

CACREP Vital Statistics and Program Evaluation Report AY 2024-25



UAF photo by Leif Van Cise

Submitted by Dr. Amy Broadwater, Department Chair

Demographics

Demographic information about applicants, current students, and graduates.

APPLICANTS

AY 2024-25

Total number of applicants: 41

Admitted/Enrolled: 26

Denied: 8

Withdrew After Admission: 4

Withdrew Before Admission: 3

Distance Students		100%
On Campus Students		NA
Urban		34
Rural		7
Female		35
Male		6
Age 22 - 29		10
Age 30 - 39		10
Age 40 - 49		14
Age 50 - 59		4
Age 60 - 69		3
Full Time		NA
Part Time		NA
School Counseling		6
CMH		27
Dual Program		5
Undeclared		3

IO	American Indian	1M
AN	Alaska Native	1 F
AN, Multi	Alaska Native, Multi-Race	1 F
Asian	Asian	1 F

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

BL	Black or African American	2 M
Multi	Multi-Race	2 F
WH	White	30 F; 3 M

CURRENT STUDENTS

AY 2024-25

Total number of active students: 80

Distance Students	100%
On Campus Students	NA
Urban	61
Rural	19
Female	69
Male	11
Age 22 - 29	22
Age 30 - 39	30
Age 40 - 49	17
Age 50 - 59	8
Age 60 - 69	3
Full Time	23
Part Time	57
School Counseling	23
CMH	50
Dual Program	7
Note – Students in the dual program are counted in the school <i>and</i> CMH sections of the online CACREP Vital Statistics Survey.	

AK, AN, WH	Tlingit, Alaska Native - Other, White	1 F
AL, AM, AQ, WH	Alutiiq/Sugpiaq, Tsimshian, Inupiaq, White	1 F
AL, WH	Alutiiq/Sugpiaq, White	1 F

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AQ	Inupiaq	1 F
AQ,AY,WH	Inupiaq,Yup'ik,White	1 F
AQ,WH	Inupiaq,White	1 M
BL	Black or African American	1 M
BL,WH	Black or African American,White	1 F
II	International Indigenous	1 F
II,WH	International Indigenous,White	1 M
IN,WH	American Indian,White	1 F
IO	Indigenous - Other	1 M
OT	Other	1 F
OT, HI	Other, Hispanic	1 F
SC	Chinese	1 F
SO	Asian-Other	2 F
SS	Samoan	1 F
UN - HI	Unk, Hispanic	2 F
WH	White	52F, 7M
WH -HI	White, Hispanic	1 F

GRADUATES

AY 2024-25

Total number of graduates: 12

Distance Students	100%
On Campus Students	NA
Urban	11
Rural	1
Female	11
Male	1
Age 22 - 29	4
Age 30 - 39	4
Age 40 - 49	1
Age 50 - 59	2
Age 60 - 69	1
Full Time	0

Part Time	12
School Counseling	4
CMH	8
Dual Program	0

AQ, WH	Inupiaq, White	M 1
HI, WH	Hispanic, White	F 1
WH	White	F 10

Summary of findings: Thirty three of the program's applicants identified as White and eight applicants identified as non-White or multi-racial candidates. Only seven of the candidates identified as being from rural areas compared to 34 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 62% of students enrolled in the Clinical Mental Health track. Another 9% of students are enrolled in the Dual track (both Clinical Mental Health and School Counseling). Twenty-three percent of matriculated students are from rural areas compared to 77% 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 2023-24 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 2024-25 - Total 12

Program	Summer 2024	Fall 2024	Spring 2025	Total
MED Clinical Mental Health Counseling	3	5	0	8
MED School Counseling	1	1	2	4
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 (60 credits) Expected Completion Time

- Full-time students = nine 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 = ten semesters.

M. Ed. in Dual Concentration (75-78 credits) Expected Completion Time

- Full-time students = nine semesters. (+1 for k-12)
- Part-time students = twelve semesters (+1 for k-12)

Completion Rates AY 2024-25

Program	Full-Time Student Completion Rate	Part-Time Student Completion Rate
MED CMH Counseling	NA	63 % (5 of 8 graduates)
MED School Counseling	NA	25 % (1 of 4 graduates)
MED Dual Concentration	NA	NA

Credentialing Examination Pass Rates for Graduates AY 2024-25

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 2024-25

Summary of findings: The majority of students took longer to complete the program than anticipated. The program graduated more students in the clinical mental health track (8) than in the school track (4). This is opposite from the prior year when 4 students graduated in mental health and 5 in school. All students passed the comprehensive exam.

Highlights of findings: Students were adequately prepared for the comprehensive exam. Several students opted to take the additional course offerings that moved the school track requirement from 48 to 60 credits to align with the updated CACREP standards which impacted the length of time required to complete the program.

Update on 2023-24 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. Several students in this cohort experienced non-normative events that resulted in taking a leave of absence from the program. Faculty advisors continued communication with students to ensure a smooth transition back to the program and helped adjust their degree plans upon return to facilitate 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 continue to inform students regarding the leave of absence policy when nonnormative events arise and assist in the pathway to graduation.

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 2024-25

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

The UAF counseling program will admit high quality, diverse candidates from rural and urban areas of Alaska.			
Application piece	Criteria for meeting expectations	Number of applicants	Mean Score
GPA*	3.0 or higher	41	3.07
Resume*	Shows education, work or volunteer experience in counseling or a related field	41	3.00
Letters of Reference*	Positively describes applicant's knowledge, skills, or dispositions related to being a future helping professional	41	3.03
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	41	3.09
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.	34	2.75

*Rating scale 1 – 4

**Rating scale 1 – 5

*****Breakdown of statement sections**

Motivation	3.12
Characteristics	3.03
Education	2.92
Experience	2.87
Intent	3.24

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 (2.75). Candidates scored between 3.00 and 3.09 on the other four areas of the application process. The applicants' mean GPA score was 3.07, which is above the 3.0 cutoff score.

Highlights of findings: Applicants struggled most with the interview portion of the application process, and the group's average GPA was above the required minimum of 3.0.

Update on 2023-24 recommendations: The program faculty continued to provide information sessions to applicants applying for admission to the program. The sessions covered important topics, including information

about what to expect as a student advances through the various transition points of the program. Additionally, the information session continued to offer guidance on how to submit a competitive application.

Recommendations: The faculty will continue to hold a series of informational meetings for prospective students. Students will receive information about the program and have the opportunity to ask questions. Additionally, faculty will specifically reach out to Alaskan school districts, offering information sessions to educators or community members who might be interested in pursuing a degree in school counseling.

