

# Program Data

2024-2025 AY

University of Mary

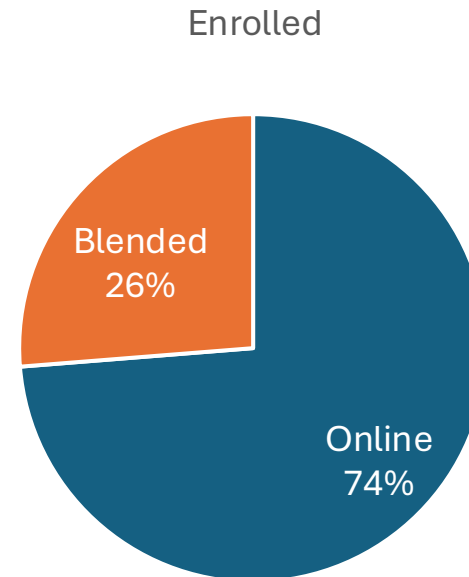
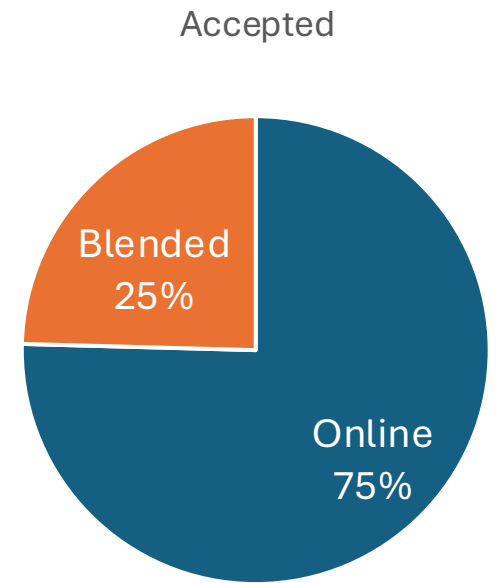
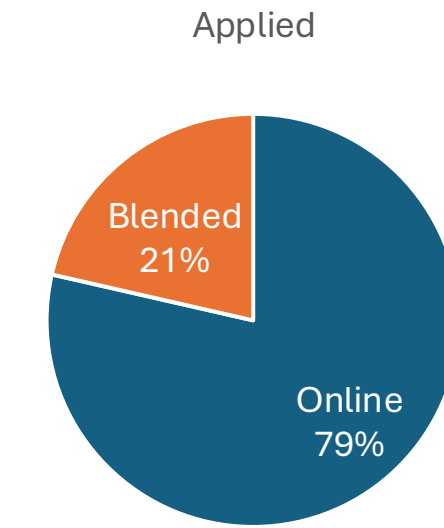
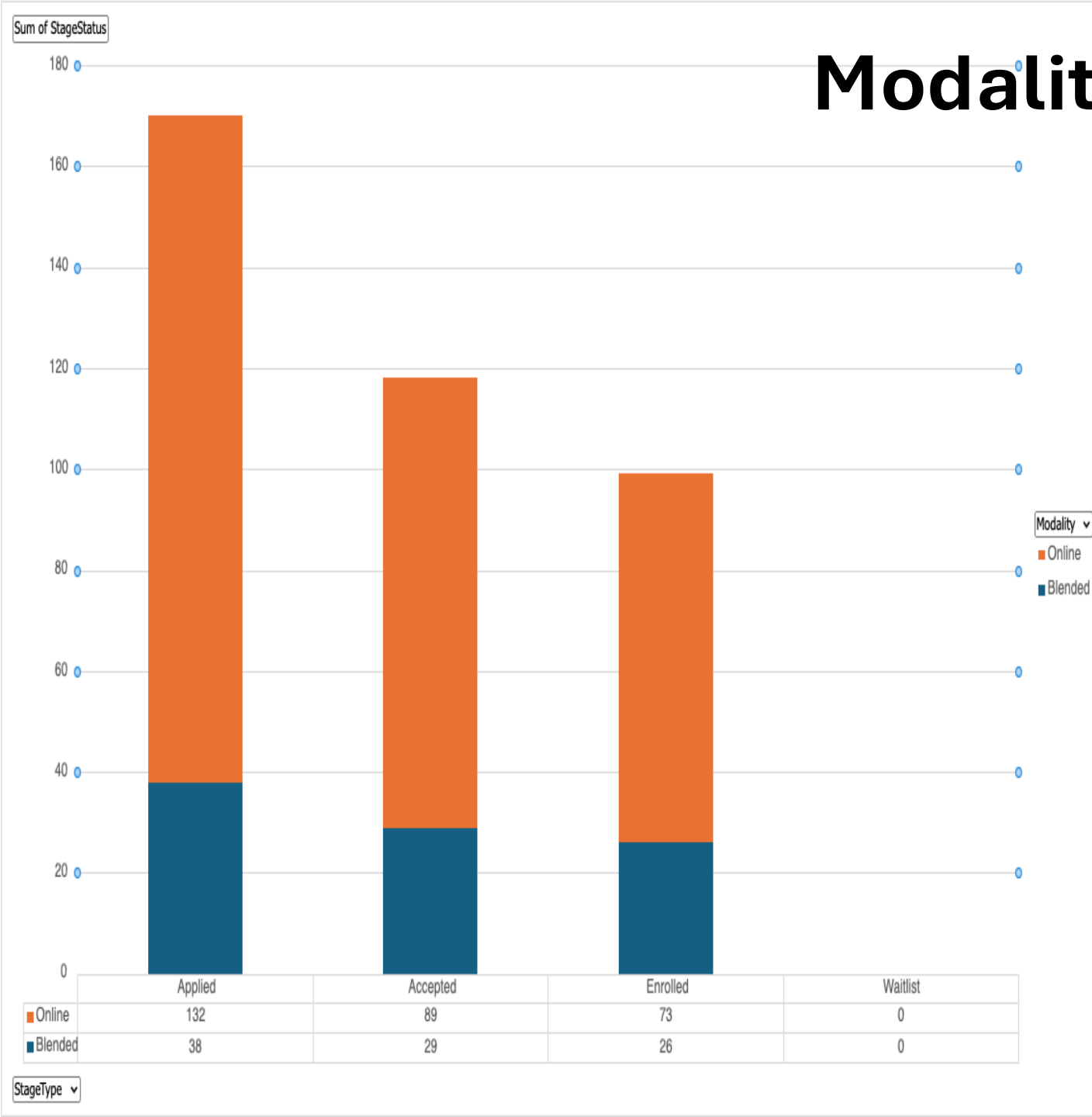
Graduate Counseling Program

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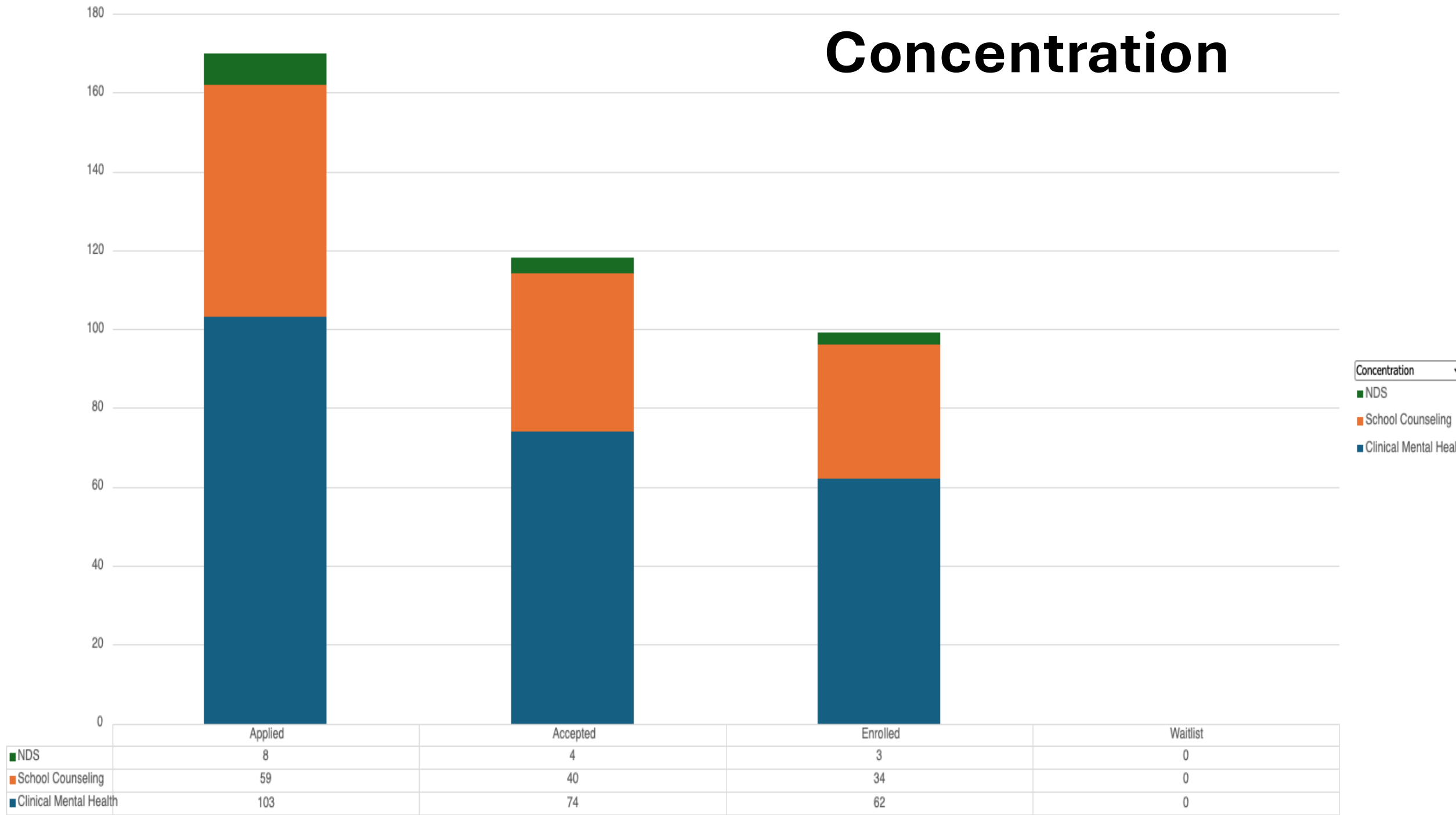
# - + - - Program Demographics



