

Counseling – Master of Education

Current Compliance Year: 2024-2025

Mid-Cycle review

Recent Recommendations

Feedback will include recommendations from the last Expedited Review or from your most recent review by your school or college. You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

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Response to Previous Recommendations (if any):

The recommendation was for us to create an advisory board once our licensure program also CACREP aligned. This is also a CACREP suggestion. We are actively in the process of creating the advisory board and have identified individuals in the program and within the community that we plan to ask to serve on this board. Currently, we are editing the formal invitation letter to serve on the board and plan to send it to the individuals we have selected within the next several weeks. This advisory board will provide guidance to both the MEd and GLI programs. This will help streamline our CACREP and SLOA assessment plan.

Student Learning Outcomes

The previous Student Learning Outcomes Assessment has been submitted as its own report. Going forward you will use the following prompts to discuss the success of your most recent SLOA plan and address your assessment activities since your last SLOA report (typically the past two years or since your last program review).

Learning outcomes feedback from last review:

You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

Discuss your SLOA findings, changes you are making and what you hope to see as a result:

SLOA has remained the same in terms of the categories we assess. We continue to assess six significant areas:

- 1) Counseling students are proficient in counseling **content knowledge**.
- 2) Counseling students are proficient in **counseling skills**.
- 3) Counseling students possess professional **counselor dispositions**.
- 4) **Graduates** are satisfied with the counseling program.
- 5) Graduates are **employed in the field** of School or Clinical Mental Health Counseling.
- 6) **Employers** are satisfied with graduates' preparation for the workplace.

As part of our department's ongoing quality improvement efforts, we report on these areas to our national accreditation body, CACREP. Please see the attached reports.

Discuss the curricular changes made based on assessing your SLO. If you haven't made any curricular changes, please explain why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes:

CACREP required that all school counseling programs increase their credit hour requirements to 60. This requirement moved our M.Ed. in School Counseling from a 48-credit-hour program to a 60-credit-hour program. As a result, our current school counseling students complete additional courses called Advanced School Counseling, Multicultural Child Psychopathology, Addictions, and Family & Couples Counseling.

In addition, the Counseling Department changed the Practicum and Field Placement series. Practicum through the UAF Community Mental Health Clinic (training clinic) is no longer a required class. Instead, students will transition from preparatory and theory courses into their field placement, beginning with Field Practicum and ending with Internship II. This Internship II includes a capstone project requiring students to prepare a professional portfolio (resume, cover letter, personal reflection on counselor competencies, theoretical orientation paper, and an exit interview summary).

To better accommodate the busy lives of our students, the Counseling Department revamped its curriculum and redesigned content courses into 12-week hybrid courses. Courses are offset in a manner that allows students to reduce the number of days per week they must attend 3-hour courses. All clinical courses span the 15-week semester and meet synchronously over a HIPAA-compliant encrypted platform (Supervision Assist).

Since the last review, the Counseling Department has shifted all programs to being digitally delivered with no residency requirements. Content courses meet over Zoom, and clinical courses meet over Supervision Assist. This shift in program delivery has allowed the Counseling Department to deliver its programs state-wide. As space allows, we have some students joining from out-of-state.

The Counseling Department implemented a quadfecta, four required courses that must be completed in the first two semesters of the program. Upon successfully completing these courses, students advance to the second stage of their training program. This quadfecta has enabled the Counseling Department to properly advise students based on their suitability and readiness for the counseling field.

Supporting Documents

Please ensure that all relevant supporting documents, such as artifacts, rubrics, and student data, are uploaded to your designated Google folder in WorkZone or directly into Google Drive. *Note: Do not include any information that may identify students in your data.*

Updated SLOA?

If you are updating your SLOA document, please include it with your report and other supporting documents in your designated folder. It does not need to be filed separately in the "SLOA" folder.

Are communication outcomes embedded in the SLOA Plan?

As of 2017 all Baccalaureate programs were required to embed the communication outcomes within their SLOA Plans, this is optional for non-Baccalaureate programs. Please mark the appropriate box below.

