

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

# CACREP Vital Statistics and Program Evaluation Report AY 2023-24



UAF photo by Eric Engman

Submitted by Dr. Amy Broadwater, Department Chair

## Demographics

Demographic information about applicants, current students, and graduates.

### APPLICANTS

**AY 2023-24**

**Total number of applicants: 50**

**Admitted/Enrolled: 30**

**Denied: 6**

**Withdrew After Admission: 8**

**Withdrew Before Admission: 6**

Distance Students	100%
On Campus Students	NA
Urban	40
Rural	10
Female	40
Male	10
Age 22 - 29	16
Age 30 - 39	12
Age 40 - 49	15
Age 50 - 59	6
Age 60 - 69	1
Full Time	NA
Part Time	NA
School Counseling	17
CMH	26
Dual Program	3
Undeclared	4

AN, Multi	Alaska Native, Multi-Race	3
Asian	Asian	3
BL	Black or African American	1

Multi	Multi-Race	3
WH	White	40

**CURRENT STUDENTS**

**AY 2023-24**

**Total number of active students: 78**

Distance Students	100%
On Campus Students	NA
Urban	64
Rural	14
Female	66
Male	12
Age 22 - 29	23
Age 30 - 39	29
Age 40 - 49	18
Age 50 - 59	7
Age 60 - 69	1
Full Time	31
Part Time	47
School Counseling	27
CMH	43
Dual Program	8
Note – Students in the dual program are counted in the school <i>and</i> CMH sections of the online CACREP Vital Statistics Survey.	

AA, DG	Aleut/Unangax,Dené/Athabaskan - Gwich'in	1
AK, AN, WH	Tlingit,Alaska Native - Other,White	1
AL, AM, AQ, WH	Alutiiq/Sugpiaq,Tsimshian,Inupiaq,White	1

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

AQ,WH	Inupiaq,White	2
BL	Black or African American	2
II, HI	International Indigenous, Hispanic	1
II,WH, HI	International Indigenous, White, Hispanic	1
OT, HI	Other, Hispanic	2
SJ	Japanese	1
SO	Asian-Other	2
SS	Samoan	1
UN	undeclared	1
UN - HI	Unk, Hispanic	2
WH	White	54
WH -HI	White, Hispanic	6

**GRADUATES**

**AY 2023-24**

**Total number of graduates: 9**

Distance Students	100%
On Campus Students	NA
Urban	5
Rural	4
Female	7
Male	2
Age 22 - 29	2
Age 30 - 39	5
Age 40 - 49	2
Age 50 - 59	0
Age 60 - 69	0
Full Time	2
Part Time	7
School Counseling	5

CMH	4
Dual Program	0

WH	White	9
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**UPDATE**

**Summary of findings:** Forty of the program’s applicants identified as White and fourteen applicants identified as non-White or multi-racial candidates. Only 10 of the candidates identified as being from rural areas compared to 40 (80%) applicants from urban areas. The vast majority of the program’s applicants and matriculated students identify as female between the ages of 22-49. A majority of applicants selected the Clinical Mental Health track as being their track of interest. School Counseling track students make up 34% of the program's total enrollment compared to 55% of students enrolled in the Clinical Mental Health track. Another 10% of students are enrolled in the Dual track (both Clinical Mental Health and School Counseling). Eighteen percent of matriculated students are from rural areas compared to 82% 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 Counseling track. However, the percentage of students interested in pursuing School Counseling is increasing as is the number of students engaged in the Dual track (both Clinical Mental Health and School Counseling).

**Update on 2022-23 recommendations:** Faculty reached out to rural organizations and rural school districts and provided 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 9**

Program	Summer 2023	Fall 2023	Spring 2024	Total
MED Clinical Mental Health Counseling	2	1	1	4

MED School Counseling	0	1	4	5
MED in School and Clinical	0	0	0	0

**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 2023-24**

Program	Full-Time Student Completion Rate	Part-Time Student Completion Rate
MED CMH Counseling	50% (1 of 2 graduates)	100% (2 of 2 graduates)
MED School Counseling	NA	80% (4 of 5 graduates)
MED Dual Concentration	NA	NA

**Credentialing Examination Pass Rates for Graduates AY 2023-24**

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 2023-24

**UPDATE**

**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. We graduated more School Counselors than Clinical Mental Health Counselors. 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 2022-23 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. These efforts are continued 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 2023-24**

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

<b>The UAF counseling program will admit high quality, diverse candidates from rural and urban areas of Alaska.</b>			
<b>Application piece</b>	<b>Criteria for meeting expectations</b>	<b>Number of applicants</b>	<b>Mean Score</b>
GPA*	3.0 or higher	50	3.23
Resume*	Shows education, work or volunteer experience in counseling or a related field	50	2.95
Letters of Reference*	Positively describes applicant’s knowledge, skills, or dispositions related to being a future helping professional	50	3.07

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	50	3.12
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.	47 Interviewed	2.79

\*Rating scale 1 – 4

\*\*Rating scale 1 – 5

\*\*\*Breakdown of statement sections

Motivation	3.22
Characteristics	2.96
Education	3.06
Experience	2.97
Intent	3.19

## UPDATE

**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 2.95 and 3.23 on the other four areas of the application process. Applicants’ GPA mean score was 3.23, 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 2022-23 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 continue to 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 2023-24



**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	27	3.64
Human Development	COUN 628 Child and Adolescent Development	Personal Development Paper	20	3.65
	COUN 638 Adult Development	Adult Development Case Study	9	3.83
Counseling theories	COUN 623 Counseling Theories and Applications	Theoretical Orientation Paper	4	3.45
Professional ethics	COUN 647 Professional Ethics	Ethics Final Paper	29	3.83
Career Development	COUN 632 Career Development	Career Development Theory Paper	8	3.28
Assessment and Testing	COUN 630 Appraisal	Assessment Instrument Comparison Paper	20	3.56
Multicultural Counseling	COUN 660 Multicultural Counseling	Personal Perspective Paper	25	3.69
Counseling interventions	COUN 627 Developmental Interventions	Intervention Paper and Presentation	13	3.38
	COUN 629 Counseling Interventions for Adults	Case study - Intervention/Treatment Plan	7	3.67
Group counseling	COUN 674 Group Counseling	Group Paper	8	3.65

\*Rating scale 1 – 4  
 1 - Emerging  
 2 - Developing  
 3 - Expectations Met  
 4 - Expectations Exceeded

**UPDATE**

**Summary of findings:** Overall, students appear to meet or exceed most expectations associated with their knowledge base. Career Development and Counseling are rated the lowest (meeting expectations) content areas with Adult Development and Ethics 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 2022-23 recommendations:** Courses were evaluated for effectiveness of the new course design, format, and plans of study. Faculty and students were surveyed to better understand experiences with new course formats that were introduced. Information from the surveys helped the program explore the delivery of our courses. Faculty continue to explore ways to organize semesters of study that promote depth of learning over the course of the semester in ways that are beneficial to both students and faculty.

