

Student Learning Outcomes Assessment Summary

School and Community (Clinical Mental Health) Counseling

Master of Education

School of Education

2015-16, 2016-17, 2017-18 Academic Year Data

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1. Assessment information collected

A. Student Learning Outcomes Assessment Data

The Master of Education degrees in School Counseling and Clinical Mental Health Counseling are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

The student learning outcomes assessment system is aligned with 2016 CACREP standards. Candidates are evaluated multiple times throughout the program on content knowledge, professional characteristics, and counseling skills. Rubrics for these assessments may be accessed here:

http://uaf.edu/soe/academics/masters/counseling/program_evaluation.xml

1. **Content Knowledge of M. Ed. Graduates** – Composite aggregated, scores showing overall achievement on the following key assignments.

COUN 615 Motivations Paper	COUN 646 School Plan
COUN 623 Theoretical Paper	COUN 647 Ethics Paper
COUN 627 Final Paper	COUN 650 Case Study
COUN 628 Development Paper	COUN 660 Objectives Paper
COUN 629 Case Study	COUN 666 Cultural Paper
COUN 630 Measurement Paper	COUN 674 Group Paper
COUN 632 Case Study	COUN 601 Student Prospectus
COUN 638 Case Study	

2. **Professional Characteristics Feedback of M. Ed. Graduates** – Composite, aggregated scores, reported by individual characteristic, completed during the following courses:

COUN 615 Foundations of Counseling	COUN 635 Field Practicum
COUN 623 Counseling Theories/Apps.	COUN 636 Internship I
COUN 674 Group Counseling	COUN 686 Internship II
COUN 634 Practicum	COUN 687 Internship III
	COUN 688 Internship IV

3. **Counseling Skills Evaluations of M. Ed. Graduates** -- Composite, aggregated scores, reported by individual skill, completed during the following practicum and internship courses,

COUN 634 Practicum	COUN 686 Internship II
COUN 635 Field Practicum	COUN 687 Internship III
COUN 636 Internship I	COUN 688 Internship IV

B. Comprehensive Exam Scores

Candidates for the Master of Education in Counseling degree must pass the Counselor Preparation Comprehensive Exam (CPCE) (students admitted Fall 2016 and later) or the department created comprehensive exam covering the required coursework in the program (students admitted prior to Fall 2016). Exam information will consist of the number of students who took the exam, the percent passed and failed.

C. Evaluation of Master's degree project or thesis

Composite aggregated, scores showing overall achievement on the project or thesis.

D. Graduate numbers by program

This report contains the number of graduates by program in AY 2015-16, AY 2016-17 and AY 2017-18. Counseling Programs

Master of Education in School Counseling

Master of Education In Clinical Mental Health Counseling

E. Employment numbers program

The UAF School of Education tracks program graduates to see where they are employed. Employment statistics for AY 2015-16, AY 2016-17 and AY 2017-18 are reported using the following categories:

- Employed in Fairbanks School/Program
- Employed in another Alaska School/Program
- Employed out of state
- Not Employed

DATA**201502 – 201801 (Summer 2015 – Spring 2018)****Academic year 2015-16****School Counseling Graduate number = 9****Clinical Mental Health Graduate number = 5****Note: spaces without scores (blue filled) indicate the course is not required for the degree concentration. COUN F651 was not offered during this academic year.****Content Knowledge**

Class	Key Assignment	Mean Score School n = 9	Mean Score CMH n = 5
COUN 615	Personal Motivations and Aspirations Paper	3.78	3.6
COUN 623	Theoretical Orientation Paper	3.56	3.4
COUN 627 Or COUN 629	Formal Paper and Presentation	3.78	3.8
COUN 628	Personal Development Paper	3.67	3.4
COUN 630	Assessment Instrument Comparison	3.78	3.8
COUN 632	Career Development Theory Paper	3.6	3.6
COUN 638	Adult Development Case Study		3.8
COUN 646	Comprehensive School Counseling Plan	3.67	
COUN 647	Ethics Final Paper	3.33	3.2
COUN 650	Case Study		3.8
COUN 651	Conceptualization and Treatment Plan		
COUN 660	Personal Perspective Paper	3.33	3.4
COUN 666	Cultural Family Assessment Paper		3.6
COUN 674	Group Paper	3.67	3.8