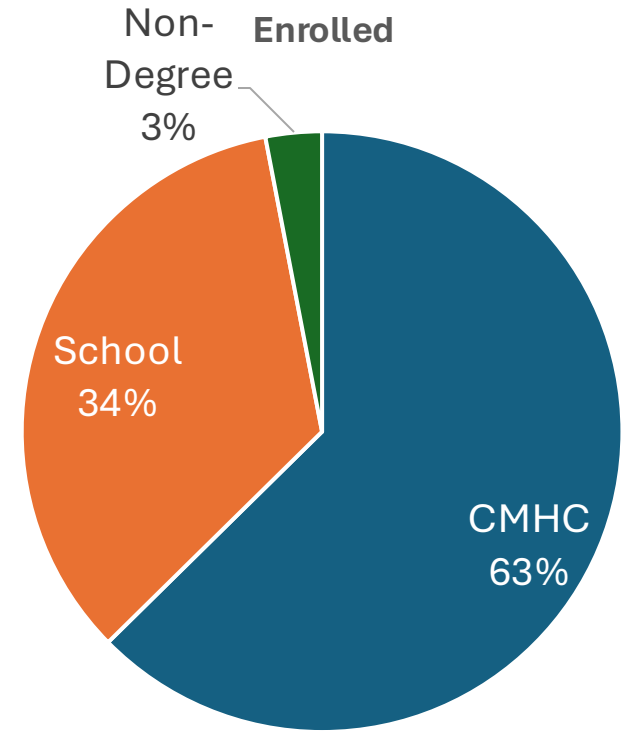
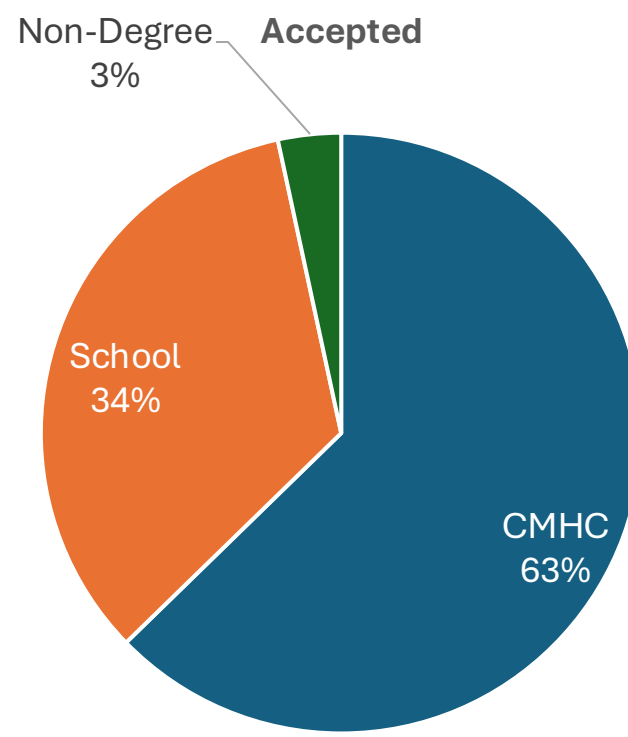
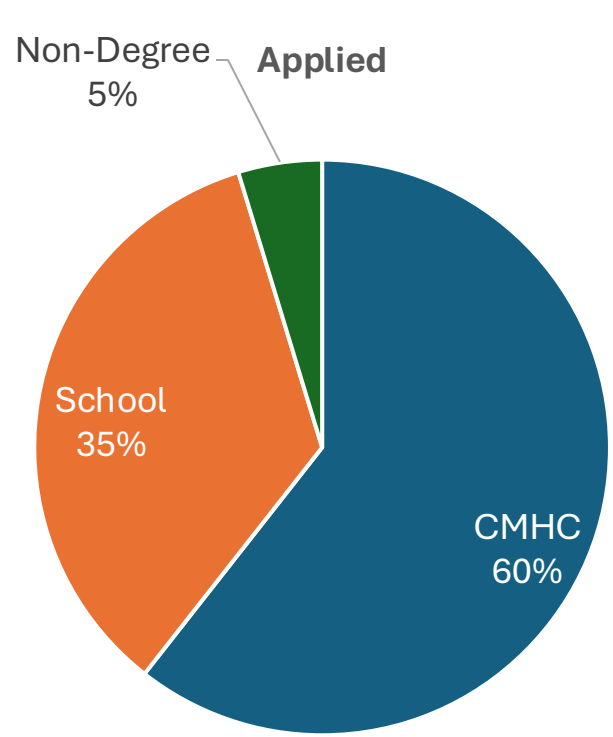
# Modality