**Recommendations:** Faculty will continue to monitor and evaluate the effectiveness of the new course format, design, and plans of study.

**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 2023-24**

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	31	3.29	31	2.86	31	2.78	31	2.98	31	2.79
COUN 634P	6	3.42	6	2.56	6	2.58	6	2.92	6	2.72

**Counseling Skills – Field Practicum/Internship AY 2023-24**

Class	Working in the Counseling Environment		Counseling Skills and Process		School Counseling		Clinical Mental Health Counseling	
	#	Mean	#	Mean	#	Mean	#	Mean
COUN 635	12	3.15	12	2.79	4	2.23	9	2.74

COUN 636	11	3.52	11	3.42	3	3.61	9	3.22
COUN 686	9	3.78	9	3.69	6	3.75	4	3.57
COUN 687	5	3.90	5	3.83	5	3.93	NA	NA

\*Rating scale 1 – 4

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

### Dispositions – Professional Characteristic Feedback AY 2023-24

#### 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	0.93	1.93	2.00	1.56	1.96	1.96	2.00	1.96	2.00
End of the academic year	2.00	1.97	1.89	1.99	2.00	1.75	1.91	1.99	2.00	2.00	1.99
COUN 617P Pre - Prac.	2.00	0.77	2.00	2.00	2.00	1.23	2.00	2.00	2.00	2.00	2.00
COUN 634P Practicum	2.00	1.33	1.50	1.83	2.00	2.00	1.83	2.00	2.00	1.83	2.00
COUN 635 Field Practicum	2.00	2.00	1.83	2.00	1.83	1.67	1.92	1.83	1.92	1.92	2.00
COUN 636 Internship I	1.91	2.00	1.91	2.00	2.00	1.91	2.00	1.91	2.00	2.00	2.00
COUN 686 Internship II	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00
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

\*\*\*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	28	1.96	27	1	0	0	0	65	2.00	65	0	0	0	0
demonstrates legal and ethical behaviors and considerations	28	2.00	28	0	0	0	0	65	1.97	64	0	1	0	0
is dependable in meeting professional obligations	28	0.93	12	1	0	15	0	65	1.89	61	1	2	1	0
is responsive to feedback given by faculty, staff, supervisors, course instructors, and peers	28	1.93	26	2	0	0	0	65	1.99	64	1	0	0	0
displays awareness and competence regarding issues of diversity	28	2.00	28	0	0	0	0	65	2.00	65	0	0	0	0
responds to conflict in a professional manner	28	1.56	21	0	0	7	0	65	1.75	57	0	0	8	0
demonstrates personal and professional responsibility	28	1.96	27	1	0	0	0	65	1.91	61	2	2	0	0
expresses personal feelings effectively and appropriately	28	1.96	27	1	0	0	0	65	1.99	64	1	0	0	0
demonstrates openness to new ideas	28	2.00	28	0	0	0	0	65	2.00	65	0	0	0	0
demonstrates awareness of their impact on others	28	1.96	27	1	0	0	0	65	2.00	65	0	0	0	0
demonstrates responsive and cooperative behaviors	28	2.00	28	0	0	0	0	65	1.99	64	1	0	0	0

**Averages and frequency for:  
 Practicum Courses**

The student...	COUN 617P Pre-Practicum							COUN 634P Practicum							COUN 635 Field Practicum						
	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	31	2.00	31	0	0	0	0	6	2.00	6	0	0	0	0	12	2.00	12	0	0	0	0
demonstrates legal and ethical behaviors and considerations	31	0.77	12	0	0	19	0	6	1.33	3	2	0	0	0	12	2.00	12	0	0	0	0

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

is dependable in meeting professional obligations	31	2.00	31	0	0	0	0	6	1.50	4	1	0	0	0	12	1.83	10	2	0	0	0
is responsive to feedback given by faculty, staff, supervisors, course instructors, and peers	31	2.00	31	0	0	0	0	6	1.83	5	1	0	0	0	12	2.00	12	0	0	0	0
displays awareness and competence regarding issues of diversity	31	2.00	31	0	0	0	0	6	2.00	6	0	0	0	0	12	1.83	11	0	0	1	0
responds to conflict in a professional manner	31	1.23	19	0	0	12	0	6	2.00	6	0	0	0	0	12	1.67	7	1	0	4	0
demonstrates personal and professional responsibility	31	2.00	31	0	0	0	0	6	1.83	5	1	0	0	0	12	1.92	11	1	0	0	0
expresses personal feelings effectively and appropriately	31	2.00	31	0	0	0	0	6	2.00	6	0	0	0	0	12	1.83	10	2	0	0	0
demonstrates openness to new ideas	31	2.00	31	0	0	0	0	6	2.00	6	0	0	0	0	12	1.92	11	1	0	0	0
demonstrates awareness of their impact on others	31	2.00	31	0	0	0	0	6	1.83	5	1	0	0	0	12	1.92	11	1	0	0	0
demonstrates responsive and cooperative behaviors	31	2.00	31	0	0	0	0	6	2.00	6	0	0	0	0	12	2.00	12	0	0	0	0