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 2024-25

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	23	3.72
Human Development	COUN 628 Child and Adolescent Development	Personal Development Paper	19	3.70
	COUN 638 Adult Development	Adult Development Case Study	15	3.82
Counseling theories	COUN 623 Counseling Theories and Applications	Theoretical Orientation Paper	22	3.77
Professional ethics	COUN 647 Professional Ethics	Ethics Final Paper	20	3.68
Career Development	COUN 632 Career Development	Career Development Theory Paper	12	3.81
Assessment and Testing	COUN 630 Appraisal	Assessment Instrument Comparison Paper	17	3.27
Multicultural Counseling	COUN 660 Multicultural Counseling	Personal Perspective Paper	14	3.68

Counseling interventions	COUN 627 Developmental Interventions	Intervention Paper and Presentation	19	3.84
	COUN 629 Counseling Interventions for Adults	Case study - Intervention/Treatment Plan	14	3.92
Group counseling	COUN 674 Group Counseling	Group Paper	15	3.52

*Rating scale 1 – 4

1 - Emerging

2 - Developing

3 - Expectations Met

4 - Expectations Exceeded

Summary of findings: Overall, students appear to meet or exceed most expectations associated with their knowledge base. Appraisal and Group Counseling are rated the lowest (meeting expectations) content areas with Counseling Interventions and Developmental Interventions 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 2023-24 recommendations: Courses continue to be 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 2024-25

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	17	4.00	17	3.12	17	3.15	17	3.21	17	2.98

[illegible]

*COUN 634P was not taught during the semesters of this report

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	17	3.24	17	2.91	7	3.00	10	2.45
COUN 636	10	3.55	10	3.45	5	3.27	5	3.47
COUN 686	11	3.61	11	3.58	3	3.56	8	3.52
COUN 687	2	4.00	2	3.92	2	3.68	NA	NA

*Rating scale 1 – 4

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

Dispositions – Professional Characteristic Feedback AY 2024-25

Overall averages

The Student....

[illegible]

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

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

2024-25	First year students - end of Sem. 1							All students - end of Academic Year						
The student...	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	22	1.96	21	1	0	0	0	63	2.00	63	0	0	0	0
demonstrates legal and ethical behaviors and considerations	22	2.00	22	0	0	0	0	63	2.00	63	0	0	0	0
is dependable in meeting professional obligations	22	1.82	18	4	0	0	0	63	1.95	60	3	0	0	0
is responsive to feedback given by faculty, staff, supervisors, course instructors, and peers	22	1.96	21	1	0	0	0	63	2.00	63	0	0	0	0
displays awareness and competence regarding issues of diversity	22	2.00	22	0	0	0	0	63	2.00	63	0	0	0	0
responds to conflict in a professional manner	22	2.00	22	0	0	0	0	63	1.84	58	0	0	0	0
demonstrates personal and professional responsibility	22	1.86	19	3	0	0	0	63	1.98	62	1	0	0	0
expresses personal feelings effectively and appropriately	22	2.00	22	0	0	0	0	63	2.00	63	0	0	0	0
demonstrates openness to new ideas	22	2.00	22	0	0	0	0	63	2.00	63	0	0	0	0
demonstrates awareness of their impact on others	22	1.82	18	4	0	0	0	63	1.97	61	2	0	0	0
demonstrates responsive and cooperative behaviors	22	1.96	21	1	0	0	0	63	2.00	63	0	0	0	0

Averages and frequency for:

Practicum Courses

2024-25	COUN 617P Pre-Practicum							COUN 634P Practicum							COUN 635 Field Practicum						
The student...	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	17	2.00	17	0	0	0	0	NA	NA	NA	NA	NA	NA	NA	17	2.00	17	0	0	0	0
demonstrates legal and ethical behaviors and considerations	17	2.00	17	0	0	0	0	NA	NA	NA	NA	NA	NA	NA	17	2.00	17	0	0	0	0
is dependable in meeting professional obligations	17	2.00	17	0	0	0	0	NA	NA	NA	NA	NA	NA	NA	17	1.94	16	1	0	0	0
is responsive to feedback given by faculty, staff, supervisors, course instructors, and peers	17	2.00	17	0	0	0	0	NA	NA	NA	NA	NA	NA	NA	17	2.00	17	0	0	0	0
displays awareness and competence regarding issues of diversity	17	2.00	17	0	0	0	0	NA	NA	NA	NA	NA	NA	NA	17	2.00	17	0	0	0	0
responds to conflict in a professional manner	17	2.00	17	0	0	0	0	NA	NA	NA	NA	NA	NA	NA	17	1.94	16	1	0	0	0
demonstrates personal and professional responsibility	17	2.00	17	0	0	0	0	NA	NA	NA	NA	NA	NA	NA	17	2.00	17	0	0	0	0
expresses personal feelings effectively and appropriately	17	2.00	17	0	0	0	0	NA	NA	NA	NA	NA	NA	NA	17	2.00	17	0	0	0	0
demonstrates openness to new ideas	17	2.00	17	0	0	0	0	NA	NA	NA	NA	NA	NA	NA	17	2.00	17	0	0	0	0
demonstrates awareness of their impact on others	17	2.00	17	0	0	0	0	NA	NA	NA	NA	NA	NA	NA	17	2.00	17	0	0	0	0
demonstrates responsive and cooperative behaviors	17	2.00	17	0	0	0	0	NA	NA	NA	NA	NA	NA	NA	17	2.00	17	0	0	0	0

Averages and frequency for: Internship Courses

2024-25	COUN 636 Internship I							COUN 686 Internship II							COUN 687 Internship III						
The student...	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	10	2.00	10	0	0	0	0	11	2.00	11	0	0	0	0	2	2.00	2	0	0	0	0

manner																					
demonstrates legal and ethical behaviors and considerations	10	2.00	10	0	0	0	0	11	2.00	11	0	0	0	0	2	2.00	2	0	0	0	0
is dependable in meeting professional obligations	10	1.90	9	1	0	0	0	11	2.00	11	0	0	0	0	2	2.00	2	0	0	0	0
is responsive to feedback given by faculty, staff, supervisors, course instructors, and peers	10	2.00	10	0	0	0	0	11	2.00	11	0	0	0	0	2	2.00	2	0	0	0	0
displays awareness and competence regarding issues of diversity	10	2.00	10	0	0	0	0	11	2.00	11	0	0	0	0	2	2.00	2	0	0	0	0
responds to conflict in a professional manner	10	2.00	10	0	0	0	0	11	2.00	11	0	0	0	0	2	2.00	2	0	0	0	0
demonstrates personal and professional responsibility	10	2.00	10	0	0	0	0	11	2.00	11	0	0	0	0	2	2.00	2	0	0	0	0
expresses personal feelings effectively and appropriately	10	2.00	10	0	0	0	0	11	2.00	11	0	0	0	0	2	2.00	2	0	0	0	0
demonstrates openness to new ideas	10	2.00	10	0	0	0	0	11	2.00	11	0	0	0	0	2	2.00	2	0	0	0	0
demonstrates awareness of their impact on others	10	2.00	10	0	0	0	0	11	2.00	11	0	0	0	0	2	2.00	2	0	0	0	0
demonstrates responsive and cooperative behaviors	10	2.00	10	0	0	0	0	11	2.00	11	0	0	0	0	2	2.00	2	0	0	0	0

Summary of findings:

Skills: Students tended to score lowest on their counseling skills during Field Practicum (635) in comparison to Pre-Practicum (617P). Pre-Practicum (617P) provided an opportunity for skills application with their peers in practice, where Field Practicum (635) applied skills with clients. This finding makes sense because students are being introduced to counseling skills and helping relationships in these courses, and there is a significant difference between peer practice and real-world application demonstration. During the Field Practicum, students are placed at their field placement sites for internship, and steady improvement is noted between Pre-practicum or Practicum and Internship II. Scores continued to improve for those students completing the more advanced internship course, with the most significant growth shown between Field Practicum (635) and Internship 1 (636).

Dispositions: Students in the advanced internship courses demonstrated that dispositional competency was 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 relating to peers, professors, and others in an appropriate professional manner, being dependable in meeting professional obligations, being responsive to feedback, demonstrating personal and professional responsibility, demonstrating awareness of their impact on others, and demonstrating responsiveness and cooperative behaviors. Specific dispositions where more experienced

students scored lower than advanced students include responding to conflict professionally and being dependable in meeting professional obligations.