Research Knowledge/Skill

Class	Key Assignment	Mean Score School	Mean Score CMH
ED 601	Literature Review/Proposal	3.5	4.0
COUN 698	Non-Thesis Research/Project	3.67	4.0

Counseling Skills

Class	Key Assignment	Mean Score School	Mean Score CMH
COUN 634P	Skills Demonstration - end of semester	3.22	3.2
COUN 635	Onsite Supervisor's Final Evaluation		
COUN 636	Onsite Supervisor's Final Evaluation	3.56	4.0
COUN 686	Onsite Supervisor's Final Evaluation	3.78	4.0
COUN 687	Onsite Supervisor's Final Evaluation	4.0*	3.8
COUN 688	Onsite Supervisor's Final Evaluation	3.67*	

* Graduates seeking K-12 certification. n = 3

Academic year 2016-17

School Counseling Graduate number = 5

Clinical Mental Health Graduate number = 9

Dual Concentration = 1

Note: spaces without scores (blue filled) indicate the course is not required for the degree concentration. COUN F651 was not offered during this academic year.

Content Knowledge

Class	Key Assignment	Mean Score School n = 5	Mean Score CMH n = 9	Mean Score Dual n = 1
COUN 615	Personal Motivations and Aspirations Paper	3.44	3.4	3.0
COUN 623	Theoretical Orientation Paper	3.44	3.8	3.0
COUN 627 Or COUN 629	Interventions Paper and Presentation	3.33	3.6	3.0
COUN 628	Personal Development Paper	3.33	3.6	3.0
COUN 630	Assessment Instrument Comparison	3.63*	4.0	3.0
COUN 632	Career Development Theory Paper	3.22	3.8	3.0
COUN 638	Adult Development Case Study		4.0	3.0
COUN 646	Comprehensive School Counseling Plan	3.78		3.0
COUN 647	Ethics Final Paper	3.33	3.8	3.0
COUN 650	Case Study		4.0	4.0
COUN 651	Conceptualization and Treatment Plan			
COUN 660	Personal Perspective Paper	3.33	4.0	3.0
COUN 666	Cultural Family Assessment Paper		3.8	4.0
COUN 674	Group Paper	3.75*	4.0	3.0

*Eight students evaluated. One student used transfer credit for these courses.

Research Knowledge/Skill

Class	Key Assignment	Mean Score School	Mean Score CMH	Mean Score Dual
ED 601	Literature Review/Proposal	3.33	4.0	3.0
COUN 698	Non-Thesis Research/Project	3.33	3.8	4.0

Counseling Skills

Class	Key Assignment	Mean Score School	Mean Score CMH	Mean Score Dual
COUN 634P	Skills Demonstration - end of semester	3.25*	3.8	3.0
COUN 635	Onsite Supervisor's Final Evaluation			
COUN 636	Onsite Supervisor's Final Evaluation	3.56	3.8	3.0
COUN 686	Onsite Supervisor's Final Evaluation	3.56	3.6	3.0
COUN 687	Onsite Supervisor's Final Evaluation	3.67**	4.0	4.0
COUN 688	Onsite Supervisor's Final Evaluation	4.0**		4.0

* Eight students evaluated. One student used transfer credit for this course.

** Graduates seeking K-12 certification. n = 3

Academic year 2017-18

School Counseling Graduate number = 4

Clinical Mental Health Graduate number = 2

Note: spaces without scores (blue filled) indicate the course is not required for the degree concentration. COUN F651 was not offered during this academic year.

Content Knowledge

Class	Key Assignment	Mean Score School n = 4	Mean Score CMH n = 2
COUN 615	Personal Motivations and Aspirations Paper	4.0*	3.5
COUN 623	Theoretical Orientation Paper	3.33*	3.5
COUN 627 Or COUN 629	Interventions Paper and Presentation	3.5	3.5
COUN 628	Personal Development Paper	3.75	3.5
COUN 630	Assessment Instrument Comparison	3.75	3.5
COUN 632	Career Development Theory Paper	4.0	3.5
COUN 638	Adult Development Case Study		4.0
COUN 646	Comprehensive School Counseling Plan	3.5	
COUN 647	Ethics Final Paper	3.75	4.0
COUN 650	Case Study		4.0
COUN 651	Conceptualization and Treatment Plan		
COUN 660	Personal Perspective Paper	3.75	3.0
COUN 666	Cultural Family Assessment Paper		3.5
COUN 674	Group Paper	3.0*	4.0

* Three students evaluated. One student used transfer credit for these courses.