**Averages and frequency for:  
 Internship Courses**

The student...	COUN 636 Internship I							COUN 686 Internship II							COUN 687 Internship III						
	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	1.91	10	1	0	0	0	9	2.00	9	0	0	0	0	5	2.00	5	0	0	0	0
demonstrates legal and ethical behaviors and considerations	11	2.00	11	0	0	0	0	9	2.00	9	0	0	0	0	5	2.00	5	0	0	0	0
is dependable in meeting professional obligations	11	1.91	10	1	0	0	0	9	2.00	9	0	0	0	0	5	2.00	5	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	9	2.00	9	0	0	0	0	5	2.00	5	0	0	0	0
displays awareness and competence regarding issues of diversity	11	2.00	11	0	0	0	0	9	2.00	9	0	0	0	0	5	2.00	5	0	0	0	0

responds to conflict in a professional manner	11	1.91	10	1	0	0	0	9	2.00	9	0	0	0	0	5	2.00	5	0	0	0	0
demonstrates personal and professional responsibility	11	2.00	11	0	0	0	0	9	2.00	9	0	0	0	0	5	2.00	5	0	0	0	0
expresses personal feelings effectively and appropriately	11	1.91	10	1	0	0	0	9	2.00	9	0	0	0	0	5	2.00	5	0	0	0	0
demonstrates openness to new ideas	11	2.00	11	0	0	0	0	9	2.00	9	0	0	0	0	5	2.00	5	0	0	0	0
demonstrates awareness of their impact on others	11	2.00	11	0	0	0	0	9	2.00	9	0	0	0	0	5	2.00	5	0	0	0	0
demonstrates responsive and cooperative behaviors	11	2.00	11	0	0	0	0	9	2.00	9	0	0	0	0	5	2.00	5	0	0	0	0

### Summary of findings:

#### UPDATE

**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 2022-23 recommendations:** Faculty updated 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 continued student evaluation and feedback throughout the program and throughout specific transition points.

**Recommendations:** Faculty will continue to 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 2023-24**

<b>Students will acquire knowledge, develop skills, and refine professional characteristics in the clinical mental health counseling degree concentration.</b>				
<b>Content area</b>	<b>Class</b>	<b>Assignment</b>	<b>Number of students</b>	<b>Mean score</b>
CMH	COUN 650 Multicultural Psychopathology	Final Paper/Case Study	12	3.48
CMH	COUN 651 Counseling for Addictions	Conceptualization and Treatment Paper	9	2.83
CMH	COUN 666 Family and Couples Counseling	Cultural Family Assessment	7	3.61

\*Rating scale 1 – 4

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

**School Counseling**

**Key Assignment Rubric Mean Scores for AY 2023-24**

<b>Students will acquire knowledge, develop skills, and refine professional characteristics in the school counseling degree concentration.</b>				
<b>Content area</b>	<b>Class</b>	<b>Assignment</b>	<b>Number of students</b>	<b>Mean score</b>
SCHOOL	COUN 646 School Counseling	Comprehensive School Counseling Plan	4	4.00

\*Rating scale 1 – 4

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

**UPDATE**

**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 2022-23 recommendations:** Faculty evaluated and monitored the impact of the increase in required credit hours (60 credits) for School Counseling candidates entering the program.

**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 2023-24**

<b>Students will be consumers of research to support their learning and future professional practice.</b>				
<b>Content area</b>	<b>Class</b>	<b>Assignment</b>	<b>Number of students</b>	<b>Mean score</b>
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	32	3.81
	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

**UPDATE**

**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 2022-23 recommendations:** Faculty continued to identify those students who were interested in pursuing advanced research opportunities in order to support 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 2023-24 Graduates**

**Total Number of CMH Graduates: 4**

<b>Employment CMHC Graduates</b>	<b>Number</b>	<b>Percent</b>
Employed in field, in state	4	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 School Counseling Graduates: 5**

<b>Employment School Graduates</b>	<b>Number</b>	<b>Percent</b>
Employed in field, in state	4	80%
Employed in field, out of state	1	20%
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:**

<b>Employment Dual Track - School and CMH Graduates</b>	<b>Number</b>	<b>Percent</b>
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%

**UPDATE**

**Summary of findings:** All of the program's clinical mental health graduates (100%) 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 except one who is employed in the field in another state.

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

**Update on 2022-23 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.**

<b>Core Area: Professional orientation and ethical practice</b>			
<b>KPI: 2.f.1.b</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			
		<b># of students</b>	<b>Mean score* or Pass rate</b>
<b>Assessment 1</b>	COUN 615: Personal Motivations and Aspirations Paper	27	3.26
<b>Assessment 2</b>	<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"> <li>● relates to peers, professors, and others in an appropriate professional manner</li> <li>● demonstrates legal and ethical behaviors and considerations</li> <li>● is dependable in meeting professional obligations</li> <li>● demonstrates personal and professional responsibility</li> <li>● demonstrates responsive and cooperative behaviors</li> </ul>	57	1.98 1.61 1.93 1.98 2.00  ** (out of 2)
<b>Assessment 3</b>	Standardized Comprehensive Exam	10	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

<b>Core Area: Social and Cultural Diversity</b>			
<b>KPI: 2.f.2.c</b> multicultural counseling competencies			
		<b># of students</b>	<b>Mean score* or Pass rate</b>
<b>Assessment 1</b>	COUN 660 Personal Perspectives Paper	25	3.72
<b>Assessment 2</b>	COUN 647 Final Ethics Paper	29	3.93
<b>Assessment 3</b>	The Professional characteristics Feedback Form measures candidate dispositions. The following 5 characteristics are used to assess competence in standard 2.f.2.c. <ul style="list-style-type: none"> <li>• displays awareness and competence regarding issues of diversity</li> </ul>	57	2.00** (out of 2)
<b>Assessment 4</b>	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.	37	3.43
<b>Assessment 5</b>	Standardized Comprehensive Exam	10	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

<b>Core Area: Human Growth and Development</b>			
<b>KPI: 2.f.3.a</b> theories of individual and family development across the lifespan			
		<b># of students</b>	<b>Mean score* or Pass rate</b>
<b>Assessment 1</b>	COUN 666 Cultural Family Assessment Paper	7	3.57

<b>Assessment 2</b>	COUN 628 Personal Development Paper	20	3.65
<b>Assessment 3</b>	COUN 638 Case Study Final Paper	9	3.76
<b>Assessment 4</b>	Standardized Comprehensive Exam	10	100%