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 2023-24 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 2024-25

Students will acquire knowledge, develop skills, and refine professional characteristics in the clinical mental health counseling degree concentration.				
Content area	Class	Assignment	Number of students	Mean score
CMH	COUN 650 Multicultural Psychopathology	Final Paper/Case Study	15	3.87
CMH	COUN 651 Counseling for Addictions	Conceptualization and Treatment Paper	8	3.85
CMH	COUN 666 Family and Couples Counseling	Cultural Family Assessment	20	3.93

*Rating scale 1 – 4

1 - Emerging

2 - Developing

3 - Expectations Met

4 - Expectations Exceeded

School Counseling

Key Assignment Rubric Mean Scores for AY 2024-25

Students will acquire knowledge, develop skills, and refine professional characteristics in the school counseling degree concentration.				
Content area	Class	Assignment	Number of students	Mean score
SCHOOL	COUN 646 School Counseling	Comprehensive School Counseling Plan	8	3.73

*Rating scale 1 – 4

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

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 2023-24 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 2024-25

Students will be consumers of research to support their learning and future professional practice.				
Content area	Class	Assignment	Number of students	Mean score
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	19	3.95

	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

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 rated 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: Almost all students who were introduced to the process of developing a research prospectus during COUN 601 were rated as exceeding expectations in the areas of research design and scholarly writing. No students elected to complete a master’s project or thesis.

Update on 2023-24 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 with guidance and support.

Objective 6 - Employment

Program graduates will be well prepared to begin work as professional Clinical Mental Health or School Counselors.

Employment 2024-25 Graduates

Total Number of CMH Graduates: 8

Employment CMHC Graduates	Number	Percent
Employed in field, in state	5	62.5%
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%
Pursuing PhD	1	12.5%
Unknown	0	0%

Not employed, looking for work	2	25%
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Total Number of School Counseling Graduates: 4

Employment School Graduates	Number	Percent
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 Dual Track Graduates:

Employment Dual Track - School and CMH Graduates	Number	Percent
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%

Summary of findings: The majority of the department's clinical mental health graduates (62.5%) are working in the field in the state of Alaska. One graduate is pursuing a Ph.D., and two others are currently not employed. All of the school counseling graduates are employed in the field in the state of Alaska.

Highlights of findings: The majority of the department's graduates are employed in the field of counseling in Alaska, with 100% of the school counseling graduates working in the field in Alaska.

Update on 2023-24 recommendations: Department faculty and the graduate student advisor continued to share employment opportunities with students and new graduates of the program.

Recommendations: As department faculty and staff are made aware of open positions in Alaska, they will share this information with interns and recent graduates. The newly established counseling club will include current job openings in its quarterly newsletter.

Key Performance Indicators

Key Performance Indicators utilize a sampling of the collected student assessment to show how CACREP core and specialty standards are met.

Core Area: Professional orientation and ethical practice			
KPI: 2.f.1.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			
		# of students	Mean score* or Pass rate
Assessment 1	COUN 615: Personal Motivations and Aspirations Paper	23	3.44
Assessment 2	<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"> relates to peers, professors, and others in an appropriate professional manner demonstrates legal and ethical behaviors and considerations is dependable in meeting professional obligations demonstrates personal and professional responsibility demonstrates responsive and cooperative behaviors 	58	1.97 1.97 1.93 1.97 1.97 ** (out of 2)
Assessment 3	Standardized Comprehensive Exam	9	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

Core Area: Social and Cultural Diversity			
KPI: 2.f.2.c multicultural counseling competencies			
		# of students	Mean score* or Pass rate
Assessment 1	COUN 660 Personal Perspectives Paper	14	4.00

Assessment 2	COUN 647 Final Ethics Paper	20	3.90
Assessment 3	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"> • displays awareness and competence regarding issues of diversity 	58	1.97** (out of 2)
Assessment 4	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.	40	3.48
Assessment 5	Standardized Comprehensive Exam	9	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

Core Area: Human Growth and Development			
KPI: 2.f.3.a theories of individual and family development across the lifespan			
		# of students	Mean score* or Pass rate
Assessment 1	COUN 666 Cultural Family Assessment Paper	20	3.90
Assessment 2	COUN 628 Personal Development Paper	19	3.70
Assessment 3	COUN 638 Case Study Final Paper	16	3.88
Assessment 4	Standardized Comprehensive Exam	9	100%

*Rating scale 1 – 4

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

Core Area: Career Development
KPI: 2.f.4.d approaches for assessing the conditions of the work environment on clients' life experiences
KPI: 2.f.4.f strategies for career development program planning, organization, implementation, administration, and evaluation

			Mean score* or Pass rate	
		# of students	2.f.4.d	2.f.4.f
Assessment 1	COUN 632 Final Paper on Career Development Theory	12	3.79	3.75
Assessment 2	COUN 638 Case Study Final Paper	15	3.82	NA
Assessment 3	COUN 646 Comprehensive School Counseling Program	8	NA	3.63
Assessment 4	Standardized Comprehensive Exam	9	89%	

*Rating scale 1 – 4

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

Core Area: Helping Relationships			
KPI: 2.f.5.a theories and models of counseling			
		# of students	Mean score* or Pass rate
Assessment 1	COUN 623 Theoretical Orientation Paper	22	3.77
Assessment 2	COUN 666 Cultural Family Assessment Paper	20	4.00
Assessment 4	Site Supervisor's Evaluation in Internship (skill)	40	3.36
Assessment 5	Standardized Comprehensive Exam	9	100%

*Rating scale 1 – 4

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

Core Area: Group Work			
KPI: 2.f.6.b dynamics associated with group process and development			
		# of students	Mean score* or Pass rate
Assessment 1	COUN 674 Group Paper	15	3.47
Assessment 2	Standardized Comprehensive Exam	9	100%

*Rating scale 1 – 4

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

Core Area: Assessment and Testing			
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
Assessment 1	COUN 630 Measurement Paper	17	3.27
Assessment 2	COUN 647 Final Ethics Paper	20	3.90
Assessment 3	COUN 632 Final Paper on Career Development Theory	12	3.88
Assessment 4	Standardized Comprehensive Exam	9	89%

*Rating scale 1 – 4

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

Core Area: Research and Program Evaluation			
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
Assessment 1	COUN 601 Student Research Prospectus	19	3.95
Assessment 2	COUN 698/699 Literature Review as part of final project/thesis	NA	NA
Assessment 3	COUN 629 Case Study Final Paper	14	3.93
Assessment 4	Standardized Comprehensive Exam	9	100%

*Rating scale 1 – 4

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

Core Area: Clinical Mental Health Counseling Specialty
KPI: CMHC 5.C.2.j cultural factors relevant to clinical mental health counseling

		# of students	Mean score*
Assessment 1	COUN 623 Theoretical Orientation Paper	14	3.83
Assessment 2	COUN 647 Professional Ethics Paper	17	3.88
Assessment 3	COUN 650 Case Study Final Paper	15	3.92
Assessment 4	<p>The Professional Characteristics Feedback Form measures candidate dispositions. The following characteristics are used to assess competence in standard CMHC 5.C.2.j.</p> <ul style="list-style-type: none"> • demonstrates legal and ethical behaviors and considerations • demonstrates awareness of their impact on others 	36	1.94 1.94 (out of 2)
Assessment 5	<p>Site Supervisor's Evaluation in Internship (skill)</p> <p>The site supervisor's evaluation is completed in all internships; students may be evaluated more than one time during the academic year.</p>	17	3.50

*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

Core Area: School Counseling Specialty			
KPI: SC 5.G.1.e assessments specific to P-12 education			
		# of students	Mean score*
Assessment 1	COUN 646 Comprehensive Counseling Program	8	3.50
Assessment 2	COUN 632 Final Paper on Career Development Theory	3	4.00
Assessment 3	COUN 630 Measurement Paper	7	3.29

*Rating scale 1 – 4

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 Measurement 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) Final Ethics Paper in the core areas of Social and Cultural Diversity and Assessment and Testing 3) Cultural Family Assessment Paper in the core area of Human Growth and Development and Helping Relationships, 4)

Student Research Prospectus in the core area of Research and Program Evaluation, and 5) Case Study Final Paper in the core area Research and Program Evaluation.