Research Knowledge/Skill

Class	Key Assignment	Mean Score School	Mean Score CMH
ED 601	Literature Review/Proposal	4.0*	3.5
COUN 698	Non-Thesis Research/Project	3.5	4.0

* Three students evaluated. One student used transfer credit for these courses

Counseling Skills

Class	Key Assignment	Mean Score School	Mean Score CMH
COUN 634P	Skills Demonstration - end of semester	3.0	4.0
COUN 635	Onsite Supervisor's Final Evaluation		
COUN 636	Onsite Supervisor's Final Evaluation	3.5	3.0
COUN 686	Onsite Supervisor's Final Evaluation	3.45	3.5
COUN 687	Onsite Supervisor's Final Evaluation	3.0*	4.0
COUN 688	Onsite Supervisor's Final Evaluation	3.0*	

*Graduates seeking K-12 certification. n = 1

Dispositions

AY 2015-16, 2016-17, 2017-18

Rating Scale 1 – 5 (old rubric)

PCFF Element		2015-16 Graduates	2016-17 Graduates	2017-18 Graduates
Professional Responsibility	1	3.73	3.90	3.57
Professional Responsibility	2	3.88	3.90	3.71
Professional Responsibility	3	3.83	3.86	3.57
Professional Responsibility	4	3.87	3.83	3.75
Professional Competency	1	3.69	3.81	4.40
Professional Competency	2	3.80	3.81	3.71
Professional Competency	3	3.91	3.89	4.25
Professional Competency	4	3.82	3.86	4.00
Professional Competency	5	3.86	4.11	4.20
Professional Maturity	1	3.98	3.95	3.86
Professional Maturity	2	4.02	4.05	4.00
Professional Maturity	3	3.83	3.81	3.71
Professional Maturity	4	3.83	3.95	3.71
Professional Maturity	5	3.79	3.62	3.71
Professional Maturity	6	3.64	3.59	3.43
Professional Maturity	7	3.80	3.90	3.80
Professional Integrity	1	4.02	4.05	4.29
Professional Integrity	2	4.03	4.10	4.25
Professional Integrity	3	4.07	4.15	4.00
Professional Integrity	4	3.97	4.22	4.00
Professional Integrity	5	3.88	4.00	3.71
Professional Integrity	6	3.79	4.02	3.71

Note: This rubric was used exclusively for graduates in Academic Year 2015-16. The new rubric was phased in during Academic Years 2016-17 and 2017-18. 2016-17 and 2017-18 graduates have scores from the old and new rubrics – reported separately.

Dispositions

AY 2016-17, 2017-18

Rating Scale 1 – 4 (new rubric)

PCFF Element		2015-16 Graduates	2016-17 Graduates	2017-18 Graduates
Professional Responsibility	1	NA	3.80	3.90
Professional Responsibility	2	NA	3.60	3.89
Professional Responsibility	3	NA	3.60	3.80
Professional Responsibility	4	NA	3.80	3.80
Professional Responsibility	5	NA	3.80	3.90
Professional Responsibility	6	NA	3.60	3.90
Professional Responsibility	7	NA	3.80	3.80
Professional Competence	1	NA	3.80	3.70
Professional Competence	2	NA	4.00	3.75

Professional Competence	3	NA	4.00	3.78
Professional Competence	4	NA	3.80	3.78
Professional Maturity	1	NA	4.00	3.90
Professional Maturity	2	NA	4.00	3.90
Professional Maturity	3	NA	4.00	3.90
Professional Maturity	4	NA	4.00	3.80
Professional Maturity	5	NA	4.00	3.80
Professional Maturity	6	NA	3.60	3.80
Professional Integrity	1	NA	4.00	3.80
Professional Integrity	2	NA	4.00	3.80
Professional Integrity	3	NA	4.00	3.80
Professional Integrity	4	NA	4.00	3.90
Professional Integrity	5	NA	4.00	3.80

Note: This rubric was phased in during Academic Years 2016-17 and 2017-18. Graduates have scores from the old and new rubrics – reported separately.