\*Rating scale 1 – 4

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

<b>Core Area: Career Development</b>				
<b>KPI: 2.f.4.d</b> approaches for assessing the conditions of the work environment on clients' life experiences				
<b>KPI: 2.f.4.f</b> strategies for career development program planning, organization, implementation, administration, and evaluation				
			<b>Mean score* or Pass rate</b>	
		<b># of students</b>	<b>2.f.4.d</b>	<b>2.f.4.f</b>
<b>Assessment 1</b>	COUN 632 Final Paper on Career Development Theory	8	3.25	3.38
<b>Assessment 2</b>	COUN 638 Case Study Final Paper	9	3.94	NA
<b>Assessment 3</b>	COUN 646 Comprehensive School Counseling Program	3	NA	4.00
<b>Assessment 4</b>	Standardized Comprehensive Exam	10	100%	

\*Rating scale 1 – 4

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

<b>Core Area: Helping Relationships</b>			
<b>KPI: 2.f.5.a</b> theories and models of counseling			
		<b># of students</b>	<b>Mean score* or Pass rate</b>
<b>Assessment 1</b>	COUN 623 Theoretical Orientation Paper	4	3.45
<b>Assessment 2</b>	COUN 666 Cultural Family Assessment Paper	7	3.57
<b>Assessment 4</b>	Site Supervisor's Evaluation in Internship (skill)	37	3.39

<b>Assessment 5</b>	Standardized Comprehensive Exam	10	100%
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\*Rating scale 1 – 4

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

<b>Core Area: Group Work</b>			
KPI: 2.f.6.b dynamics associated with group process and development			
		# of students	Mean score* or Pass rate
<b>Assessment 1</b>	COUN 674 Group Paper	8	3.58
<b>Assessment 2</b>	Standardized Comprehensive Exam	10	90%

\*Rating scale 1 – 4

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

<b>Core Area: Assessment and Testing</b>			
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
<b>Assessment 1</b>	COUN 630 Measurement Paper	20	3.59
<b>Assessment 2</b>	COUN 647 Final Ethics Paper	29	3.93
<b>Assessment 3</b>	COUN 632 Final Paper on Career Development Theory	8	3.19
<b>Assessment 4</b>	Standardized Comprehensive Exam	10	100%

\*Rating scale 1 – 4

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

<b>Core Area: Research and Program Evaluation</b>			
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

<b>Assessment 1</b>	COUN 601 Student Research Prospectus	32	3.84
<b>Assessment 2</b>	COUN 698/699 Literature Review as part of final project/thesis	NA	NA
<b>Assessment 3</b>	COUN 629 Case Study Final Paper	7	3.71
<b>Assessment 4</b>	Standardized Comprehensive Exam	10	90%

\*Rating scale 1 – 4

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

<b>Core Area: Clinical Mental Health Counseling Specialty</b>			
<b>KPI: CMHC 5.C.2.j</b> cultural factors relevant to clinical mental health counseling			
		<b># of students</b>	<b>Mean score*</b>
<b>Assessment 1</b>	COUN 623 Theoretical Orientation Paper	2	3.83
<b>Assessment 2</b>	COUN 647 Professional Ethics Paper	19	3.90
<b>Assessment 3</b>	COUN 650 Case Study Final Paper	11	3.55
<b>Assessment 4</b>	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"> <li>• demonstrates legal and ethical behaviors and considerations</li> <li>• demonstrates awareness of their impact on others</li> </ul>	36	1.82** (out of 2)
<b>Assessment 5</b>	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	3.24

\*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

<b>Core Area: School Counseling Specialty</b>			
<b>KPI: SC 5.G.1.e</b> assessments specific to P-12 education			
		<b># of students</b>	<b>Mean score*</b>

<b>Assessment 1</b>	COUN 646 Comprehensive Counseling Program	3	4.00
<b>Assessment 2</b>	COUN 632 Final Paper on Career Development Theory	2	3.75
<b>Assessment 3</b>	COUN 630 Measurement Paper	8	3.63

\*Rating scale 1 – 4

### **UPDATE**

**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 Career and Development Theory paper in the core area of Assessment and Testing. In the core areas of professionalism and ethical practice, 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) Professional Ethics Paper in the core area of Assessment and Testing, 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. While scores close to competency were achieved, some student disposition scores indicated some areas of continued monitoring are needed.

**Update on 2022-23 recommendations:** A systematic review of the program's CACREP Standards matrix continues in order to align with the CACREP 2016 standards. This is ongoing.