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.

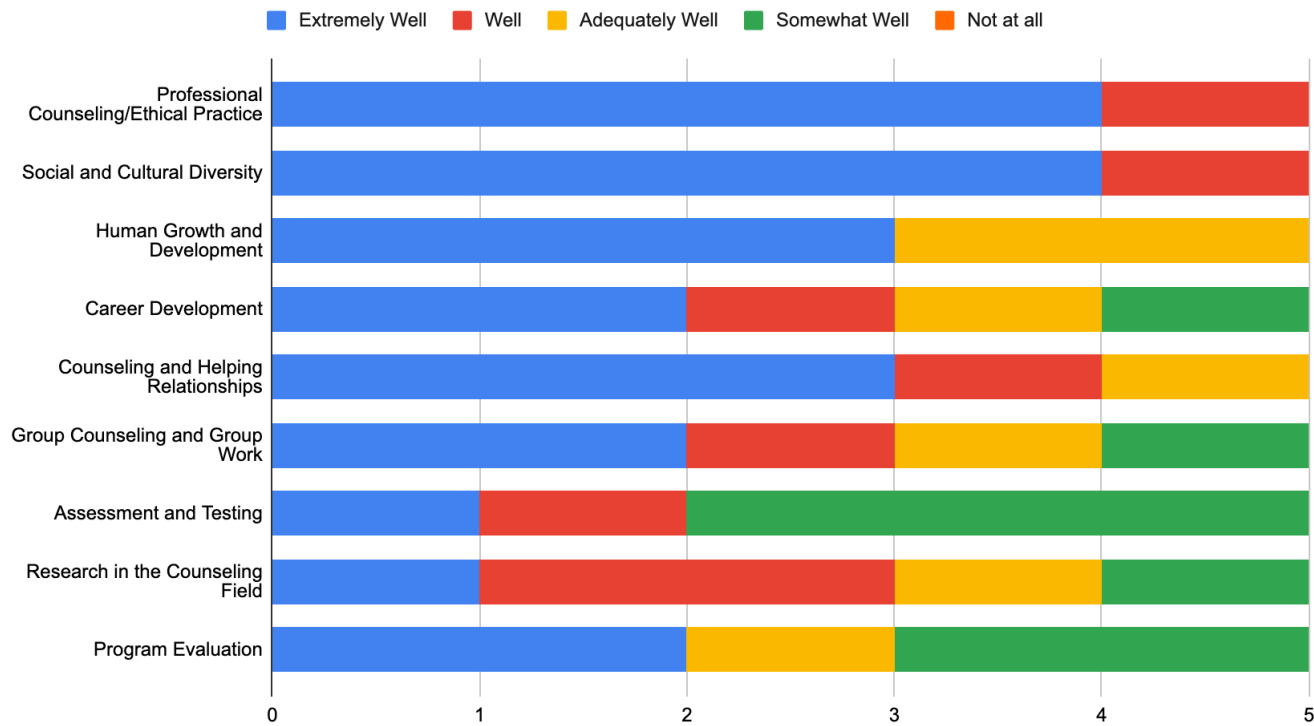
Update on 2023-24 recommendations: A systematic review of the program’s CACREP Standards matrix continues in order to align with the CACREP 2024 standards. This is ongoing.

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

Survey Data
Survey of 2024-25 Graduates
12 surveys sent - 5 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



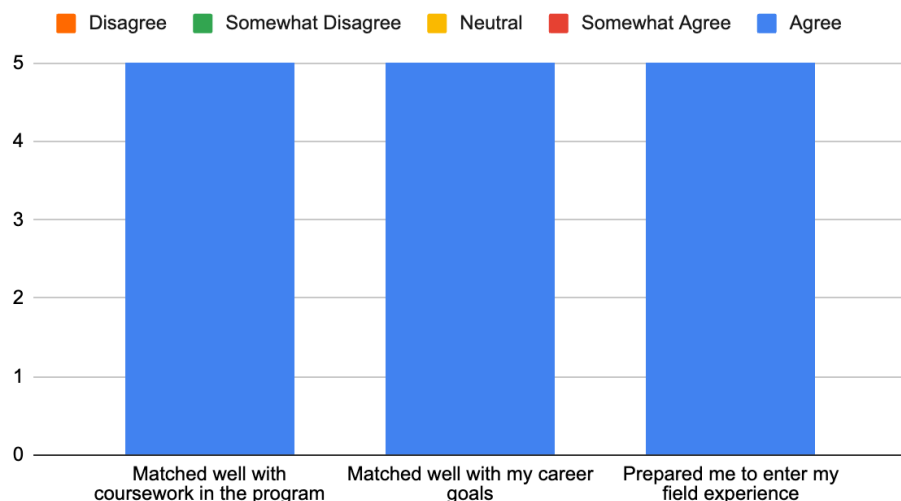
Comments:

- I feel prepared to enter the counseling practice after completing my masters program.

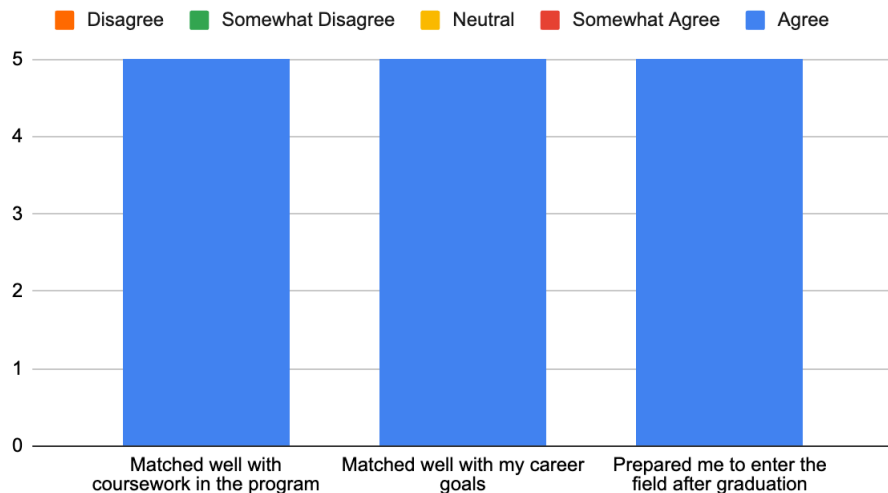
- Students in this program begin work with clients without sufficient training in technique, despite encouragement to develop theoretical orientation and counseling identity. There is zero opportunity, prior to clinicals, to learn and practice interventions.
- Overall, the counselor preparation exceeded my expectations. The research course included valuable content; however, taking it independently without class meetings made it difficult to fully process and apply the material. Additionally, many of the counseling courses included more reading than necessary, which sometimes detracted from deeper engagement with key concepts.