# Concentration



# Concentration



Sum of StageStatus

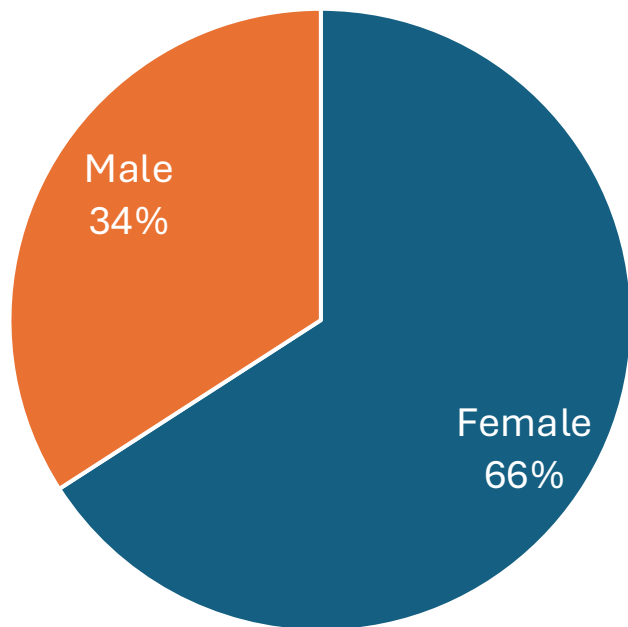
# Gender



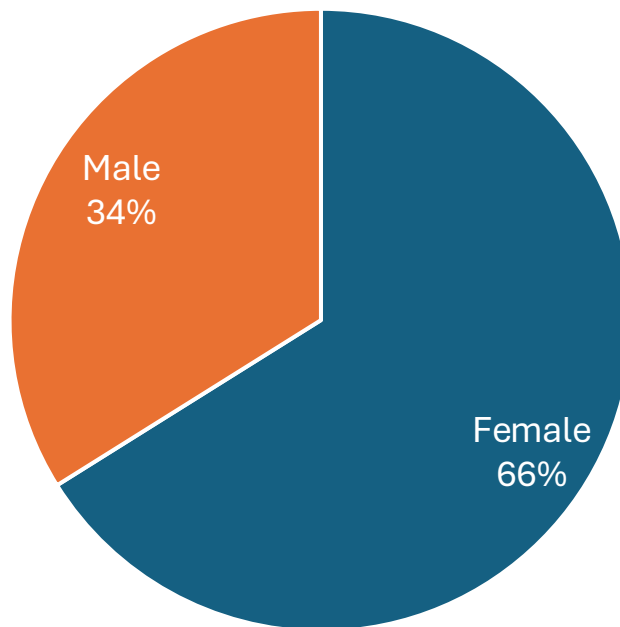
StageType

# Gender

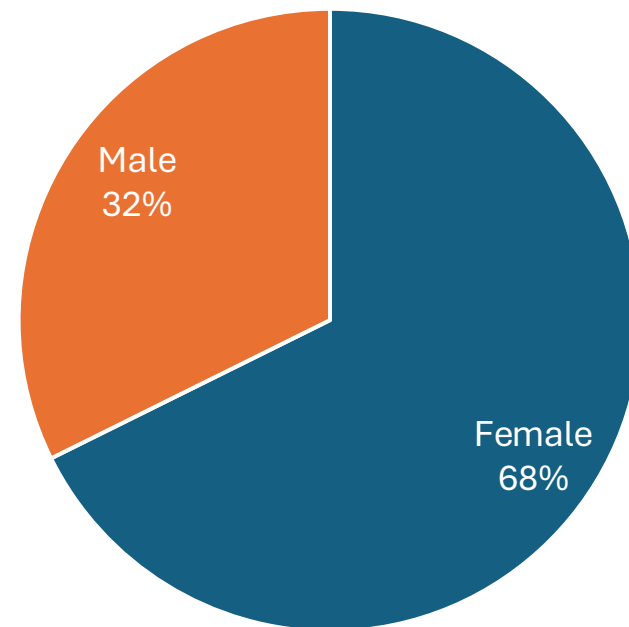
Applied



Accepted

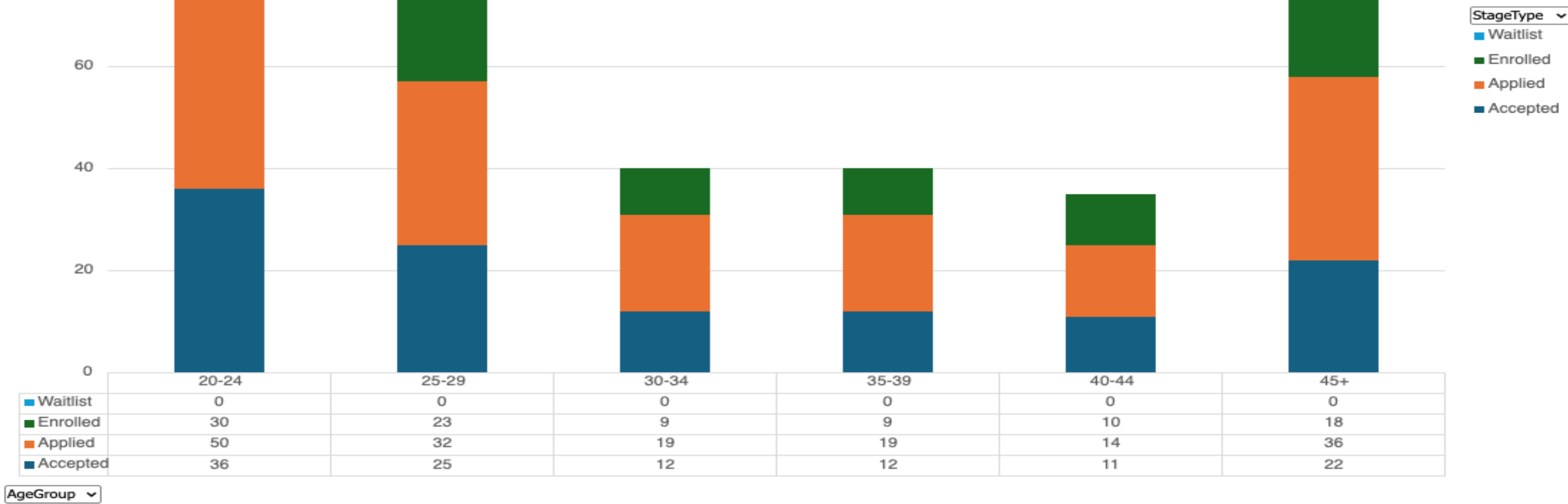


Enrolled



Sum of StageStatus

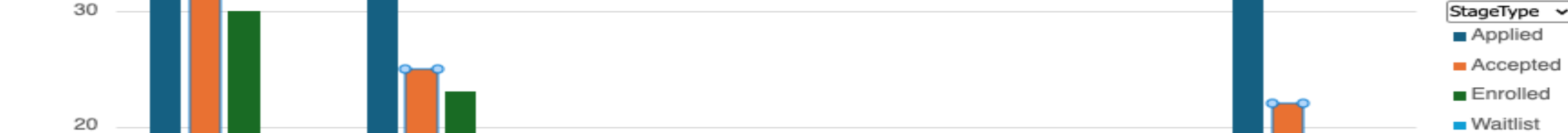
# Age





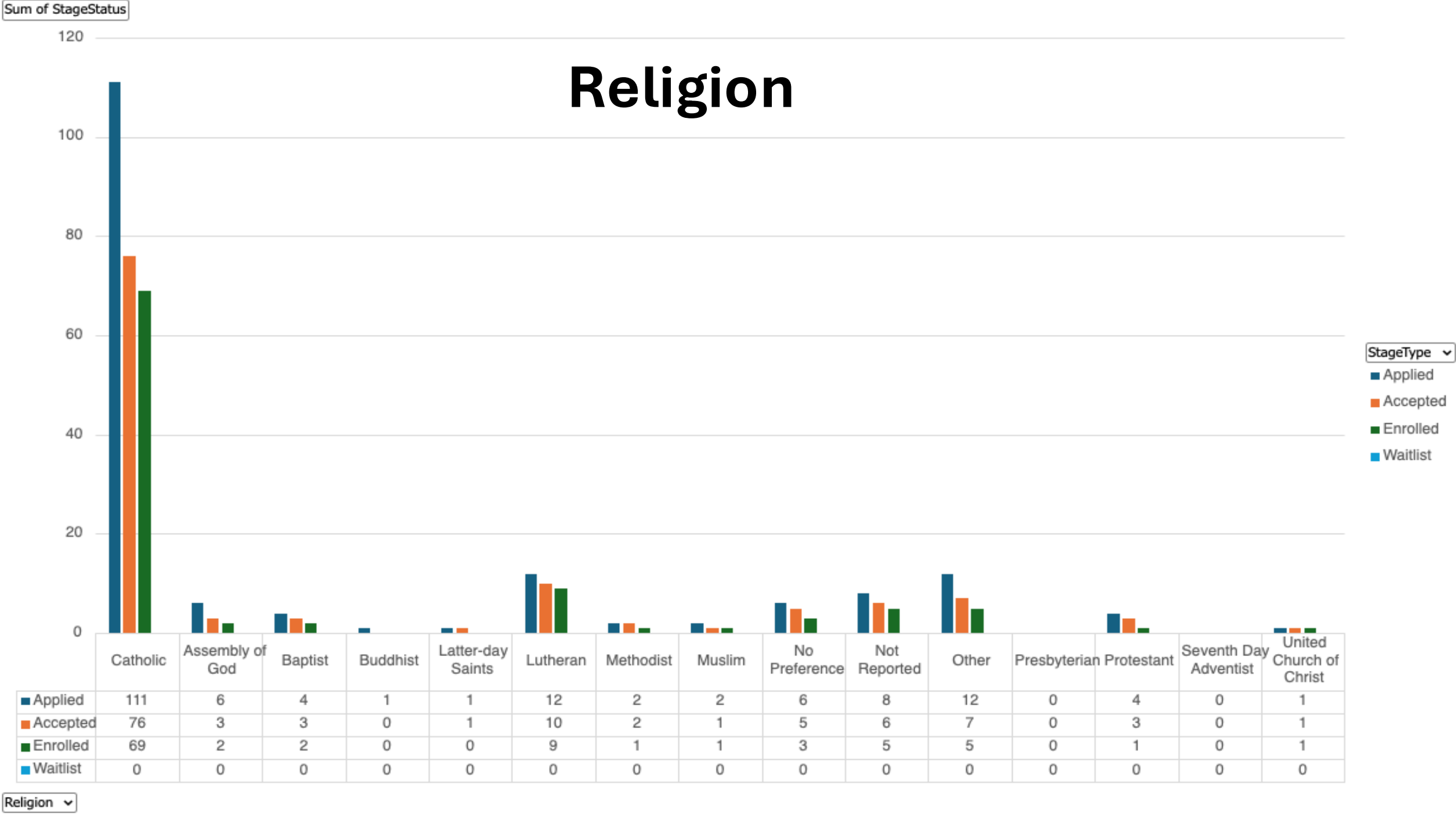
Sum of StageStatus

# Age



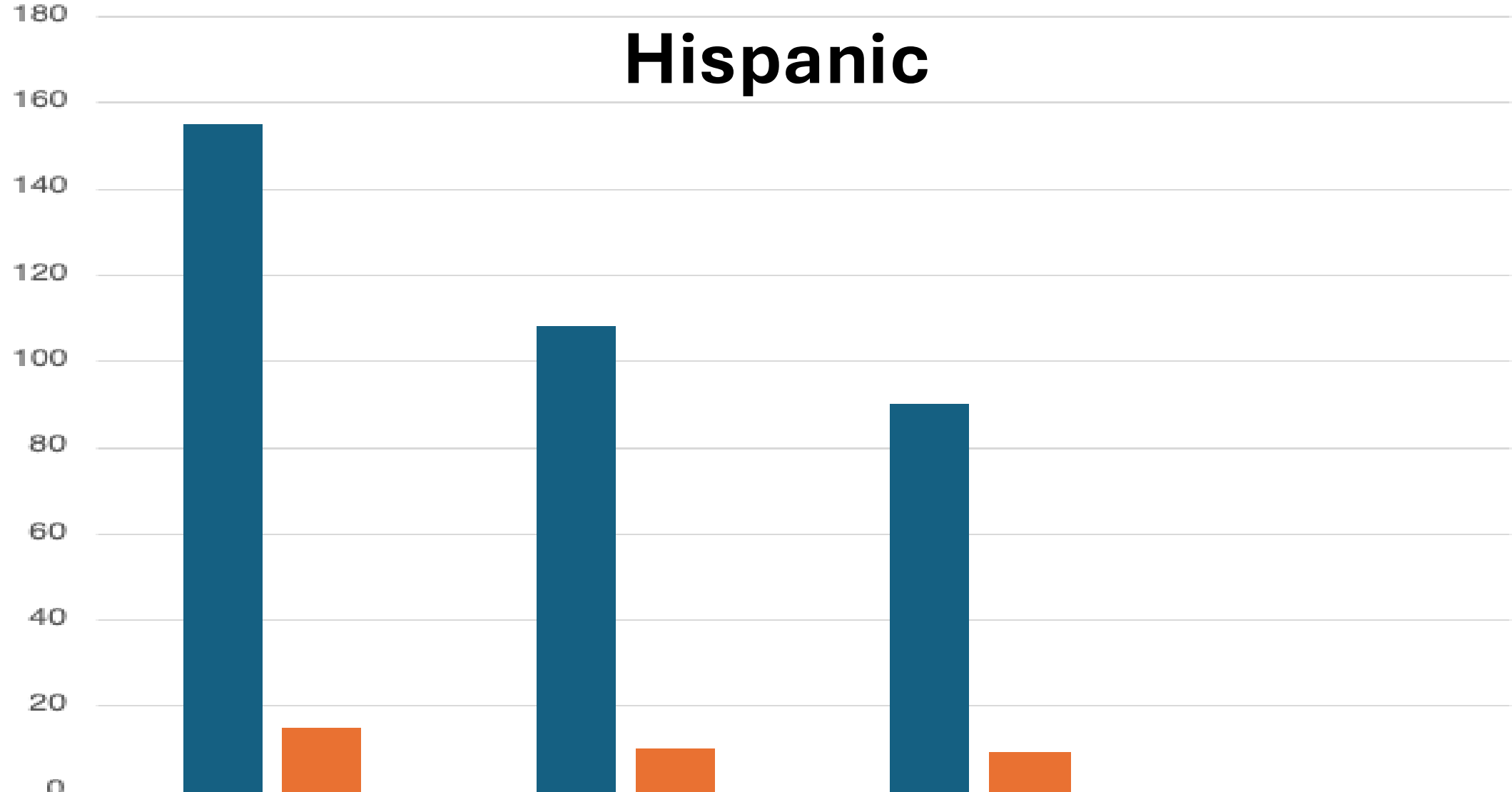
Applied	50	32	19	19	14	36
Accepted	36	25	12	12	11	22
Enrolled	30	23	9	9	10	18
Waitlist	0	0	0	0	0	0