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

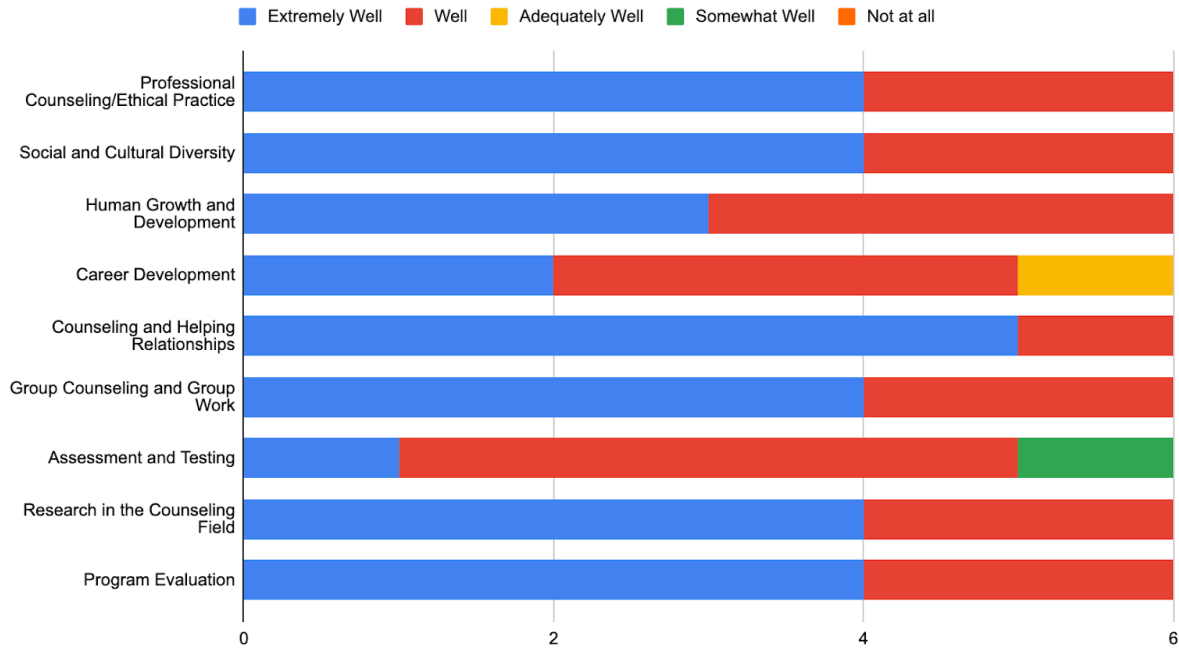
### **Survey Data**

#### **Survey of 2023-24 Graduates**

**9 surveys sent - 6 responses**

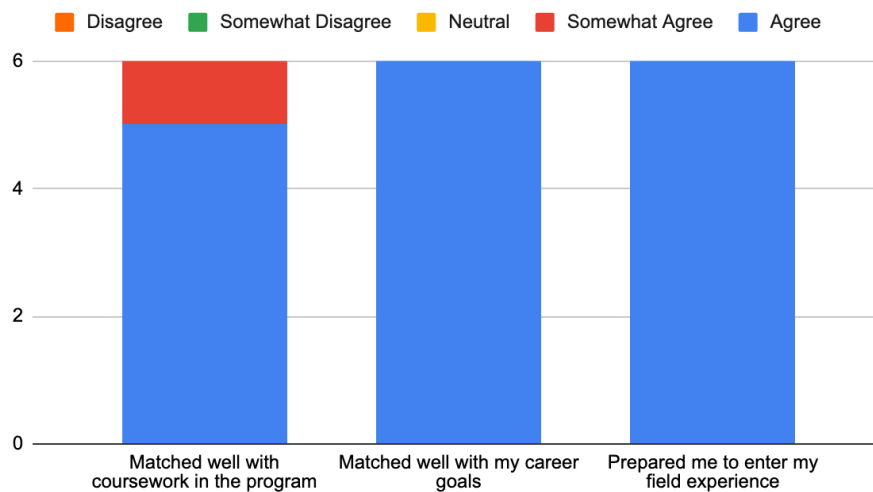
1. Please rate the level in which the counseling program prepared you in the following core content areas:

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



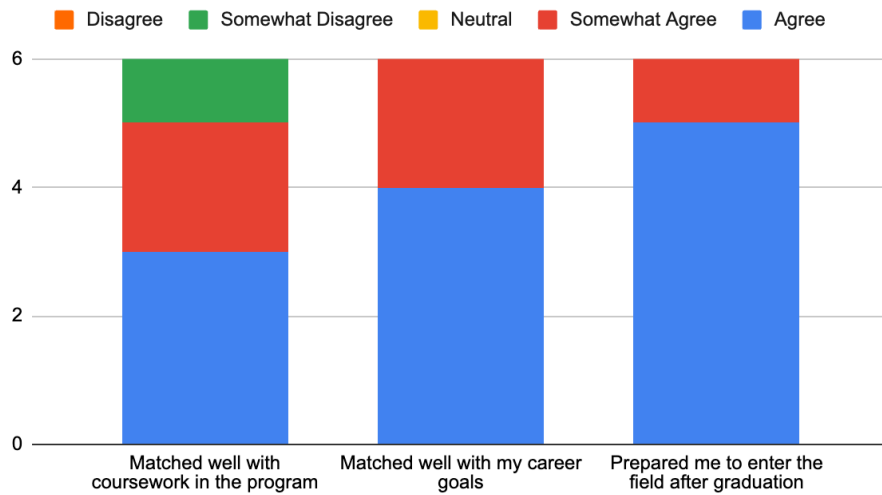
2. Practicum and Internship. Please rate the following statements about your practicum and internship:

Practicum or Pre - Practicum

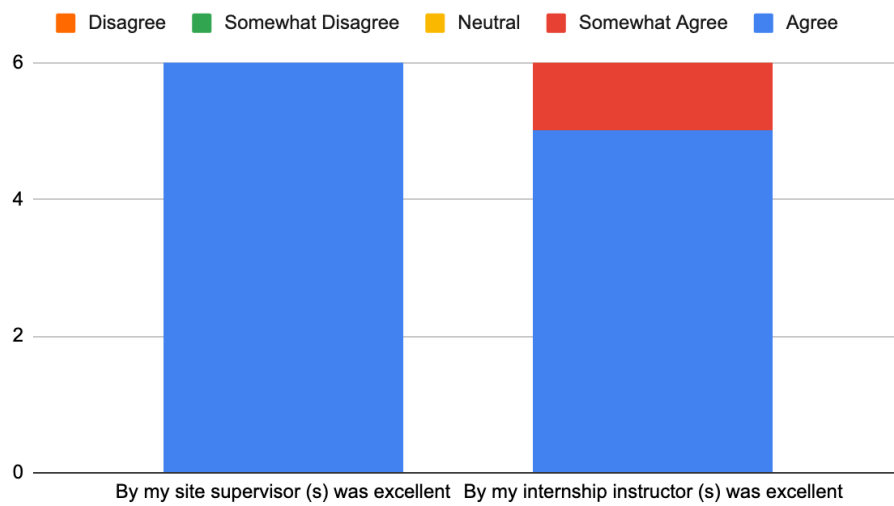




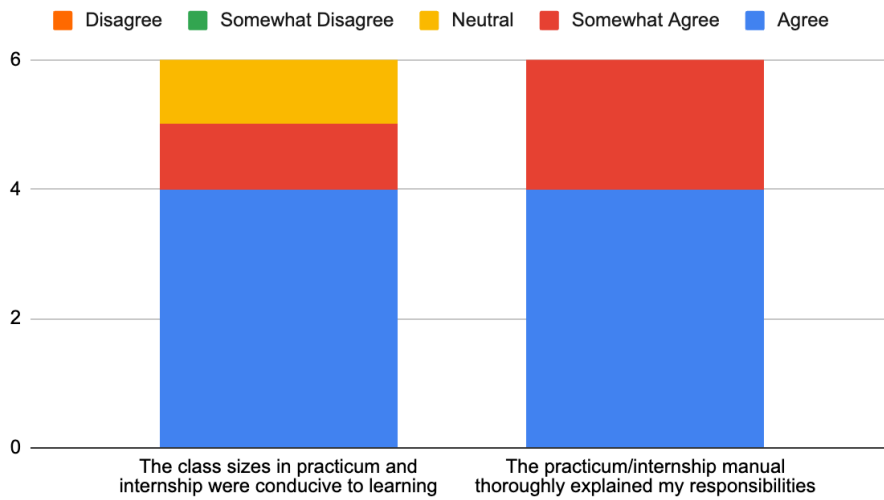
### Field Placement



### Quality of Supervision



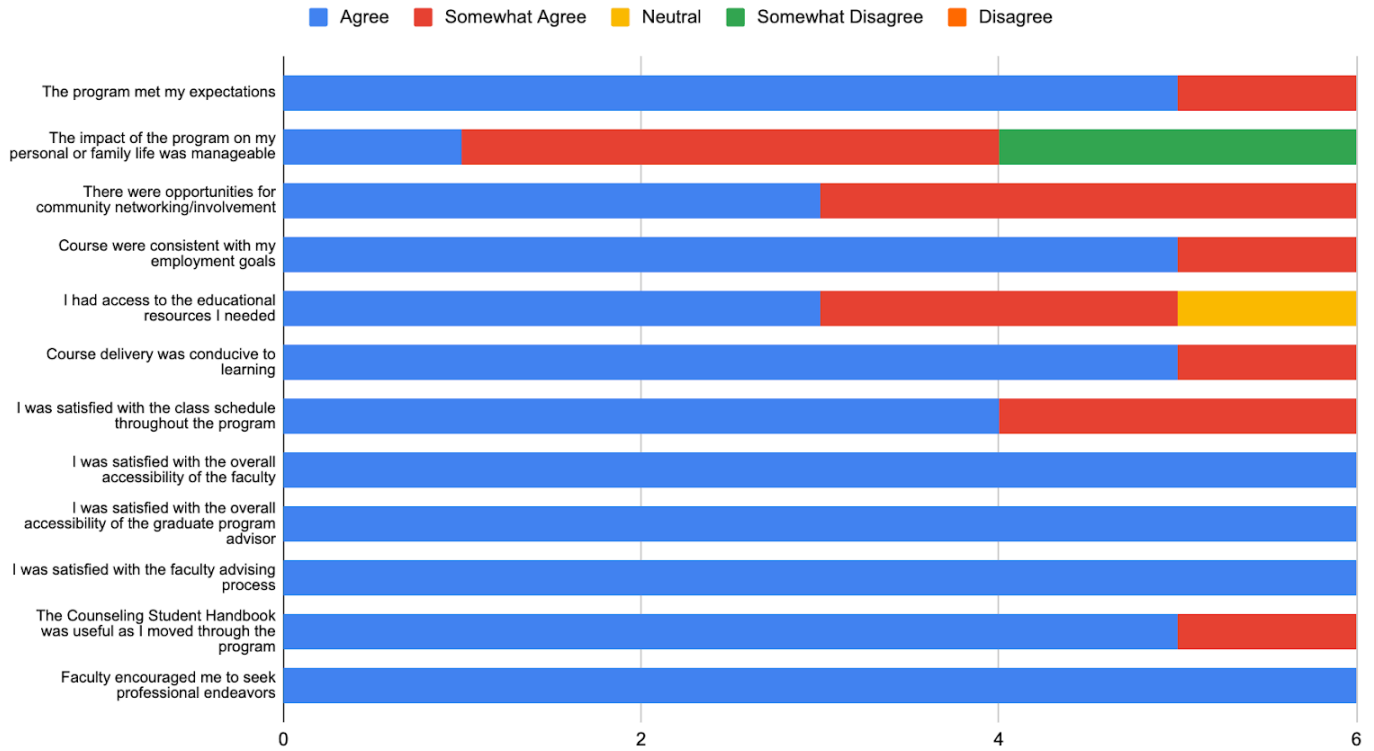
### Internship Class Size and Internship Manual



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

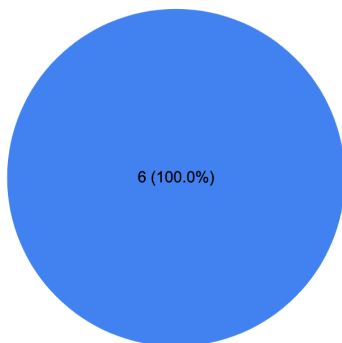
4. Overall experience in the UAF Counseling Program. Please rate the following:

### Overall Experience in the Program



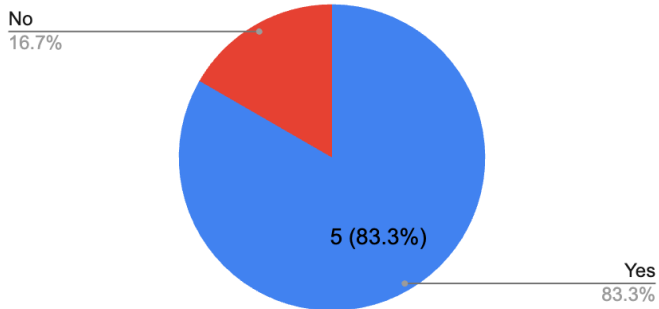
### 5. Overall, I was satisfied with the program.

Overall, I was satisfied with the program



### 6. I would recommend this program to other students

I would recommend this program to other students.



## UPDATE

**Summary of findings:** Six out of 9 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 staff support. Concerns were raised about the length of the internship series, and instruction and curriculum not adequately or appropriately preparing students to work in the school setting. In general, most comments indicated satisfaction with the program, faculty, course instruction, and field placements.

**Highlights of findings:** 83.3% 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 2022-23 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 and second semester of study and annually thereafter. Faculty members developed formal transition points in the program. Evaluations are provided throughout multiple points in the program and in the Internship series.