Embedded:	
Not Embedded:	NA

Student Success

To access the Student Success Dashboard please sign into a UA computer with VPN connection (if not on campus). You will need your UA credentials and it is best accessed with the most updated version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported. You will need to filter the data to see your programs. If you need assistance in finding the data for your programs, please contact your data liaison or [Julia Manfredini](#) in the PAIR office.

Data Liaisons

Each school or college has a team of Data Liaisons to help you analyze the data provided in the portal and may be able to help you see your data in multiple contexts. You can find a list of data liaisons on the resources page for Program Review.

The college or school level committee will also have access to this data with the goal that by providing these visualizations data availability will be increased.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose.

[Student Success Data Dashboard](#)

Previous Feedback

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Student Success Data Trends:

Trend	Increase	Decrease	No Change
Persistence	83.1%		
Pass Rates		93.4%	
Student Credit Hours	11.8		
Majors	89	9	
Degrees Awarded			
Other Trends (Explain in narrative below)			

Equity Gaps

Please discuss any equity gaps identified in your disaggregated student success data and explain how you plan to address them. Please contact your data liaison or make an appointment with [Julia Manfredini](#) to learn more about analyzing your data.

AY 2023-2024, forty of the program's applicants identified as [REDACTED] and fourteen applicants identified as [REDACTED] or [REDACTED] candidates. Only 10 candidates identified as being [REDACTED] compared to 40 (80%) applicants [REDACTED]. Most of the program's applicants and matriculated students identify as [REDACTED] between the ages of [REDACTED]. 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 (Clinical Mental Health and School Counseling). Eighteen percent of matriculated students are [REDACTED] compared to 82% of students [REDACTED].

AY 2022-2023, forty-one of the program's applicants identified as [REDACTED] and fourteen applicants identified as [REDACTED] or [REDACTED] candidates. Only fourteen (25%) of the candidates identified as being [REDACTED] compared to 41 (75%) applicants [REDACTED]. The vast majority of the program's applicants and matriculated students identify as [REDACTED] between the ages of [REDACTED]. A 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 in the clinical mental health track. Seventeen percent of matriculated students are [REDACTED] compared to 83% of students [REDACTED].

The Counseling Department connects with the UAF undergraduate programs in psychology and social work to recruit students. In addition, our program's information is disseminated to rural campuses and Alaska's school districts. These targeted efforts speak to the department's desire to increase the diversity of our applicant pool.

Optional Data Explanation

Feel free to share more of your thoughts on the data provided.

High Impact Practices

According to the AAC&U, High-Impact Educational Practices "have been widely tested and have been shown to be beneficial to college students from many backgrounds." UAF is particularly interested in Undergraduate Research and/or Scholarly Activity because it is one of our mission fulfillment indicators, but all of these researched High-Impact Educational Practices should be reflected in your program's student learning outcomes and curriculum.

Previous Feedback

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High-Impact Practices Used in this Program

Please select all high-impact practices your program is currently using from the list below. For any practices you select, provide details in the corresponding narrative section. In the narrative, discuss how your program is implementing these practices, including any successes, known issues, and solutions. If you are considering incorporating any of these practices in the future, share your plans. If your program is not using any of the listed high-impact practices, please use the 'Other or None of These' field to explain how your program supports student success.

Capstone Courses & Projects	X	Research (Graduate Level)	X
Collaborative Assignments & Projects	X	Writing-Intensive Courses	X
Diversity/Global Learning	X	Publications	
ePortfolios	X	Communications	
First-Year Seminars & Experiences		Publications	
Internships	X	Scholarly Activities	
Service or Community-based Learning	X	Other (Please describe in box below)	
Undergraduate Research			

Collaborative Assignments & Projects

Many of the department's courses require students to work together to complete tasks and meet learning objectives. For instance, the Counseling and Helping Skills course requires students to work together, practicing foundational microskills in role-play counseling sessions. In addition, they are required to review recorded sessions of their peers and provide constructive feedback.