AgeGroup



Sum of StageStatus

# Hispanic



Hispanic ▾

No

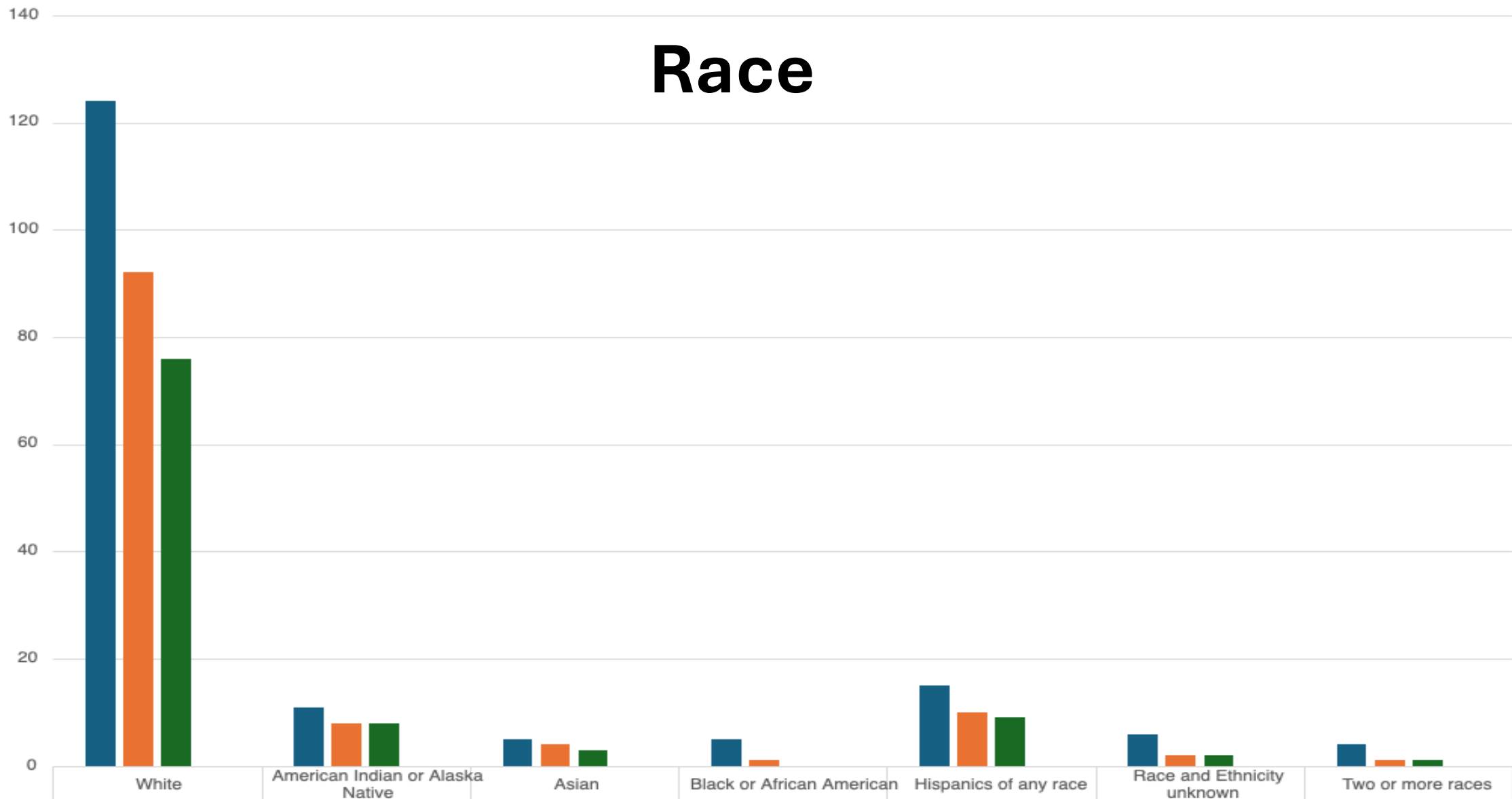
Yes

StageType ▾

	Applied	Accepted	Enrolled	Waitlist
No	155	108	90	0
Yes	15	10	9	0

Sum of StageStatus

# Race



Applied	124	11	5	5	15	6	4
Accepted	92	8	4	1	10	2	1
Enrolled	76	8	3	0	9	2	1
Waitlist	0	0	0	0	0	0	0

# • Program Evaluation



# Program Evaluation Graphs

## 2024-2025 Academic Year

Response size: 63

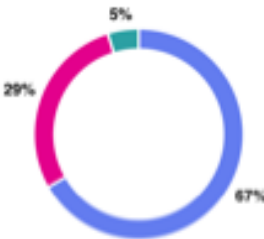
3. Please select your concentration(s)

[More details](#)



4. Do you plan to practice in the state of North Dakota?

[More details](#)

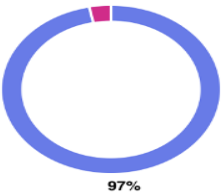


Other states included: Florida, Virginia, Colorado, Minnesota, Kansas, Missouri, Alaska, Wisconsin, North Carolina, Maryland, Missouri, South Dakota, Texas, New York

6. Would you recommend this program to others?

[More details](#)

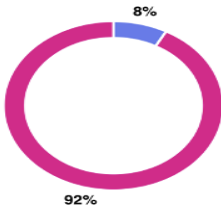
Yes	61
No	2



13. Did you utilize Student Services (CHI Counseling, Tutoring, SmartThinking online tutoring, etc.)?

[More details](#)

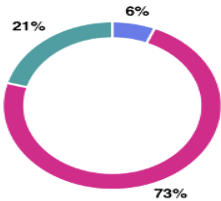
Yes	5
No	58



14. Did you work during your program? (Please average your semesters)

[More details](#)

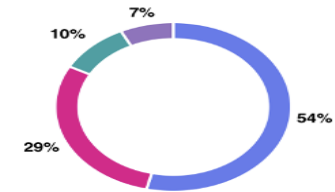
No	4
Yes - Full-Time	46
Yes- Part-Time	13



15. How did you pay for your program?

[More details](#)

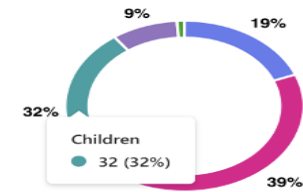
Federal Financial Aid	44
Self Pay (including by relatives)	24
Payed for by Employer	8
Prefer not to respond	6



16. How would you describe your family dynamics? (Please select as many as needed to describe correctly)

[More details](#)