**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 2023-24 Site Supervisors

*24 surveys sent –10 responses*

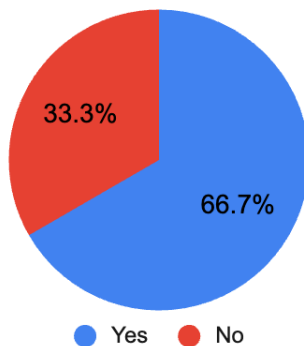
UAF Counseling Program - Site Supervisor's Evaluation of the UAF Counseling Program

1. Please indicate the practicum/internship level(s) of the counseling student(s) at your site during this academic year (Summer 2023, Fall 2023, Spring 2024). Check all that apply.

- Field Practicum
- Field Practicum, Internship I
- Field Practicum, Internship I, Internship II
- Field Practicum, Internship I, Internship II, Internship III
- Internship I, Internship II, Internship III
- Internship II
- Internship III

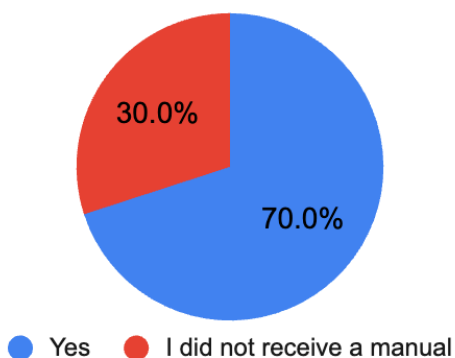
2. Did you receive a copy of the Practicum/Internship Manual (hard copy or PDF through email)?

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



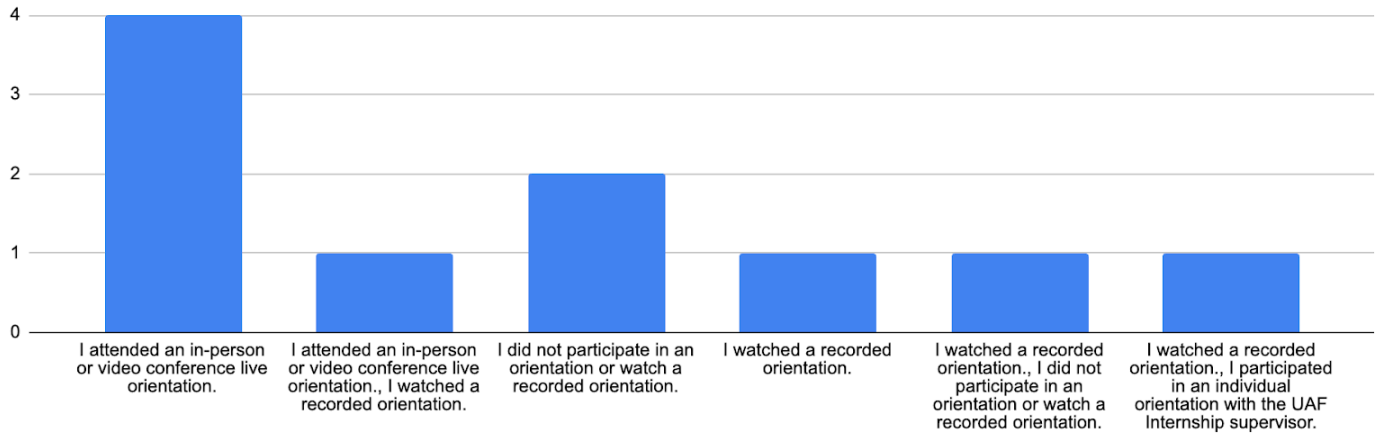
3. Was the manual helpful?

Was the manual helpful?



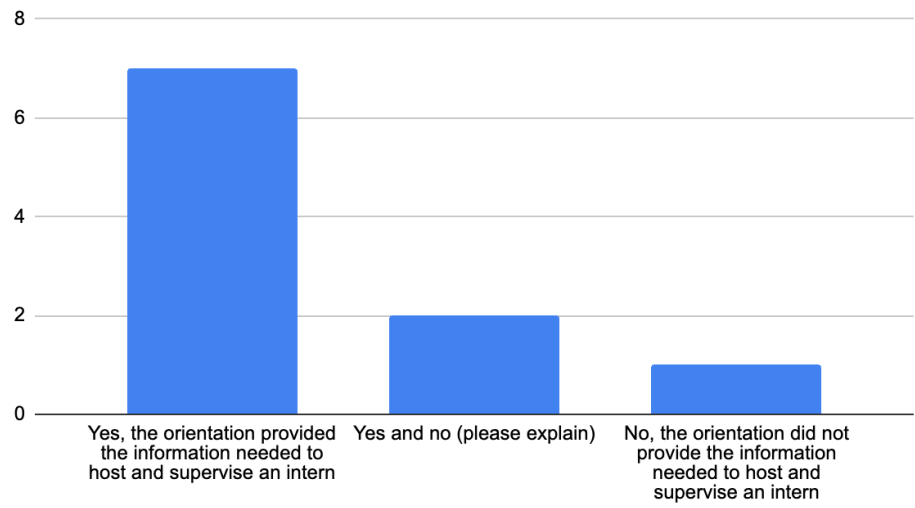
4. Did you participate in a practicum/internship orientation prior to the start of the UAF academic semester?  
Check all that apply.

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



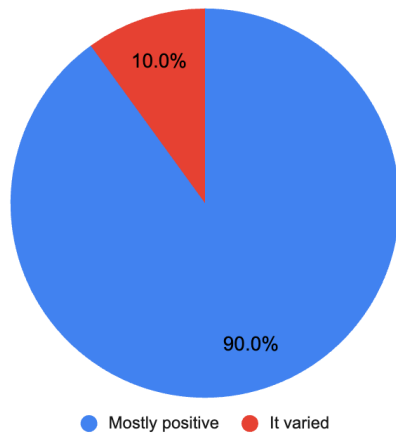
5. Was the orientation helpful?

Was the orientation helpful?



6. How was your experience with Supervision Assist?

How was your experience with Supervision Assist?