Comprehensive Exam Data
AY 2015-16, 2016-17, 2017-18

Graduation Year	Number of Students	Pass	Fail
2015-16	14	100%	0%
2016-17	14	100%	0%
2017-18	6	100%	0%

Number of Graduates by Program and Employment Data
Master of Education in Counseling - Summer 2015 – Spring 2018
Total number counted for graduates = 35

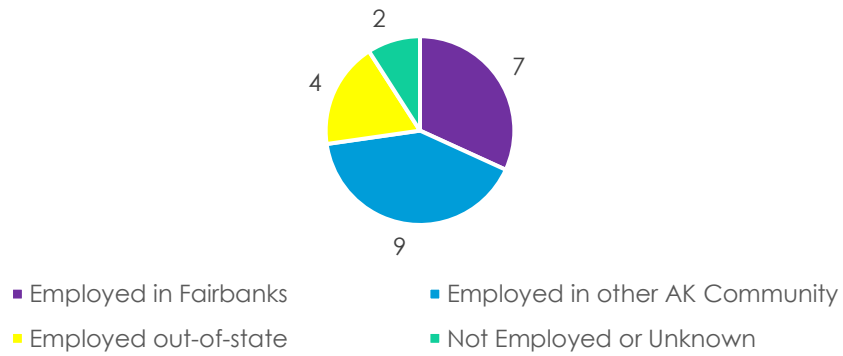
Program	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018
M. Ed. in School Counseling	1	2	6	3	1	5	1	1	2
M. Ed. in CMH Counseling	0	0	5	0	1	4	0	2	0
M. Ed. Dual Concentration	0	0	0	0	0	1	0	0	0

Employment Data – Graduates from Summer 2015 – Spring 2018
Total number counted for employment = 35

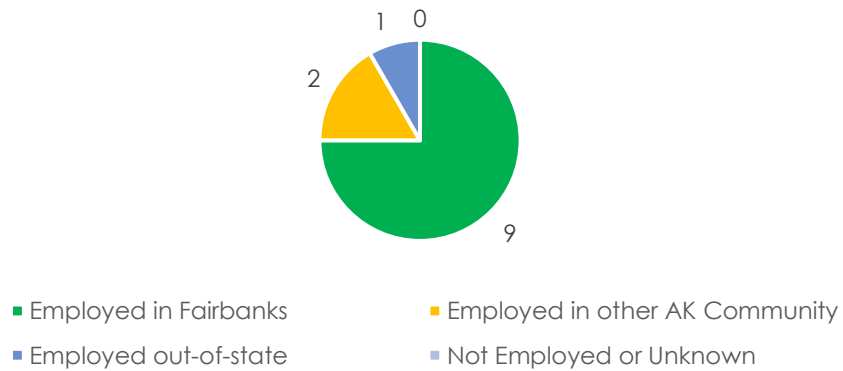
Program	Employed in Fairbanks school/program	Employed in another Alaska school/program	Employed in an out-of-state school program	Not employed by choice or Unknown
M. Ed. in School Counseling	7	9	4	2

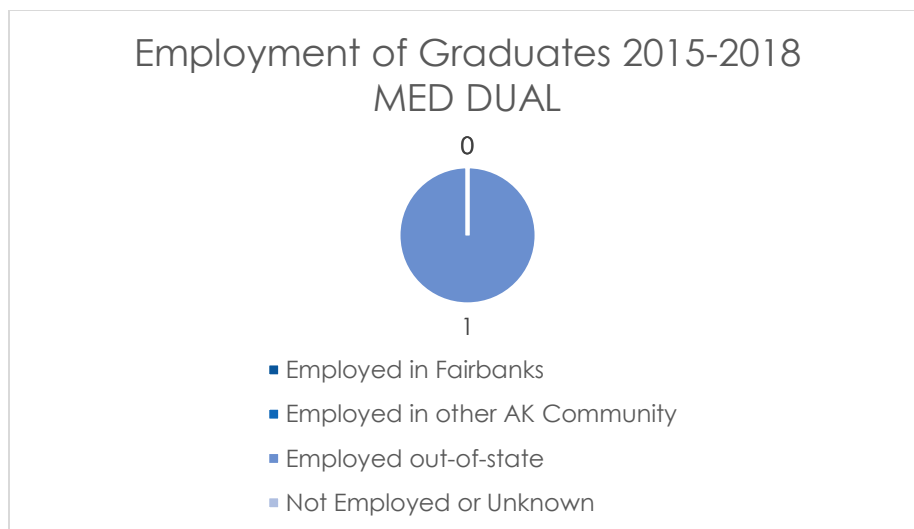
M. Ed. in CMH Counseling	9	2	1	0
M. Ed. Dual Concentration	0	0	1	0

