. Six students (40%) are employed in areas of the state outside of Fairbanks, two (13%) in the Fairbanks area, and four (27%) outside of state. Two students (13%) are in other situations, and one student's (7%) employment status is unknown.



**Figure 3. Employment status for School Counseling Graduates, by location, for AY 2013-14 and AY 2014-15**

Finally, the School Counseling Licensure graduates have two students (40%) employed in Fairbanks, two students (40%) in areas of the state, and one (20%) in another country.



**Figure 4. Employment status for School Counseling Licensure Graduates, by location, for AY 2013-14 and AY 2014-15**

### 3. Curricular changes resulting from conclusions drawn above

There were several catalog changes made to the 2015-16 catalog based on student learning outcomes and program assessment data, informal feedback from students and instructors, and in preparation for submitting a program self study to the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These are the submitted changes:

- Change the name of the Community Counseling concentration to “Clinical Mental Health Counseling”
- Add 6 elective credits to the Clinical Mental Health Counseling concentration to bring it to the required 60 credit total for CACREP
- Add that the national Counselor Preparation Comprehension Exam (CPCE), instead of department prepared comprehensive exam, will be used to satisfy the UAF requirement of a written comprehensive exam

The above changes to the counseling program for the coming academic year – program name change, additional credits, national counseling exam – result from a plan to apply for accreditation with the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The UAF Counseling program is preparing a self-study for CACREP accreditation to be submitted summer 2016. Changes to the program bring it into alignment with CACREP requirements. The decision to apply for CACREP accreditation is based on the following reasons:

1. CACREP Accreditation provides recognition that the content and quality of the program has been evaluated and meets standards set by the profession. The student, as a consumer, can be assured that appropriate knowledge and skill areas are included and that the program is stable, professionally and financially.
2. When a counseling program undertakes self-assessment, it indicates that the persons responsible for the program have articulated a clear direction or mission for the program and are taking the time to reflect on the means they are using to accomplish that mission. The mission, goals, and objective are openly stated and made available to prospective students, employers, and other educators. By making this information publicly available, the program demonstrates its desire to be held accountable for its educational activities and assists prospective students in selecting an appropriate counselor education program.
3. Military counseling centers will only hire graduates who come from a CACREP school. Fort Wainwright cannot hire UAF graduate and often have difficulty recruiting counselors from outside of Alaska to fill positions here and would like to hire UAF graduates.
4. Some internship placement sites in other states require students to come from a CACREP program. This impacts students who have begun their studies in Fairbanks but have moved out of state before completing the degree. The program continues to work with students in this situation through graduation.
5. Graduates from the counseling program looking for positions in Alaska and in other states will have better hiring opportunities at school districts and counseling agencies with the CACREP label on their degrees.

In addition, graduates from the clinical mental health counseling concentration planning to pursue licensure as a professional counselor, need 60 total credits. Increasing the minimum number of credits needed for this concentration to 60, meets this requirement.

- List requirements for the option to complete both concentrations – “School Counseling” and “Clinical Mental Health Counseling”

Adding the requirements to complete both the school counseling concentration and the clinical mental health counseling concentration comes from multiple requests from students. Many of the graduates from the school counseling concentration would also like to pursue licensure as a Licensed Professional Counselor (LPC). These students need the coursework and internship experience of the Clinical Mental Health Counseling concentration. Putting the option to complete both concentrations allows both to be posted to the student transcript.

- Add admissions requirement of a personal interview.
- Add requirement that all students must submit an annual disclosure form.
- Add requirement that students must pass a national background check prior to working with clients.

Adding the requirements of an admission interview, a yearly disclosure statement and submission of a criminal background check will help insure that the counseling program is admitting and training certificate/licensure eligible, quality candidates to enter the workplace.

### **Future plans**

#### **Use of LiveText:**

The School of Education began using LiveText as a student assessment data collection system in Fall 2014. The counseling program will make a full transition to using LiveText and 4-point rubrics in the Fall of 2016, coinciding with the launching of new course syllabi and a student evaluation system built on CACREP standards.

Proposed changes for AY 16-17 – Candidate survey sent from the department; employer survey sent from the department. Proposed revision combining the M. Ed. concentrations of Curriculum and Instruction and Cross Cultural Education into one program with a new title.

#### **4. Identify the faculty members involved in reaching the conclusions drawn above and agreeing upon the curricular changes resulting**

Christine Cook, Heather Dahl, Valerie Gifford, Allan Morotti, and Susan Renes