

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
 School of Education: *Master of Education in Counseling*
 Updated Spring 2021

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 - The 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 mean score for each section minus the standard deviation is used as the passing range for each section and the total score means minus the total score standard deviation is used to determine the passing range for 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			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 are 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 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.	The PCFF is completed in LiveText by the course instructor in the following classes: COUN 615 Foundations; COUN 623 Theories; COUN 617P Pre-Practicum; COUN 634P Practicum; COUN 674 Group Counseling. 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,	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.

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.			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.	
	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 Clinical Mental Health Counseling.	Each graduate's place of employment, position, direct supervisor, and supervisor's email 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).	Employment statistics are gathered each year for new graduates (within the first year after the student 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.
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