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

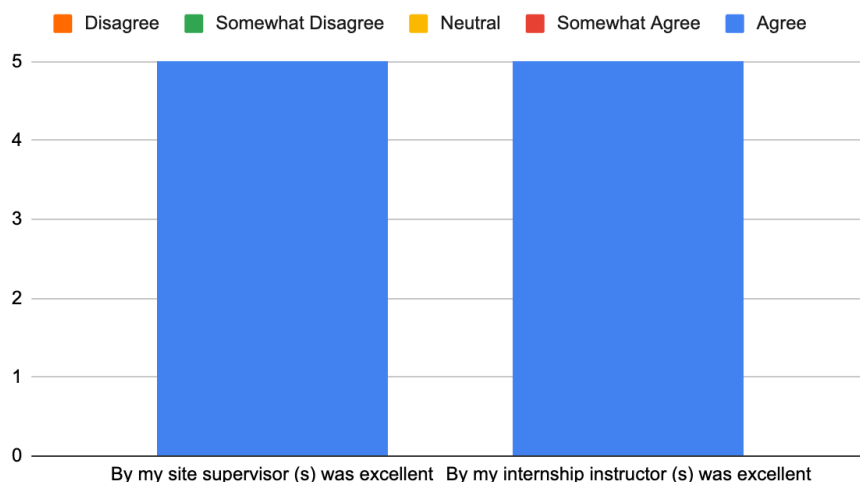
Practicum or Pre - Practicum



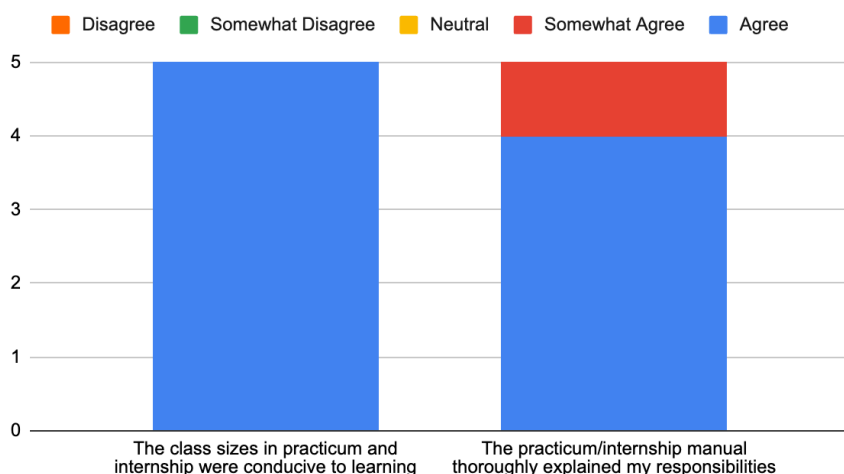
Field Placement



Quality of Supervision



Internship Class Size and Internship Manual

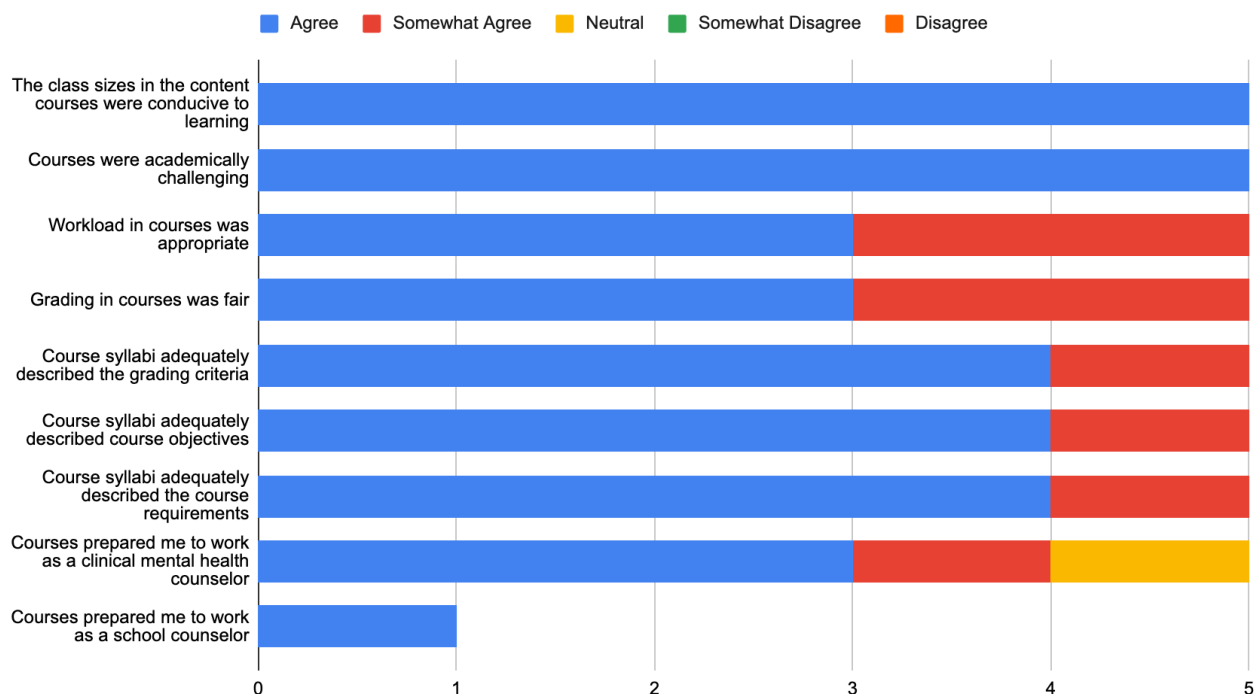


Comments:

- I feel like my placement was exactly what I needed to learn more about myself, my counseling style, and what I want to do after my masters program.
- I received excellent supervision all across practicum and internship, which prepared me for graduation and employment.
- It would be beneficial to improve the diversity of field practicum and internship placements by including both rural and urban settings. Additionally, providing equal experience in both primary and secondary settings would offer more comprehensive preparation.