Single	19
Significant Other	39
Children	32
No Children	9
Prefer not to respond	1





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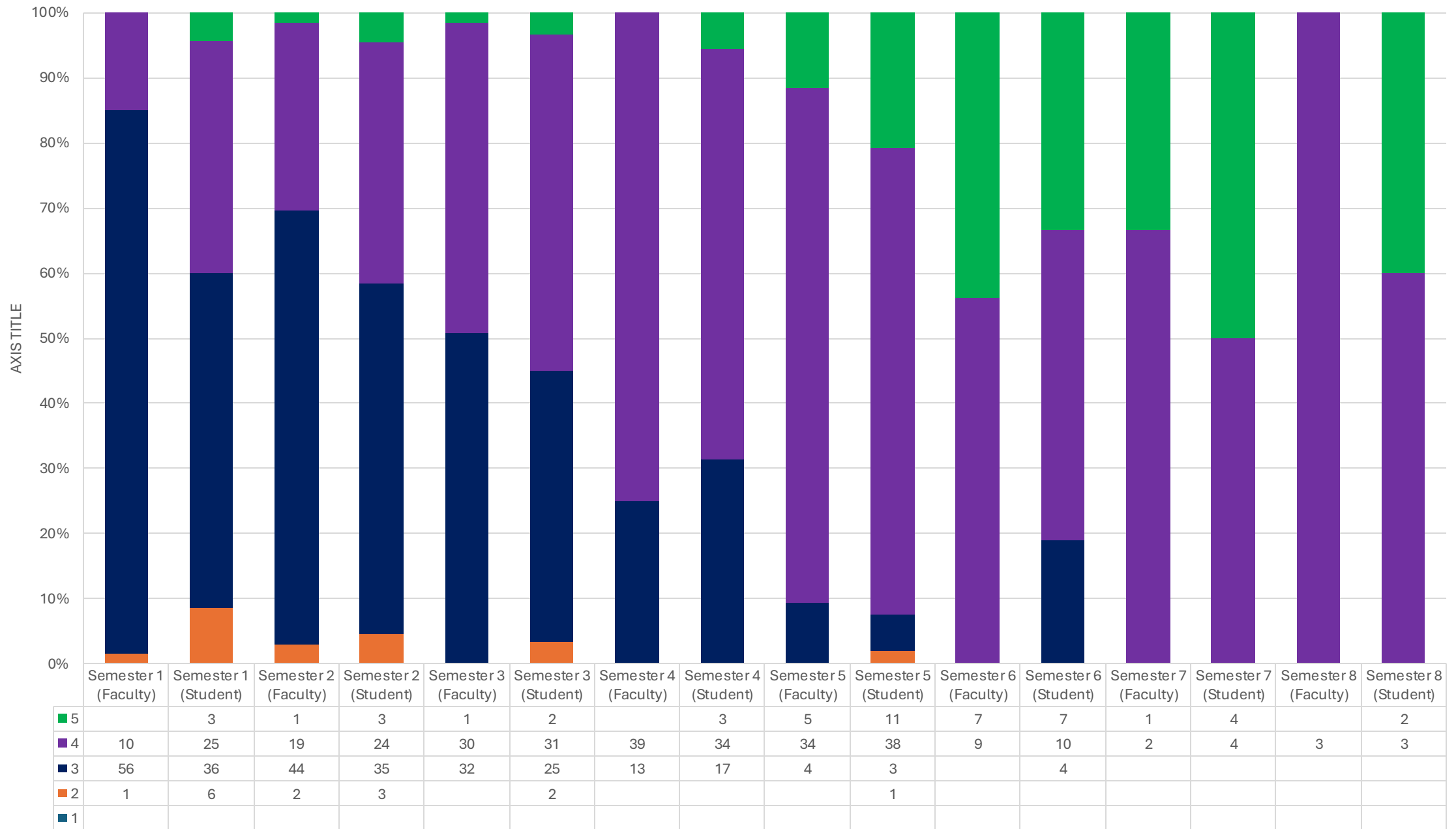
# Professional Dispositions