Undergraduate Research

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Diversity/Global Learning

Multiculturalism is infused throughout the Counseling Department's programs. Developing multicultural competence and humility is an overarching learning outcome of each and every course. In addition to this comprehensive effort, students complete an intensive course called Multicultural Counseling. The key assignment for this course is the student's multicultural identity development paper in which they write a personal synthesis of their identity development. Each student takes their synthesis and the author's part 2 of the paper in which they write to members of the counseling field on how to best provide counseling services to members of the student's identified cultural groups. Part 2 of this paper is set up to read like a book chapter in a multicultural counseling textbook. Students serve as peer reviewers on these student-authored book chapters.

ePortfolios

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First Year-Seminars & Experiences

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Writing-Intensive Courses

Content courses within the Counseling Department require students to complete discussion board posts and academic papers. Each content course requires at least 1 15-20 page academic paper. Through authoring these papers and receiving faculty feedback, students develop an academic writing voice and familiarity with APA writing style. In clinical courses, students must complete professional clinical documentation of counseling services provided. Through these tasks, students develop clinical documentation writing skills.

Service-Learning and/or Community-based Learning

The Counseling Department's Adult Interventions course requires a service learning project. This project challenges students to engage their advocacy and social justice awareness skills within their communities. Students may work with one or two other students. One example of a powerful service learning project involved two students developing a trauma-informed self-care training for first responders.

Internships

Students in all UAF counseling programs complete a three-semester-long field placement series that includes Field Practicum, Internship I, and Internship II. These training experiences are completed within agencies and K-12 schools, and they require students to work as counselors-in-training under the supervision of a licensed mental health provider or certified school counselor. During Field Practicum, students complete 100 hours of training. During Internship I and II, students complete 300 hours each semester.

Capstone Courses & Projects

Internship II is the final training experience in a student's field placement series. This course includes a capstone project requiring students to prepare a professional portfolio (resume, cover letter, personal reflection on counselor competencies, theoretical orientation paper, and an exit interview summary).

Other or None of these (explain)

Submission

Submitter & Collaborator Names

Amy Broadwater (with assistance from Val Gifford)

Submitter Email

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UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
 School of Education: Master of Education in Counseling
 Updated Fall 2024

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)	Data reporting process
MISSION STATEMENT: The UAF Counseling Program is committed to providing future counselors with transformative educational experiences grounded in active adult learning theory. We are invested in deconstructing colonialism to engage students from diverse backgrounds to claim space in the educational setting and the counseling profession. The faculty strives to develop culturally attuned counselors serving diverse populations across Alaska, nationally, and internationally. We subscribe to the scientist-practitioner-advocate model, teaching student responsiveness to the changing requirements of a dynamic, pluralistic society with new and emerging evidenced-based practices that accommodate culturally diverse worldviews. A key aim is to facilitate	Counseling students are proficient in counseling content knowledge.	Key Assignments: Students in the UAF counseling program are evaluated on key assignments in every course in the program. Key assignments are scored using CACREP standards-based rubrics that evaluate the course's essential student learning objectives. Students are scored on several CACREP-aligned rubric elements for each assignment. Possible scores are 1 = Emerging; 2 = Developing; 3 = Expectations Met; 4 = Expectations Exceeded. Comprehensive Exam Students in the UAF counseling program take a computer-based, multiple choice exam on the 8 core content areas identified by the accrediting body CACREP - Council for the Accreditation of Counseling and Related Educational Programs.	Instructors complete the key assignment rubrics in the UAF SOE data collection tool, LiveText, when grading the key assignments each semester. Data from completed key assignment rubrics are aggregated into a single score to show overall student achievement on each key assignment. Support staff produces this data report each summer for classes held in the preceding summer, fall, and spring semesters. Scoring procedure - Our exam is a national exam called the Counselor Preparation Comprehensive Exam. This exam is given and proctored by the Center for Credentialing and Education. It is a shorter version of the National Counselor Exam for licensure. The scores, along with the national scores, are sent to faculty, who review and norm the scores against national norms. The	Data is reviewed by the faculty at the annual data review meeting in October. Changes to program curriculum, course materials, or instruction is based on the data.