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

General Coursework

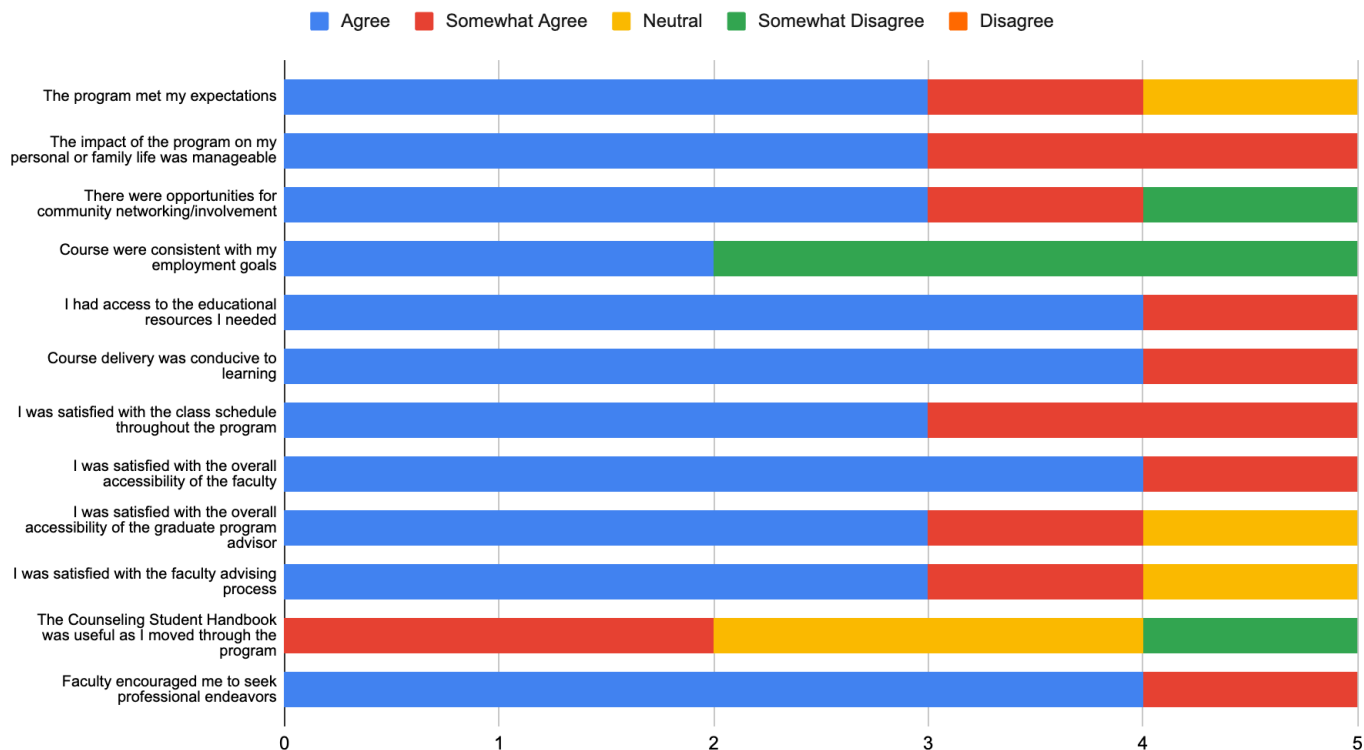


Comments

- I enjoyed the classes I took and the professors that taught the classes. I also thought the classes challenged me to look at situations from a new perspective.
- In some cases, the workload for courses exceeded what would be considered reasonable for a graduate level course. At times, courses were part-time jobs requiring 25+ hours per week to complete reading, research, and assignments. This resulted in a skill set that has proven helpful, but I would have preferred more knowledge and application in theory and technique.
- As a school counselor, I feel prepared to work in a school setting. However, some courses focused heavily on individual counseling skills and seemed more tailored to mental health clinicians, despite having both school counseling and clinical students in the same class. I believe more emphasis could have been placed on developing counseling skills specific to the school environment.

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

Overall Experience in the Program

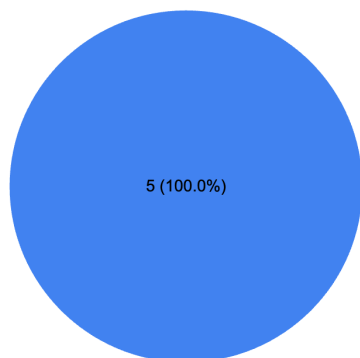


Comments

- I felt the program helped meet my needs, helped me navigate the program, and complete it in a timely manner.
- I believe this program met its objectives with regard to providing an experience that cultivates an open stance, cultural sensitivity, and a broader understanding of how systems can influence human problems.
- The online format was the next best option to in-person classes. While it worked well and provided opportunities that might not have been available otherwise for both staff and students, I still prefer in-person instruction. Ideally, in-person classes with an option for online participation when needed would be the most effective approach.

5. Overall, I was satisfied with the program.

Overall, I was satisfied with the program

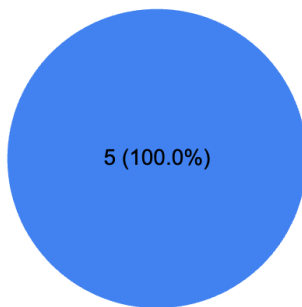


Explain your answer.

- The program gave me everything that I wanted in a graduate program.
- I benefitted from excellent instruction, supervision, and feedback.
- The program was intense and required a significant time commitment to support professional growth. For students working part-time or full-time, it was especially challenging. That said, the experience was well worth the investment of time and effort.

6. I would recommend this program to other students

I would recommend this program to other students.



Explain your answer.

- If a student wanted a well-rounded online education with opportunities outside and inside Alaska equally, I would recommend this program.
- I have, in fact, recommended this program to other students who are currently enrolled and completing the program.
- Absolutely!

Summary of findings: 5 out of 12 graduates responded to the survey. Overall, graduate data findings indicate positive reviews of the program, emphasizing that they felt they received what they needed in a graduate program and felt challenged with content and by instructors to look through new perspectives. Some respondents felt very prepared, while some felt there was not enough opportunity to develop skills in technique prior to meeting with clients in clinicals, despite the encouragement of developing their theoretical orientation and counseling identity. Concern was raised about the level of clinical emphasis in the school counseling track, and with the heavy workload of classes, requiring a significant time commitment, particularly with the amount of readings. In general, most comments indicated satisfaction with the program, faculty, course instruction, and field placements, and felt extremely supported throughout their internship experience by both their site supervisors and internship instructor.

Highlights of findings: 100% of the graduates who completed the survey would recommend the program to others and were satisfied with the program. Results to the prompt, “The Counseling Student Handbook was useful as I moved through the program,” were indicated as: *somewhat disagree* (1), *neutral* (2), and *somewhat agree* (2). Respondents felt that more preparation is needed in the core content of assessment and testing, indicating they felt they were “*somewhat well*” prepared in that content (3).

Update on 2023-24 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 2024-25 Site Supervisors

26 surveys sent –17 responses

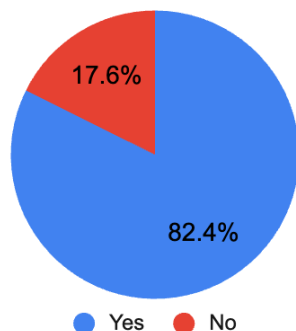
UAF Counseling Program - Site Supervisor's Evaluation of the UAF Counseling Program

1. Please indicate the practicum/internship level(s) of the counseling student(s) at your site during this academic year (Summer 2024, Fall 2024, Spring 2025). Check all that apply.

- Field Practicum - 4
- Field Practicum, Internship I - 2
- Field Practicum, Internship I, Internship II - 1
- Field Practicum, Internship I, Internship II, Internship III - 1
- Internship I - 2
- Internship I and Internship II - 3
- Internship II - 1
- Internship III - 2

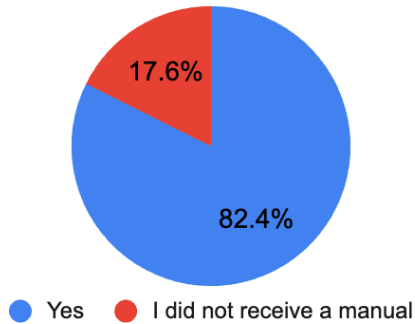
2. Did you receive a copy of the Practicum/Internship Manual (hard copy or PDF through email)?