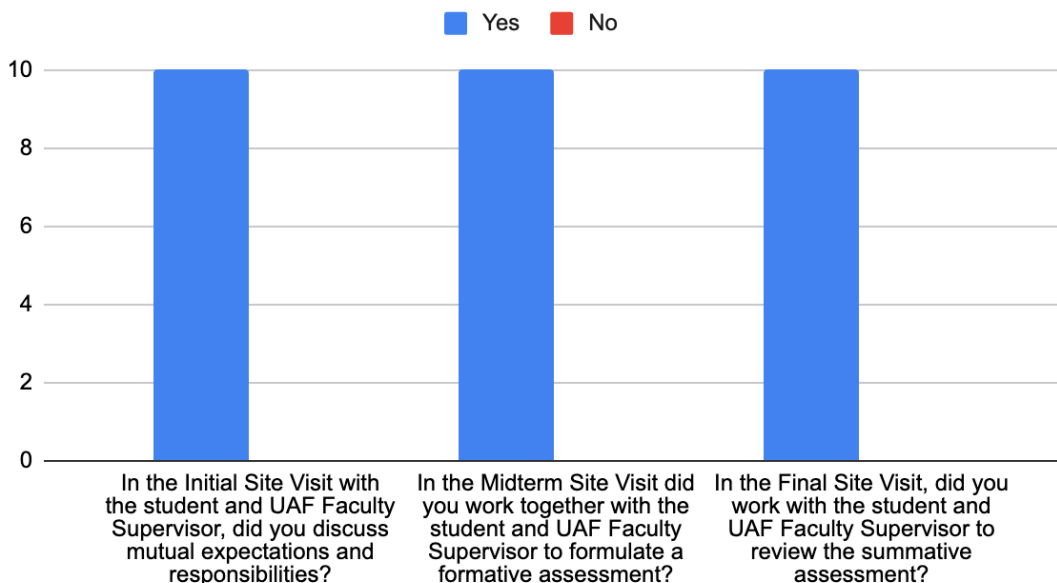


7. In the Initial Site Visit with the student and UAF Faculty Supervisor, did you discuss mutual expectations and responsibilities? See chart below.

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.

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

### Site Visit



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

Yes - 6

No - 4

### **UPDATE**

**Summary of findings:** Ten out of 24 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 2022-2023 recommendations:** Faculty updated the internship manual and provided it to all site supervisors and students. In addition, faculty 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 the design and implementation of a professional development Supervision course for site supervisors in the community.

### **Employer Survey of Graduates from AY 2023 - 24**

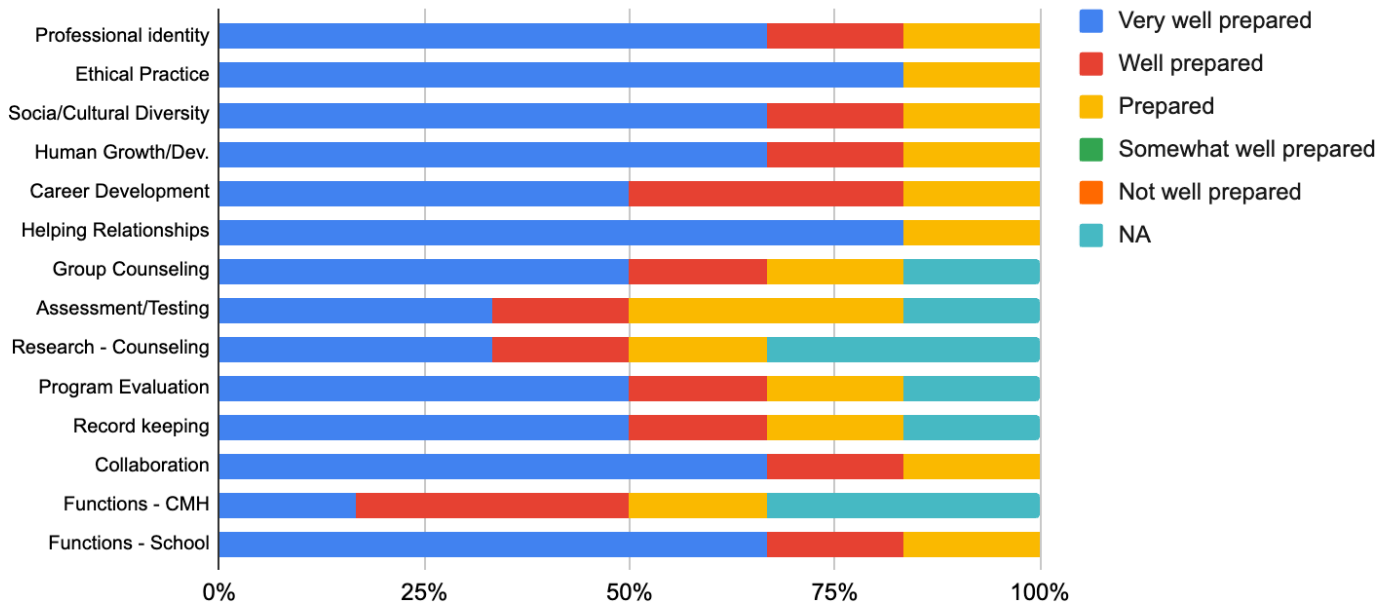
#### **Employer Survey**

8 surveys sent – 6 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.

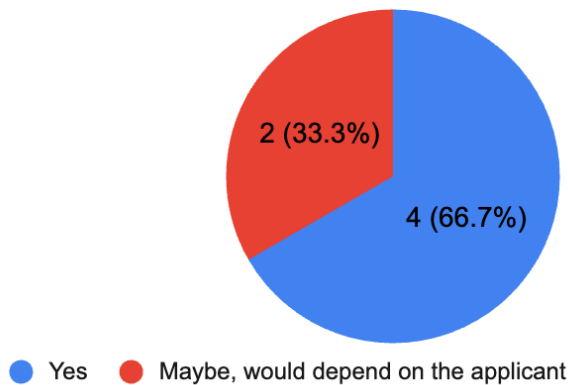


### Preparedness- Counseling Content Knowledge and Professional Skills



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

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



### UPDATE

**Summary of findings:** Six out of eight 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 2022-2023 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

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

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 continue to be used to inform the program's curriculum map.