bi-directional learning opportunities to enhance student self-awareness, insight, empathy, compassion, curiosity, understanding, and commitment. We provide high quality counselor preparation grounded in current research, program evaluation, and improvement. GOAL STATEMENT: 1. The UAF counseling program will admit high quality, diverse candidates from rural and urban areas of Alaska. 2. Students will acquire foundational knowledge of the field of counseling, human development, counseling theories, professional ethics, career development, assessment and testing, multicultural counseling, research and program evaluation, counseling interventions, and group counseling. 3. Students will develop counseling skills and refine professional characteristics through coursework and practical experience in the field of counseling. 4. Students will acquire knowledge, develop skills, and refine professional characteristics, through coursework and practical experience			counseling faculty review the scores tabulated by the computer based exam in each of the 8 core content areas as well as the total score. The national mean score for each section minus the national standard deviation is used as the passing range for each section and the total score national means minus the total score national standard deviation is used to determine the passing range for the overall exam. These scores are reviewed and finalized by faculty. Performance on the Comprehensive Exam is reviewed annually by faculty.	
	Counseling students are proficient in counseling skills.	Students in the UAF Counseling program are evaluated on numerous counseling skills by their practicum instructor and their internship site supervisor during each internship semester. Students are scored on several CACREP-aligned counseling skills. Possible scores are 1 = Emerging; 2 = Developing; 3 = Expectations Met; 4 = Expectations Exceeded.	Data is collected on evaluation forms submitted through the intern management system, Supervision Assist and scores are transferred into LiveText for reporting purposes. Individual skill data from completed key evaluations are aggregated into a single score to show overall student achievement on each skill. Support staff produces this data report each summer for practicum and internship classes held in the preceding summer, fall, and spring semesters.	Data is reviewed by the faculty at the annual data review meeting in October. Changes to program curriculum, course materials, or instruction is based on the data.
	Counseling students possess professional counselor dispositions.	Dispositions: Students in the UAF counseling program are evaluated on professional characteristics	The PCFF is completed in LiveText by the course instructor after the following classes: COUN 615	Data is reviewed by the faculty at the annual data review meeting in October.

related to their selected degree concentration: a. School Counseling b. Clinical Mental Health Counseling 5. Students will be consumers of research to support their learning and future professional practice. 6. Program graduates will be well prepared to begin work as professional Clinical Mental Health or School Counselors. 7. Employers will hire program graduates and recognize their high-quality preparation for the work environment.		using the Professional Characteristics Feedback Form (PCFF). Students are scored on several CACREP-aligned professional characteristic statements. Possible scores are 1 = Emerging; 2 = Developing; 3 = Expectations Met; 4 = Expectations Exceeded.	Foundations & COUN 657 Ethics (end of 1st semester); COUN 617P Pre-Practicum & COUN 660 Multicultural (end of 2nd semester). Then each student is evaluated annually after the first 4 courses above. And by the internship site supervisor in Supervision Assist during field practicum and internships. These scores are transferred to LiveText for reporting purposes. PCFF data is reported in 4 categories, Professional: Responsibility, Maturity, Competency, and Integrity. Scores by section are aggregated into a single score to show overall student achievement in each professional area.. Support staff produces this data report each summer for professional characteristics evaluated in the preceding summer, fall, and spring semesters.	Changes to program curriculum, course materials, or instruction is based on the data.
	Graduates are satisfied with the counseling program.	Graduate Survey The graduated student survey includes questions about curriculum, skill development, program delivery, advising, faculty, and the internship placement/supervisor.	A Google Forms Survey is sent by the program support staff each summer to graduates from the preceding summer, fall, and spring semesters.	Survey results are reviewed at the annual data review meeting in October. The surveys utilize 5-point Likert scale questions, yes/no questions, and short answer questions.
	Graduates are employed in the field of School or	Each graduate's place of employment, position, direct supervisor, and supervisor's email	Employment statistics are gathered each year for new graduates (within the first year after the student	