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?

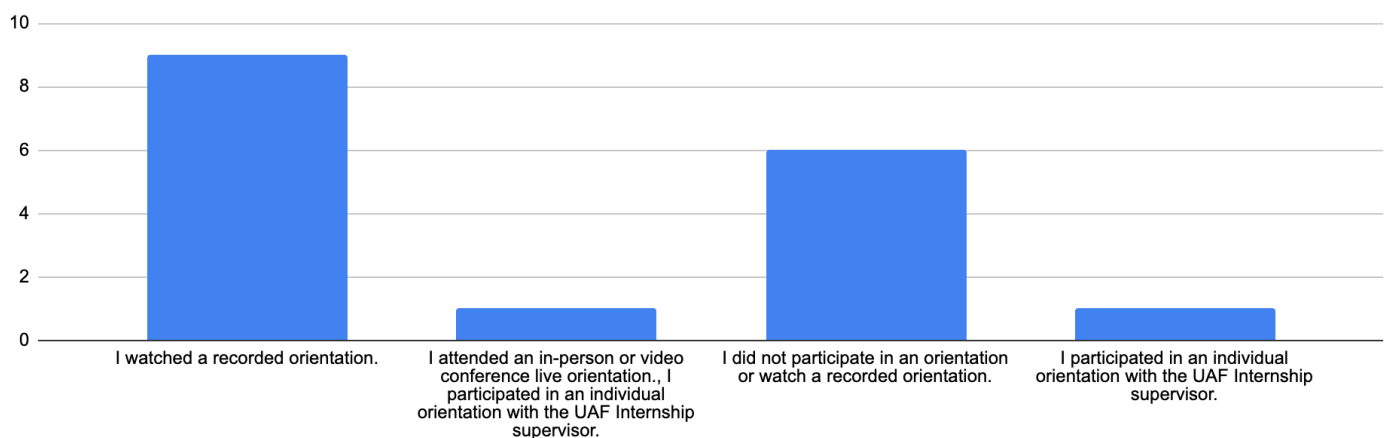


Do you have any comments about or suggestions for improvement to the manual?

- No (3)
- Not at this time
- None
- No current suggestions.
- No comments at this time

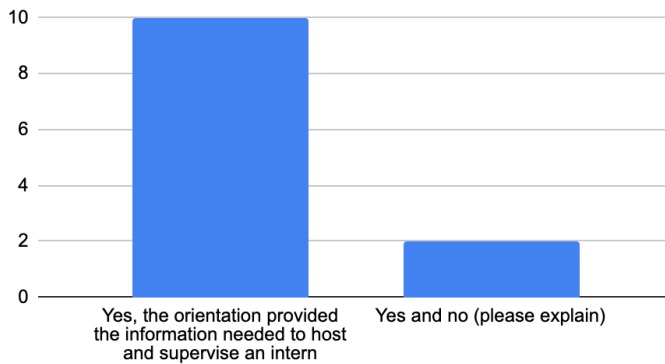
4. Did you participate in a practicum/internship orientation prior to the start of the UAF academic semester? Check all that apply.

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?

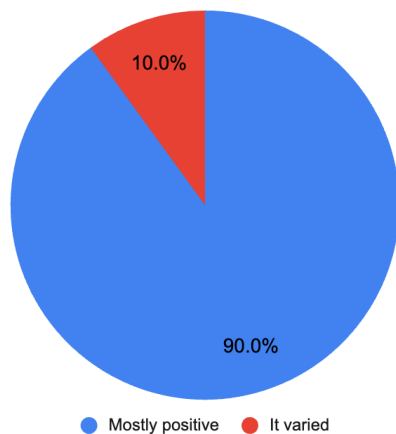


Comments:

- I don't know if the orientation would have been more helpful had I received the manual.
- no additional comments.
- no comments.
- none
- Very helpful and informative.
- Wish I would have watched it

6. How was your experience with Supervision Assist?

How was your experience with Supervision Assist?



Comments:

- Easy to use
- Good program
- Great platform and very helpful and easy to use.
- I like how easy it is to approve the student's hours. At times I wondered if I was supposed to be doing anything additional in Supervision Assist (other than the end-of-semester evaluations)
- It took a minute to get familiar with the program, but was easy to learn and to use. I often needed Intern to help me learn.

- It was very easy to use!
- It's nice it is all tracked in one location.
- No comments.
- none

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

- X was terrific.
- X was very pleasant and encouraging. I left feeling like we were on the same page.
- It went as I would expect.
- My initial site visit was helpful in setting expectations and outlining what I was responsible for and what the university supervisor was responsible for.
- No comments.
- none

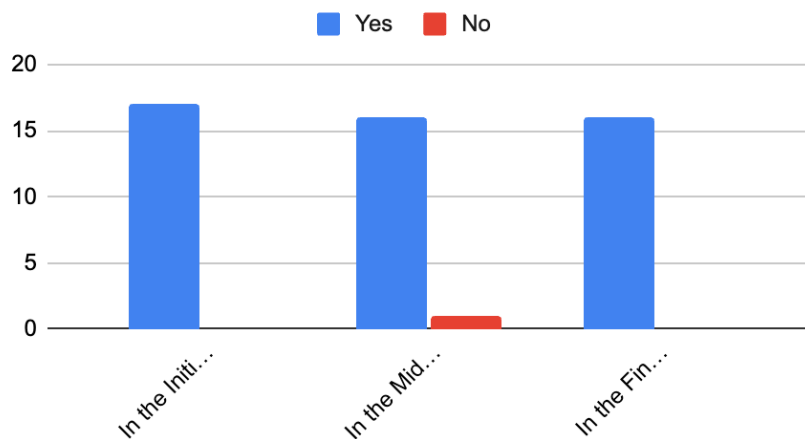
8. In the Midterm Site Visit did you work together with the student and UAF Faculty Supervisor to formulate a formative assessment? See chart below. Comments:

- I voiced some concerns regarding placement that I think the program restrictions couldn't flex enough to consider.
- no additional comments
- No comments.
- none

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

- X was great. She provided good insight and I improved as a field supervisor for interns due to positive interactions between her, my intern, and myself.
- X was terrific!
- Generally tend to be deep and enriching experience with the student and faculty.
- none
- On the page about student. Very positive.

Site Visit



General comments about UAF faculty supervisor contact.

- Consistently supportive and enjoyable to work with.
- Excellent contact and very open and inviting.
- Great experience. Looking forward to future opportunities.
- I enjoyed our visits and was so happy to have an opportunity to share how amazing my Intern was!
- no additional comments.
- none
- The faculty supervisor was helpful with great suggestions and she shared insight into my intern that she had learned in class discussions, which was helpful in formulating goals and assessing progress.

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

Yes - 8

No - 9

Comments:

- Have not been informed of them
- I cannot fit more in at this time.
- I would be interested, but not right now as I am not currently working with an intern and my time is limited.
- I'm busy in the summer time
- No comments.
- none
- Unfortunately I do not have a lot of time available.

11. What other support could the UAF Counseling Program offer you as a site supervisor?

- Any trainings around supervision that would also provide CE's
- I felt very supported.
- Individual meetings that are confidential once per semester without the student. It should be part of the program and not have to be requested.,
- no additional comments.
- No comments.
- none
- Probably the manual, I have wanted to reference something all year and I only have my program experience which was in a different state.
- So far, UAF has the most responsive counseling program I have worked with.