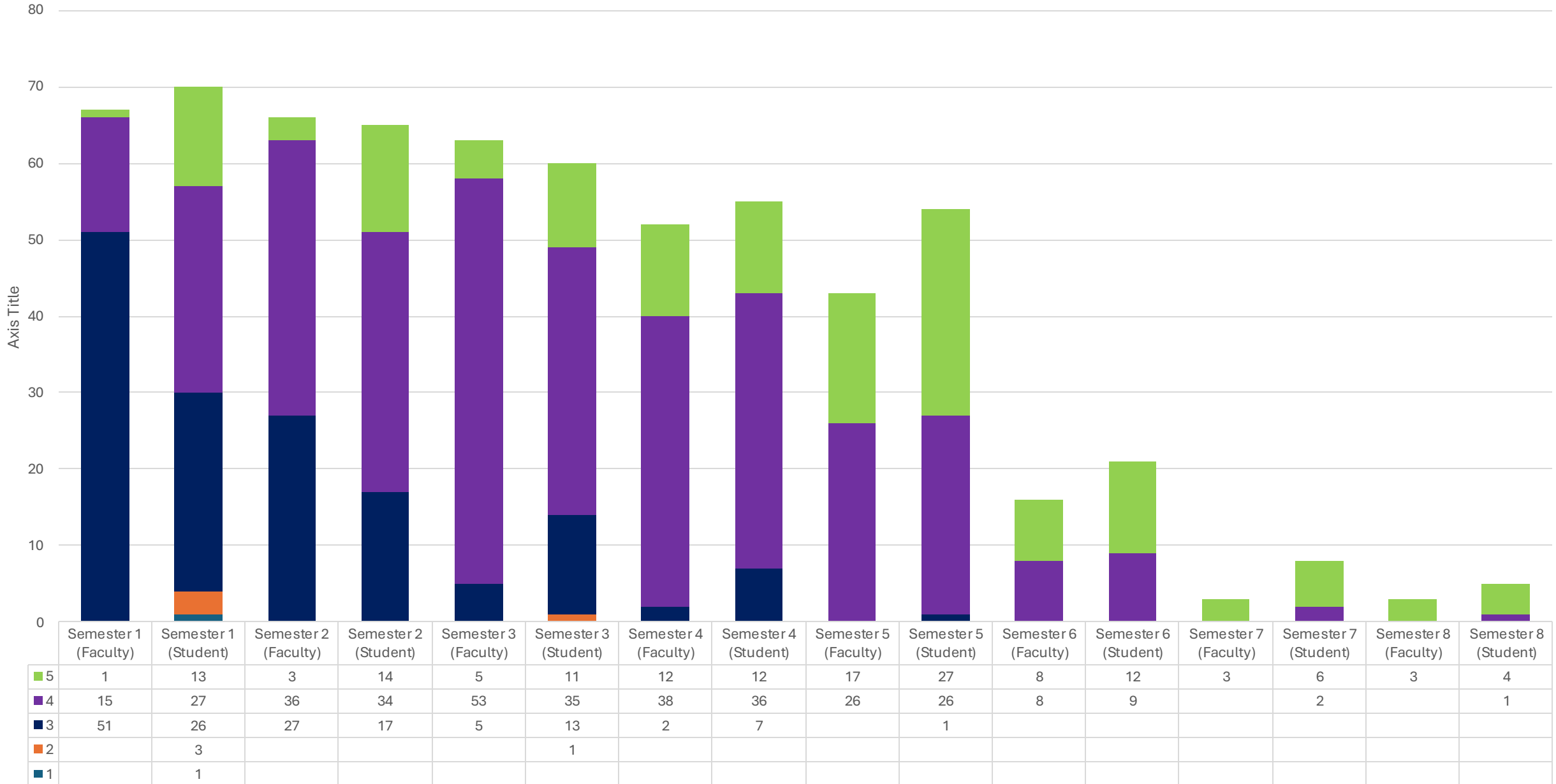
# Data Retreat 2024-2025



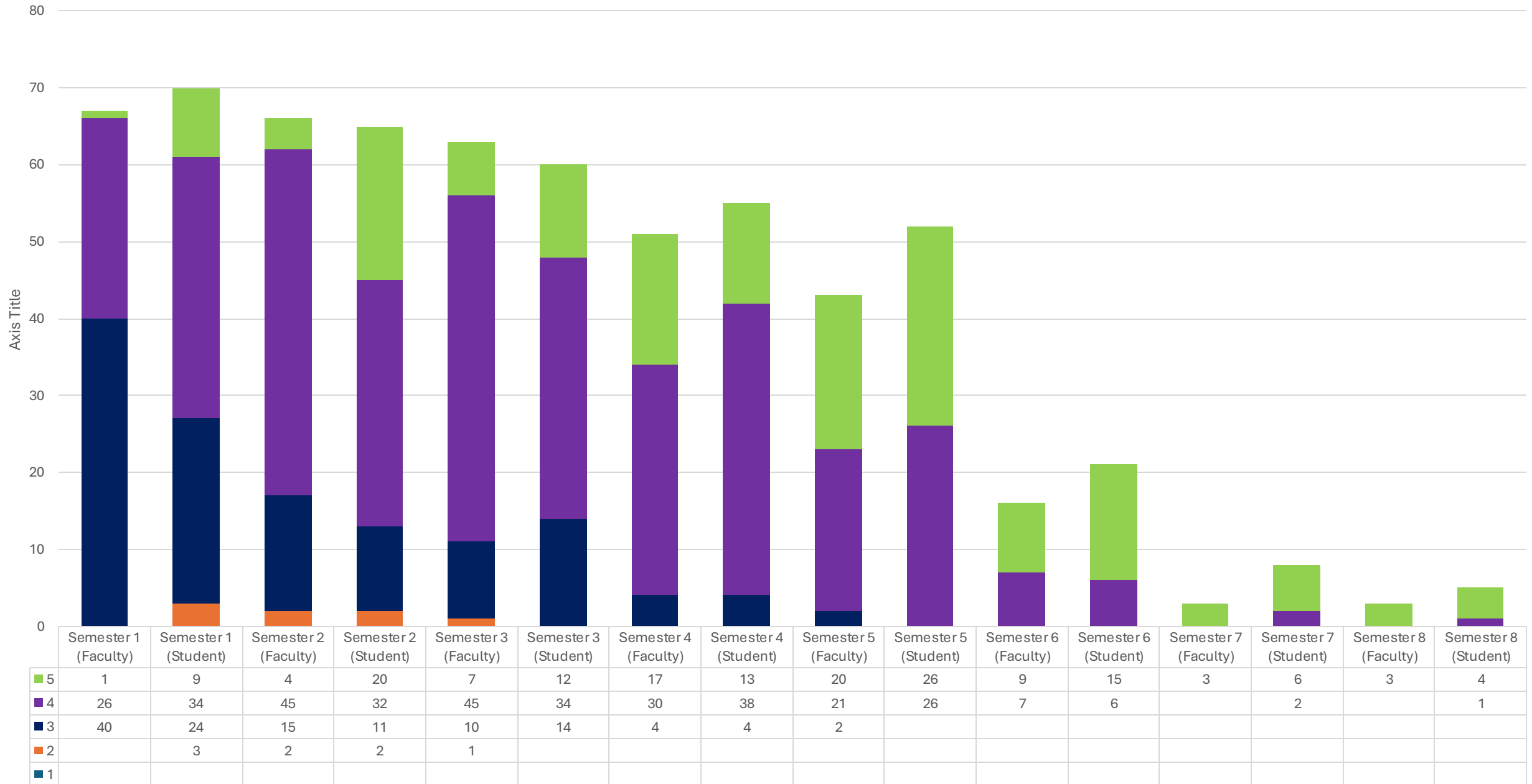
## DEMONSTRATES INSIGHT AND AWARENESS



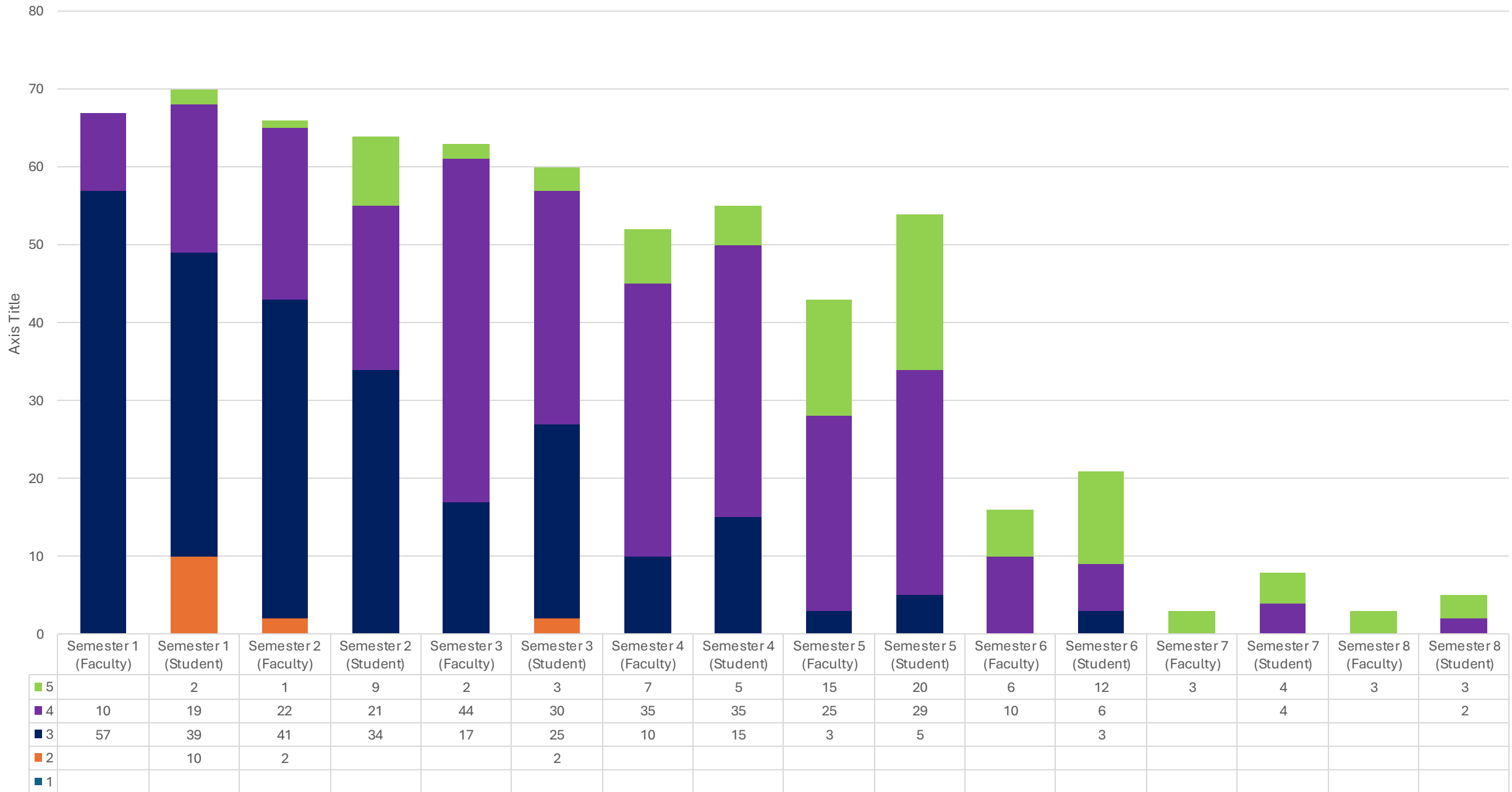
Embodies Benedictine Values of the University of Mary through their actions and attitude



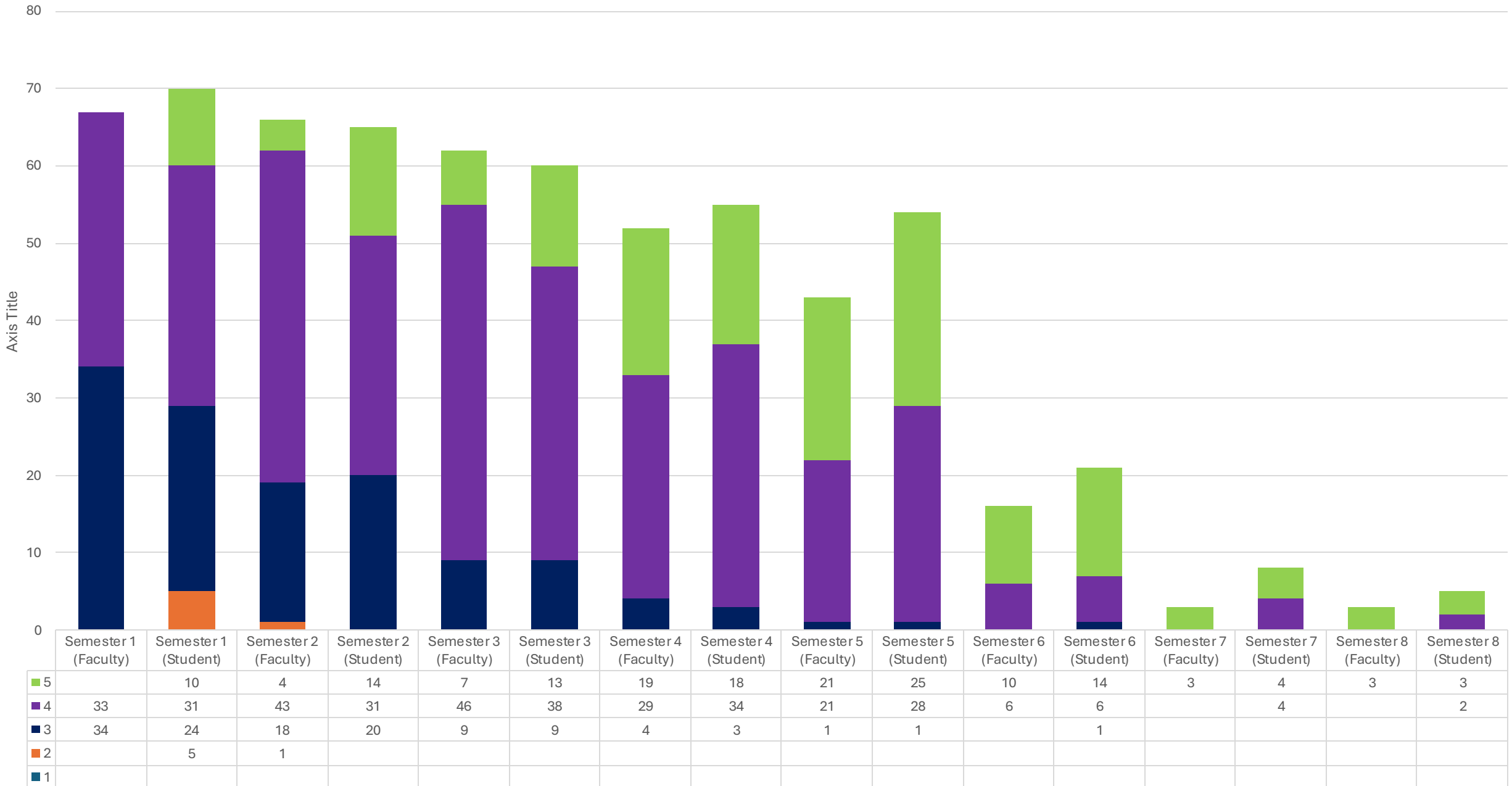
Demonstrates appropriate interpersonal behaviors with peers and faculty