	Clinical Mental Health Counseling.	address is recorded in a shared department-wide Google spreadsheet. Graduate employment is categorized by type of position and location: in field of degree/in state; in field of degree/out of state, not in field of degree/in state, not in field of degree/out of state; seeking further education/in state; seeking further education/out of state; not working or seeking further education by choice (e.g. for family or other reasons).	graduates) through – communication with graduates (email and questionnaires), LinkedIn, Facebook, and communication with employers around the state.	
	Employers are satisfied with graduates' preparation for the workplace.	Employer Survey	A Google Forms Survey is sent by the employers early each fall to graduates from the preceding summer, fall, and spring semesters.	Survey results are reviewed at the annual data review meeting in October. The surveys utilize 5-point Likert scale questions, yes/no questions, and short answer questions. The employer survey includes questions about preparedness of new hire, professional dispositions of new hire, and skills or knowledge development the employer would like to see improved or emphasized in the program.

Sample Schedule for Student First Year Fall

Monday	Tuesday	Wednesday	Thursday
		COUN 615 Foundations 4:10 - 7:10 PM 12 weeks alternating 08/26 - 11/17 8/28 9/11 9/25 10/09 10/23 11/06	
		COUN 647 Professional Ethics 4:10 - 7:10 12 weeks alternating 09/01 - 11/24 09/04 09/18 10/02 10/16 10/30 11/13	

Spring

Monday	Tuesday	Wednesday	Thursday
	COUN 617P Helping Skills 4:10 - 7:10 PM 15 weeks Synchronous	COUN 660 Multicultural Counseling 4:10 - 7:10 PM 12 weeks alternating 08/26 - 11/17 8/28 9/11 9/25 10/09 10/23 11/06	

Sample Full Time School Counseling

Fall	Spring	Summer
2024	2025	2025
615 Foundations 647 Ethics 628 Child/Adolescent	617P Skills 660 MC Counseling 630 Appraisal	601 Research 623 Theories
2025	2026	2026
646 School Counseling 649 Child Psychopathology 627 Dev. Interventions	635 Field Practicum 648 Advanced School 651 Addictions	632 Career 674 Group Counseling
2026	2027	2027
636 Internship I 666 Family and Couples Comprehensive exam	686 Internship II Elective	
2027	2028	2028
687 Internship III - if seeking K-12 certification		

Mid-Cycle Review Committee

The Mid-Cycle Review committee plays a crucial role in supporting each program as they prepare for their Full Review. Our goal is to help programs feel recognized and supported throughout this process. To guide your feedback, we've included strength-based feedback tags; please select all that apply to this program.

Overall Recommendations (tags)

Address Equity Gap	x	Consider Curricular Revisions	
Develop Online Offerings/Options		Improve Time to Degree	
Increase Enrollment		Increase Graduates	
Increase retention/persistence		Strengthen Advising Practices	
May be asked to share Effective Practices		Recommendation to University-Wide Committee	

Explanation of Overall Recommendations (narrative)

See Student Success and Equity Feedback below for additional details.

Student Learning Outcomes Feedback (tags)

Strong		Developing	
Requires Minor Revision		Requires Major Revision	x

Student Learning Outcomes Assessment Feedback (tags)

Strong Alignment with SLOA Plan	x	Clear, Concise Presentation of Findings	
Compelling Learning Story		Missing a Direct Measure	
Missing Active Verbs		Missing Curricular Connection	
Missing Collaboration within Department			

Student Learning Outcomes Assessment Feedback (narrative)

For the response to recommendations, would like to see more depth to the appointment of the advisory committee, timing of formation, and actions.

With the exception of the School Counselor Certification – Post-MA Certification (GLP), Local Knowledge Educator – Certificate, Elementary Education – ME, and Counseling – ME, the other programs largely had the same SLOs (6 for UG programs, 7 for graduate and PB programs). Note that the School Counselor Certification – Post-MA Certification (GLP) and Counseling – ME programs have the same SLOs as well. Need to have some distinction in SLOs among programs (cannot be identical).