Employment of Graduate 2015-2018
MED School



Employment of Graduates 2015-2018
MED CMH





2. Conclusions drawn from the information summarized above

- Students perform above average on key assignments.
 - Average 3 year score on key assignments for School Counseling graduates = 3.57
 - Average 3 year score on key assignments for CMH Counseling graduates = 3.68

The key assignments were carefully designed to evaluate student understanding and application of CACREP standards. Average scores falling between “meets expectations” and “exceeds expectations” demonstrates students are able to synthesize course material proficiently.

- Students perform above average on counseling skills evaluation.
 - Average 3 year score on counseling skills for School Counseling graduates = 3.45
 - Average 3 year score on counseling skills for CMH Counseling graduates = 3.73

Counseling skills are evaluated at several points throughout the program. Average scores falling between “meets expectations” and “exceeds expectations” demonstrates students are able to apply what they have learned in content courses to the clinical or school setting effectively.

- Students perform above average on research skills evaluation.
 - Average 3 year score on research skills for School Counseling graduates = 3.4
 - Average 3 year score on research skills for CMH Counseling graduates = 3.56

Research skills are evaluated in one introductory research course and successful completion of the project or thesis. Average scores falling between “meets expectations” and “exceeds expectations” demonstrates students have competent research skills.

- CMH graduates scores for all academic years are higher than School Counseling graduates in all categories. This could be because the CMH students take more credits than the School Counseling students.
- Highest dispositions scores using the old form are in the area of “professional integrity,” this could be because the rubric itself has been expanded to include more descriptive language on what constitutes each score.

- Lowest disposition score, for each graduating class, using the old form, is "professional maturity" #6 - The student exhibits appropriate levels of self-assurance, confidence, and trust in his/her own ability. This is developmentally appropriate for Counseling graduate students, given that part of their training includes working on self-assurance, confidence, and trust in his/her own ability.
- Graduate numbers are lower for AY 2017 – 18. This may be due to program changes that increased the number of credits required to earn the M. Ed. Admissions rates remain steady and it is anticipated that graduation rates will increase over the next few years.
- 100% pass rate on the comprehensive exam. Passing the exam is a graduation requirement.
- A majority of graduates are employed in the state of Alaska. Most CMH Counseling graduates are employed in the Fairbanks area. School Counseling graduates are distributed between Fairbanks and other Alaska communities. This follows the student demographic pattern. More distance students are enrolled in the School Counseling program than the CMH Counseling program. The two graduates with unknown employment status have moved out of the country.

3. Curricular changes resulting from conclusions drawn above

Some things we changed over the last two years:

- Aligned coursework, key assignments, counseling skills evaluation, research evaluation and professional characteristics evaluation with CACREP standards. Rewrote and reformatted all course syllabi.
- Placed a core faculty member in the position of internship coordinator and instructor to improve coordination with internship sites and consistency in evaluating students' counseling skills.
- Created an orientation for internship site supervisors to improve their understanding of the role of the intern and how to evaluate the intern's counseling skills.
- Adopted the Supervision Assist program that will provide practicum/internship students a better way to track documents and clinical hours, as well as provide trainings to our site supervisors.
- Sought feedback about internship sites from students to ensure the sites are meeting program expectations.
- Revised the PCFF to more clearly describe the criteria for each characteristic.
- Created and delivered an information session about project/thesis completion. Require students to attend a project/thesis defense.
- Increased and improved use of LiveText for data collection and reporting.

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

Heather Dahl, Susan Renes, Valerie Gifford, James Morton