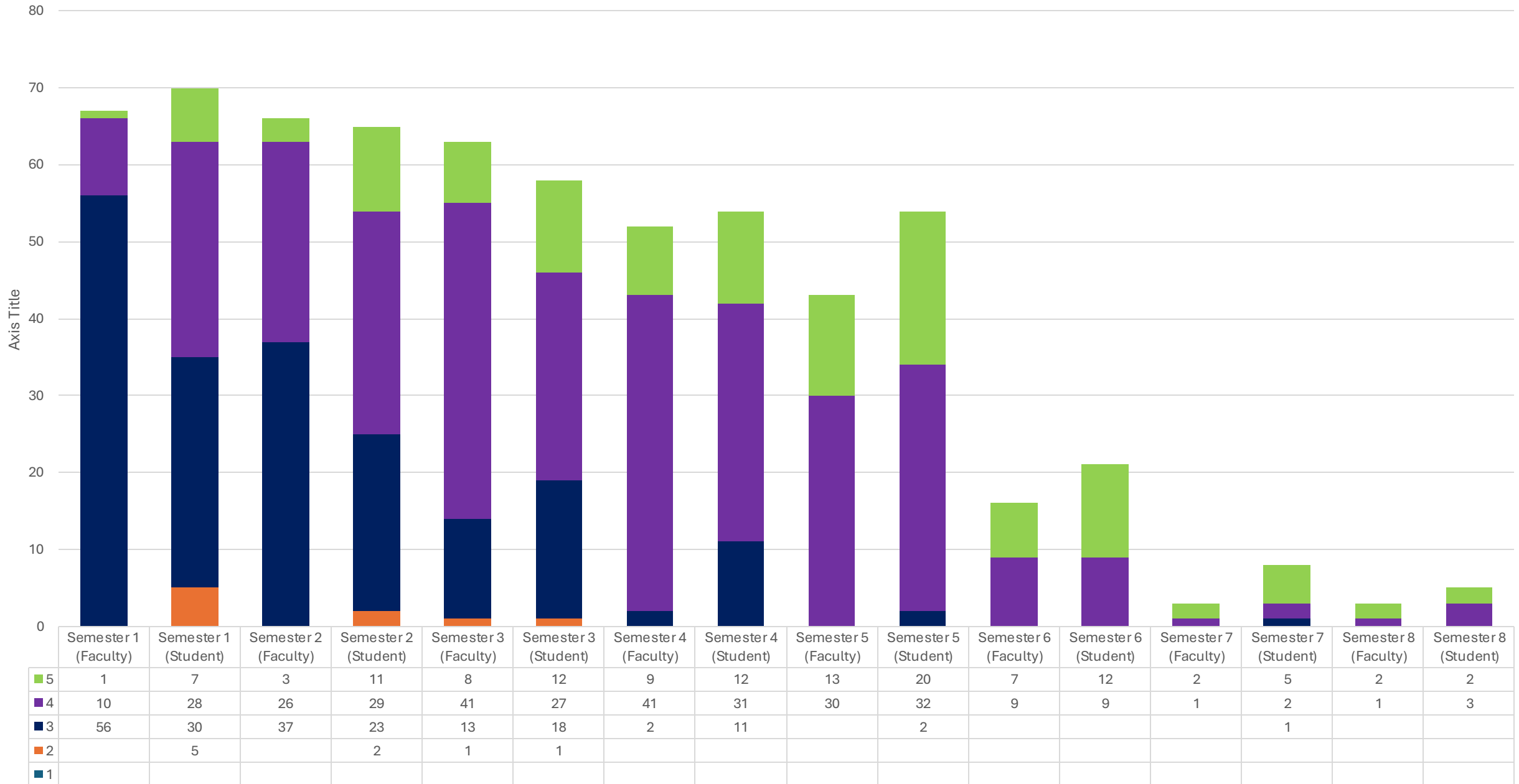
Fully immerse themselves in opportunities for personal and professional growth



Presents self in a professional manner through respectful and articulate communication