This report shows strong alignment between the SLOA plan, the results, and the analysis done by the program. Provided 6 SLOs, each of which have a clear and well-defined set of criteria and procedures for assessment, implementation plan (that includes when the SLO must be completed and assessed [including how will be assessed] in the program), and the data reporting process. SLO #s1-3 are ok, although they could be more clearly articulated/defined, i.e., a more well-defined statement (e.g., what counseling content knowledge must students attain?). SLO #s4-6 are not SLOs and should be replaced; note that these are important program outcomes and play an important role for program tracking but do not meet the criteria for SLOs. Per NWCCU, academic programs should have 3-6 SLOs, so you would

meet that minimum with SLO #s1-3. However, could add up to 3 SLOs if there are other program areas to assess.

Reference attached reports for the SLOA findings but should distill down and incorporate the relevant components. Provided an in-depth overview of the curricular changes (well documented); would be stronger if could identify the potential and/or realized outcomes of these curricular changes. These points are important from the standpoint of closing the loop and continuous improvement.

What assistance can the Accreditation Office provide to assist with SLOA revisions?

Student Success & Equity Feedback (narrative)

The discussion highlighted equity gaps, but the conversation did not connect these gaps to the specific data identified in the chart. Understanding why decreases have occurred and identifying possible solutions is crucial for addressing these gaps and improving student outcomes.

There is potential confusion based on the reported data. Could the program clarify the rate data more effectively? For example, in the data table for pass rates, it is indicated that there was a decrease yet the number in the cell was 93.4%. That appears to be a significant reduction in pass rates. In looking at the data, pass rates did decrease; not by 93.4%, but to 93.4%, down from 97.6%. This is a 4.2% decrease (not a 93.4% decline). Please review the data to provide clearer findings. As an example, the program could say “Pass rates declined from 97.6% to 93.4%”, rather than just noting a decrease. Alternatively, the percentage decrease (e.g., a 4.2% decrease) could be reported. This added context would help ensure that reviewers do not mistakenly interpret the decline as over 90%.

If the data points do not fully capture the program's nuances, consider what additional metrics might be necessary for a comprehensive understanding. What assistance can the Accreditation Office provide to better address this need?

While actual percentages are not required, tracking equity gaps is crucial for setting attainable goals and promoting inclusivity.

High-Impact Practices Feedback (narrative)

Capstone Courses & Projects X
Research (Graduate Level) X
Collaborative Assignments & Projects X
Writing-Intensive Courses X
Diversity/Global Learning X
Publications
ePortfolios X
Communications
First-Year Seminars & Experiences Publications
Internships X
Scholarly Activities
Service or Community-based Learning X

The HIP review was thorough and detailed with each narrative section. The program provided good backup information to showcase how they checked the boxes in the list.

Collaborative assignments and projects are noted to be very engaging, often with an emphasis in peer review and collaboration. Multiculturalism is an area of strength. Multicultural Counseling is a course focusing on multicultural identity development (paper) paper in which they write a personal synthesis of their identity development. Each student takes their synthesis and the author's part 2 of the paper in which they write to members of the counseling field on how to best provide counseling services to members of the student's identified cultural groups. Part 2 of this paper is set up to read like a book chapter in a multicultural counseling textbook. Students serve as peer reviewers on these student-authored book chapters.

Significant focus on writing in writing-intensive courses, including a 15-20 page paper. Professional clinical focus on counseling services provided.

Internships: Field Practicum (100 hrs); Internship I; Internship II (both internships are 300 hrs ea). Capstone is during the final internship (Internship II) and includes a professional portfolio (resume, cover letter, personal reflection on counselor competencies, theoretical orientation paper, and an exit interview summary).

A suggestion would be to provide specific examples for each HIP to give depth to the descriptions provided. This would demonstrate the types of experiential activities in which students are engaged in during their program of study.