

Student Learning Outcomes Assessment Summary

Graduate Licensure in School Counseling School Counselor Certification Program *School of Education* 2015-16, 2016-17, 2017-18 Academic Year Data

Submitted by: Dr. Heather Dahl
Contact Information: hdahl2@alaska.edu
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1. Assessment information collected

A. Student Learning Outcomes Assessment Data

The School Counselor Certification Program is designed for candidates who have an existing Master's degree, usually in the mental health field, who would like to become school counselors. In many cases applicants use transfer credits to satisfy required courses. The number of students assessed for this group of graduates will vary from course to course.

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 Graduate Licensure completers** – 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 Graduate Licensure completers** – Composite, aggregated scores, reported by individual characteristic, completed during the following courses:

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

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

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

Graduate Licensure – School Counselor Certification Program

C. 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

Graduates = 0

Academic year 2016 – 17 & 2017 – 18 (combined due to low number of graduates)

Graduates = 3

Content Knowledge

Class	Key Assignment	Mean Score n = 3
COUN 615	Personal Motivations and Aspirations Paper	Transfer coursework
COUN 623	Theoretical Orientation Paper	Transfer coursework
COUN 627	Formal Paper and Presentation	3
COUN 628	Personal Development Paper	Transfer coursework
COUN 630	Assessment Instrument Comparison	Transfer coursework
COUN 632	Career Development Theory Paper	Transfer coursework
COUN 646	Comprehensive School Counseling Plan	3
COUN 647	Ethics Final Paper	Transfer coursework
COUN 660	Personal Perspective Paper	Transfer coursework
COUN 674	Group Paper	Transfer coursework

Counseling Skills

Class	Key Assignment	Mean Score n = 3
COUN 634P	Skills Demonstration - end of semester	Transfer coursework
COUN 635	Onsite Supervisor's Final Evaluation	NA
COUN 636	Onsite Supervisor's Final Evaluation	3
COUN 686	Onsite Supervisor's Final Evaluation	3
COUN 687	Onsite Supervisor's Final Evaluation	4
COUN 688	Onsite Supervisor's Final Evaluation	4

Dispositions

AY 2016-17 & 2017-18 Combined

Rating Scale 1 – 4 (new rubric)

PCFF Element		2016-17 & 2017-18 Graduates
Professional Responsibility	1	3.33
Professional Responsibility	2	3.83
Professional Responsibility	3	3.20
Professional Responsibility	4	3.17
Professional Responsibility	5	3.17
Professional Responsibility	6	3.17
Professional Responsibility	7	3.50
Professional Competence	1	3.50
Professional Competence	2	3.33
Professional Competence	3	3.50
Professional Competence	4	3.67
Professional Maturity	1	3.33
Professional Maturity	2	3.67
Professional Maturity	3	3.33
Professional Maturity	4	3.50
Professional Maturity	5	3.50
Professional Maturity	6	3.50
Professional Integrity	1	3.33
Professional Integrity	2	3.33
Professional Integrity	3	3.50
Professional Integrity	4	3.33
Professional Integrity	5	3.33

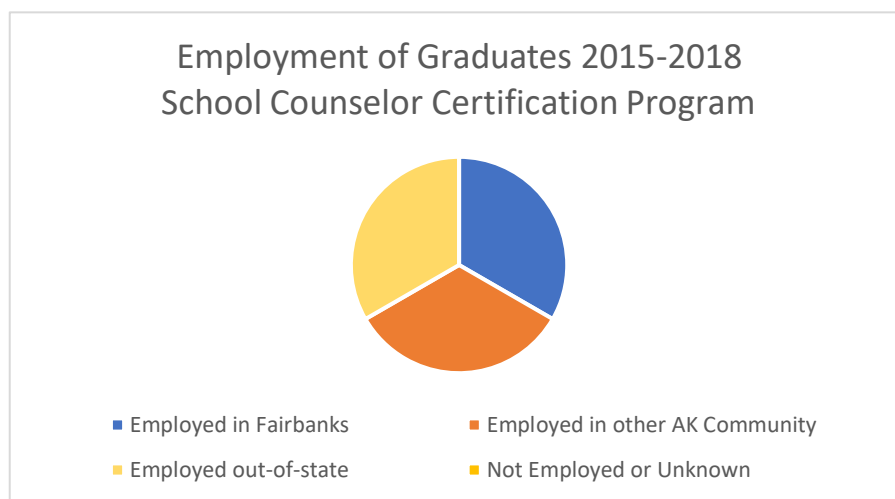
Graduates from Summer 2015 – Spring 2018

Program	2015-16	2016-17	2017-18
School Counselor Certification Program	0	2	1

Employment Data – Graduates from Summer 2015 – Spring 2018

Total number counted for employment = 3

Program	Employed in Fairbanks school/program	Employed in another Alaska school/program	Employed in an out-of-state school program	Not employed by choice
School Counseling Certification Program	1	1	1	0



2. Conclusions drawn from the information summarized above

School Counselor Certification Program students perform at the “meets expectations” or “exceeds expectations” level in knowledge, counseling skills, and professional characteristics. In the Academic years covered in this report, all students had a large number of transfer credit accepted. This is not always the case. All students included in this report were hired by school districts as school counselors and were required to complete the UAF program to maintain their positions. The UAF School Counselor Certification Program provides an essential service to school districts in Alaska. School counselors are needed in rural Alaska but it is difficult for school districts to find counselors who are state certified. This program prepares candidates with a background in counseling or another helping profession to become certified school counselors, many earning certification while employed in school counseling positions.

3. Curricular changes resulting from conclusions drawn above

Some of the 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.
- 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