12. Do you have suggestions regarding the practicum/internship process to make it more helpful to you and/or the student?

- It would be helpful to have the internship class syllabus
- no additional comments.
- No comments.
- none
- Not at this time.

- See 11
- There was some initial confusion around informed consent with videoing clients, and an expectation that a form for client to sign be provided by the host agency rather than the university. This is different from other universities we've worked with, who have always provided the form for us since the student uses the video footage outside of the agency. We figured it out, but I wonder if a standard form could be included in the internship paperwork?

13. Any additional comments or requests?

- I think it is very unfortunate that the program did away with the stipend. IT takes a lot of extra time to supervise an intern; especially a challenging one. The stipend was really a nice bonus. I have been supervising UAF interns for 15 years.
- no additional comments.
- none
- Thank you for giving me an opportunity to supervise your students.
- This was a great experience for my Intern and for me.
- We love working with UAF interns! The professors are great, and the students have been top notch!

Summary of findings: Seventeen out of 26 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 2023-24 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. Faculty designed and implemented a professional development series on Supervision for site supervisors in the community for CEUs.

Recommendations: Exploration of the continued implementation of a professional development Supervision series for site supervisors in the community. Place more emphasis on our training philosophy in orientations for both supervisors and students.

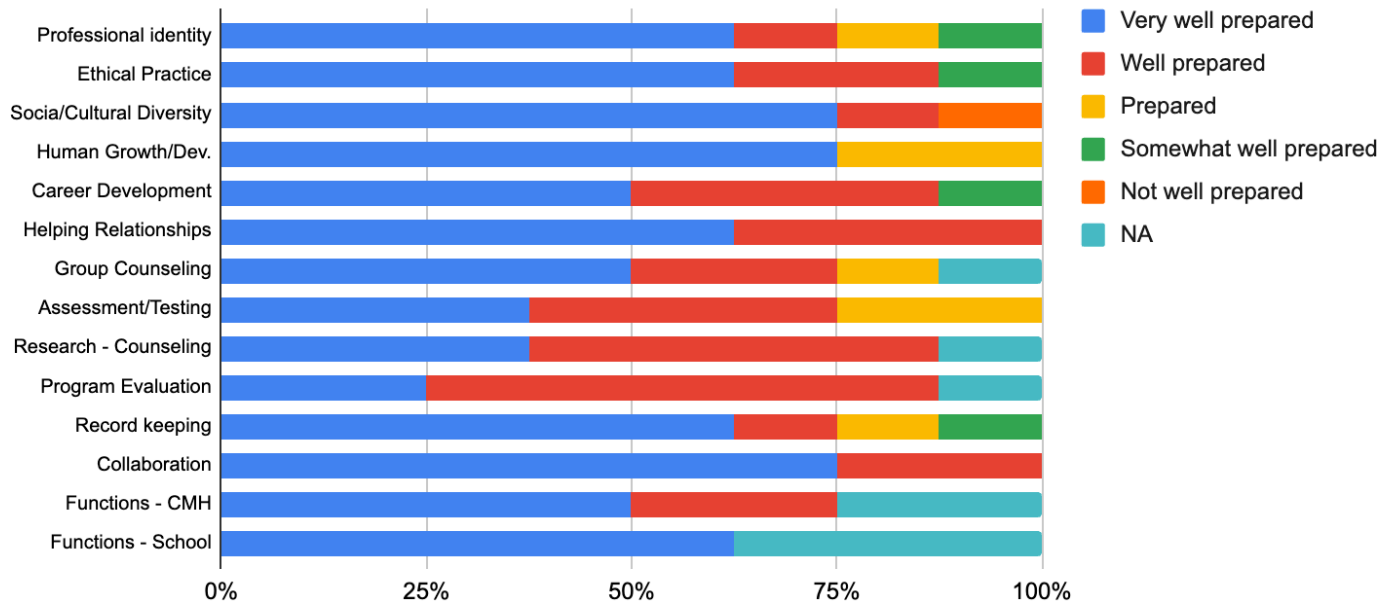
Employer Survey of Graduates from AY 2024 - 25

Employer Survey

10 surveys sent – 8 responses - one student had two employers

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

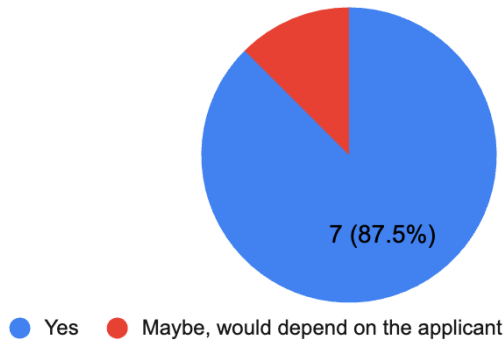


Comments:

- X was an exceptional intern and one of the reasons we ended up hiring them. They had excellent questions, kind and compassionate presence, as well as very informed approach to counseling. However, I think that what they were taught in school does not necessarily prepare them or other students for working in the "real world" of counseling. I think theory, case conceptualization, feedback on counseling was a huge strength of the program.
- X is by far the best and most skilled school counselor I have ever had the pleasure to work with. She is highly attuned to student needs and the contextual needs of a Title 1 school.
- "My employee is excellent be sure they asks questions. However it is evident what the school taught them has some gaps for sure and what the program has told them to do in the landscape of Alaska is not culturally responsive or appropriate.
- As the only in -state counseling school maybe consider a class in Alaska based nuances and/or culture or the culture of small spaces... also they had some gaps in counselor identity which I recognize is an Alaska issue in general as we allow others to supervise and use the LPC license (ie: MAs in psychology)"
- n/a
- X was hired on with the Recovery Support Services team and worked as a chemical dependency counselor during the course of their practicum and internships. They were able to amass a great deal of information about the agency and it's operations during that time, which is why they are doing so well in their current position. We just wished that they were here with us full time.

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

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



Explain your answer.

- I appreciated that you would have sessions recorded and feedback was provided as part of your curriculum. That seems to have been one of the more helpful aspects of preparation.
- If all UAF graduates were of the same caliber as X, we would have no reservations in hiring more of them.
- If they are like X, they will fit in well and will make a difference in the lives of students and families.
- Other graduates I have encountered do not understand licensure law for LPCs enough and I may consider hiring counselors who already have their full license or are educated in a live practicum setting.
- They were very knowledgeable and very prepared.
- While I have only work with one UAF graduate, I must say, X is fabulous.

3. Please provide any additional comments you feel will help the UAF Counseling Program prepare professional school and clinical mental health counselors.

- I have no additional comments.
- Keep doing what you are doing. =)
- My one observed area of growth is preparing students for the realities of working in community mental health and/or other non-profit organizations.
- n/a
- no additional comments
- See my response to question 1

Summary of findings: Eight out of ten respondents completed the survey. Overall, employers indicated satisfaction with the program's graduates. Comments revealed that students need additional information and awareness of rural communities and cultural applications.

Highlights of findings: Employees believe that graduates from the program are well-prepared, overall.

Update on 2023-24 report recommendations: Program faculty reviewed the course matrix to ensure that content for each domain was taught in more than one course to increase student knowledge. A potential area of growth is in providing more practical understanding for rural communities including specific cultural awareness and applications.

Recommendations: Feedback from employers will continue to be used to inform the program's curriculum map.