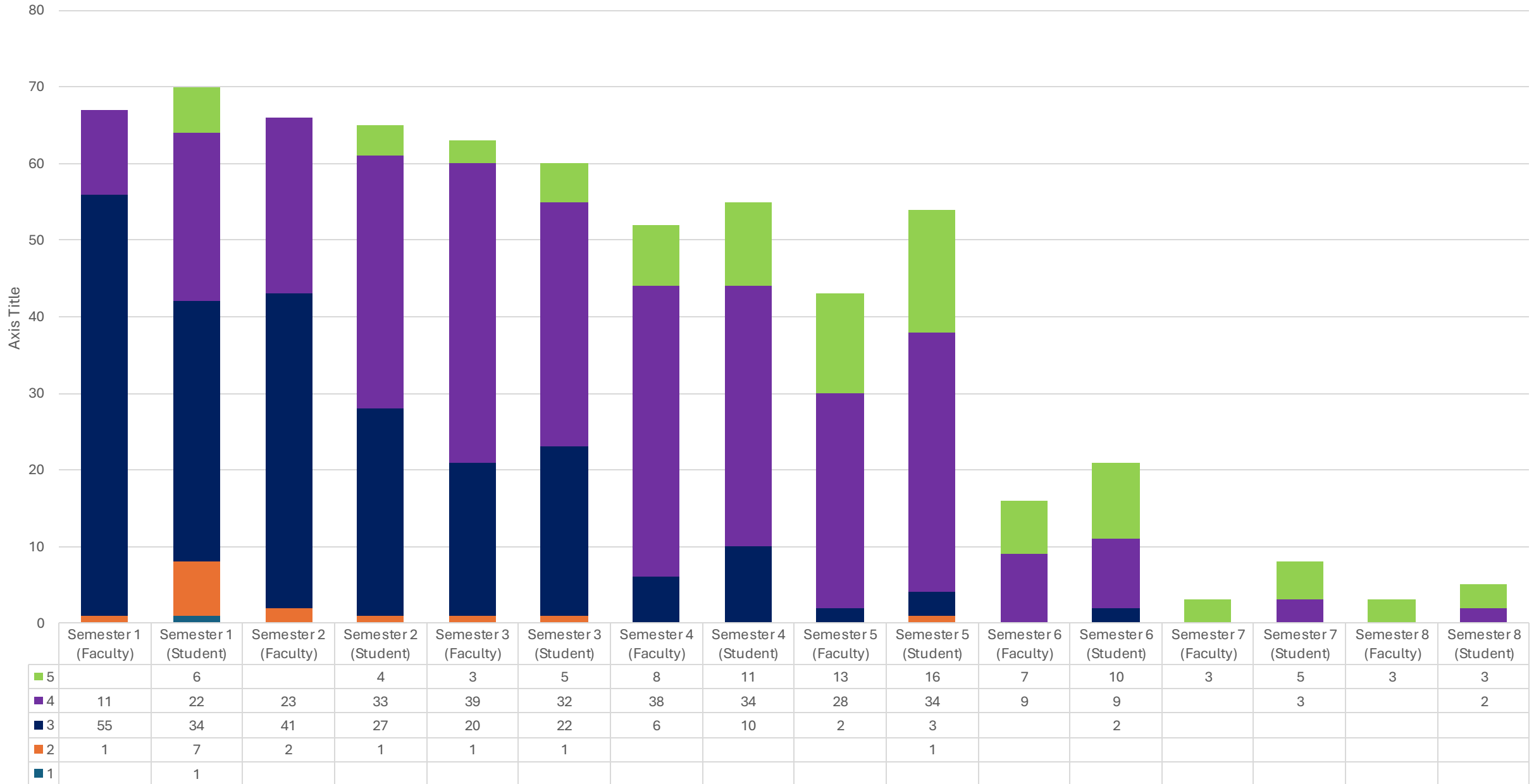


Takes ownership for the learning experience through demonstration

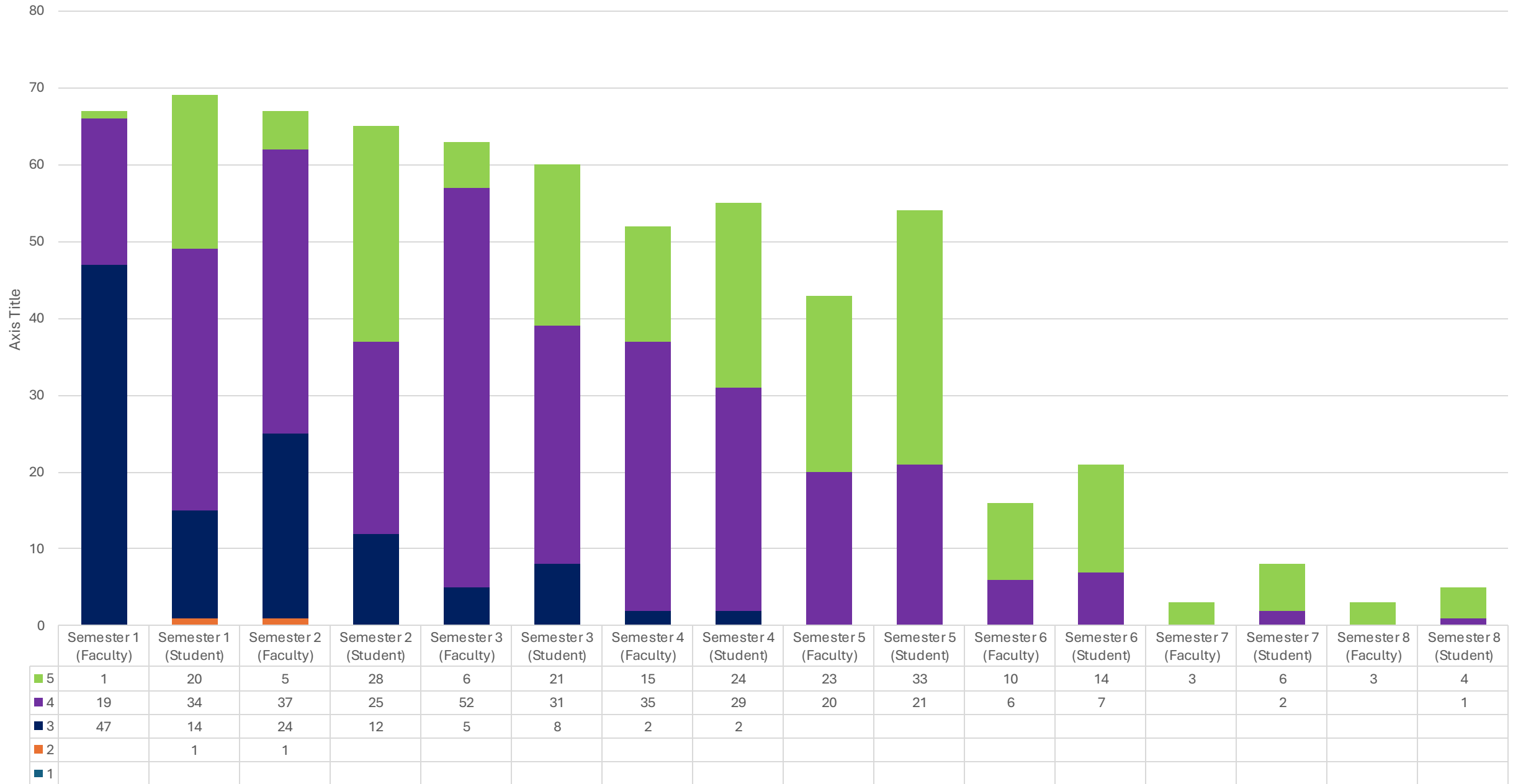




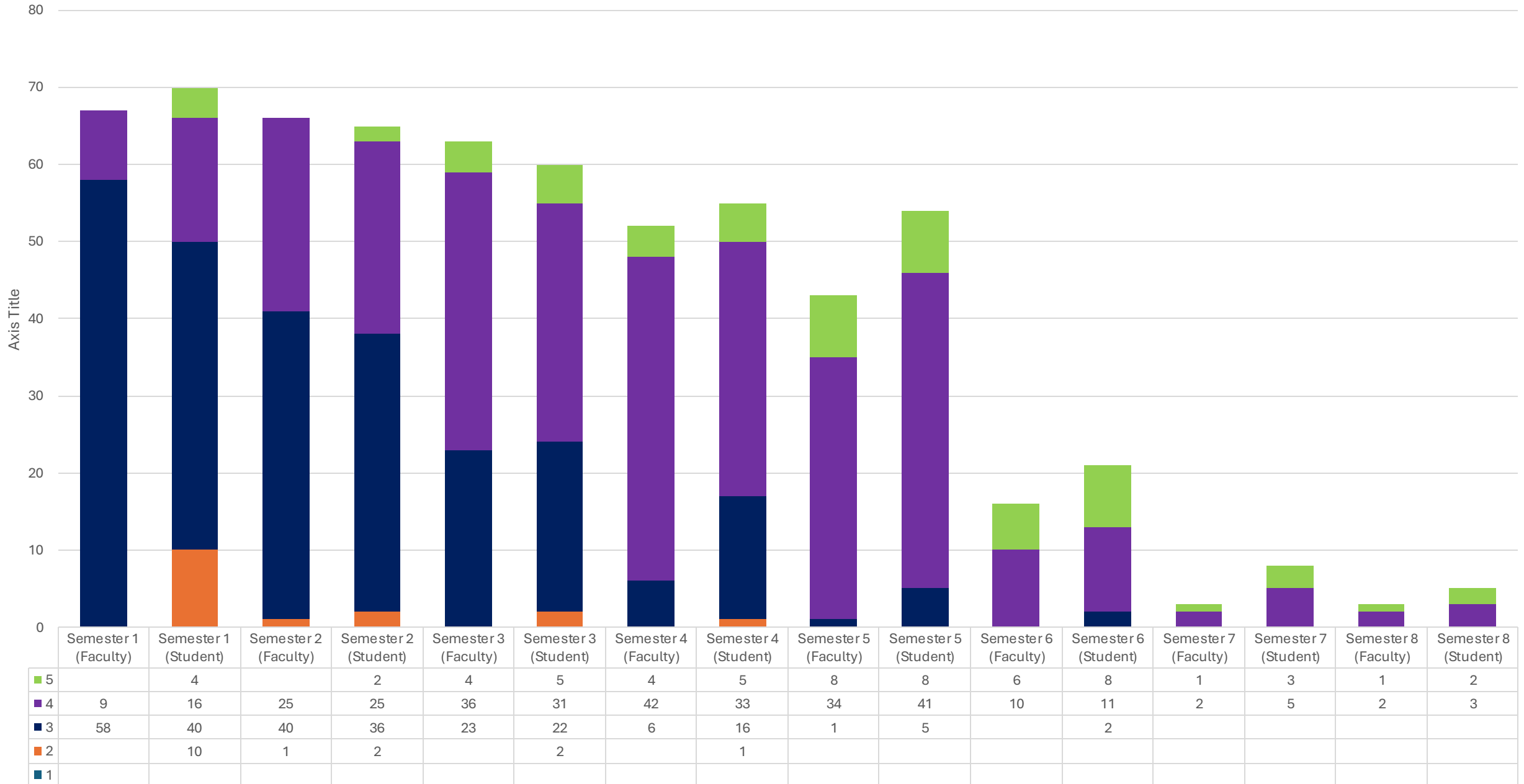
Seeks and integrates feedback from peers, faculty, and supervisors



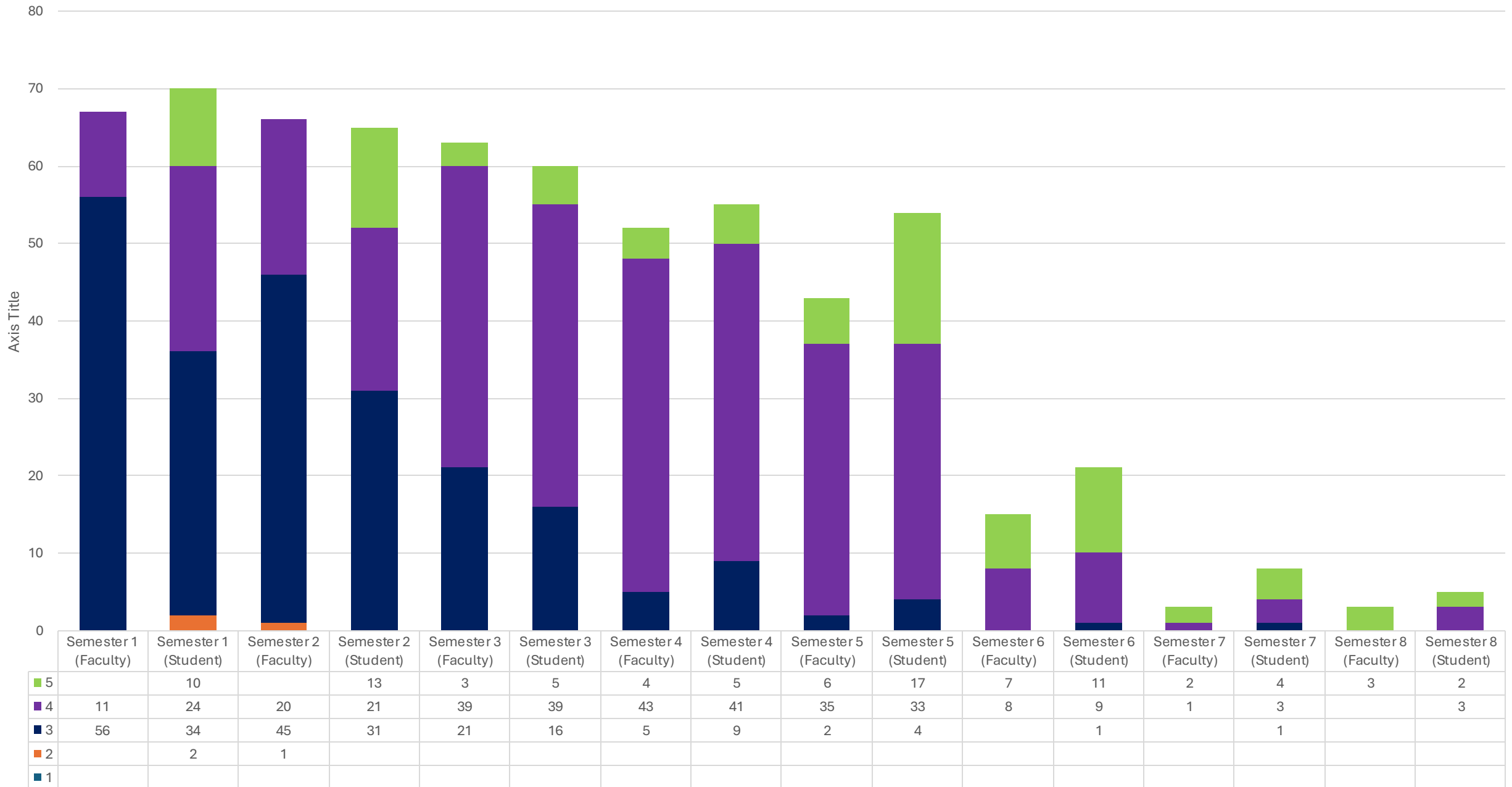
Demonstrates integrity by following the University of Mary Honor Code



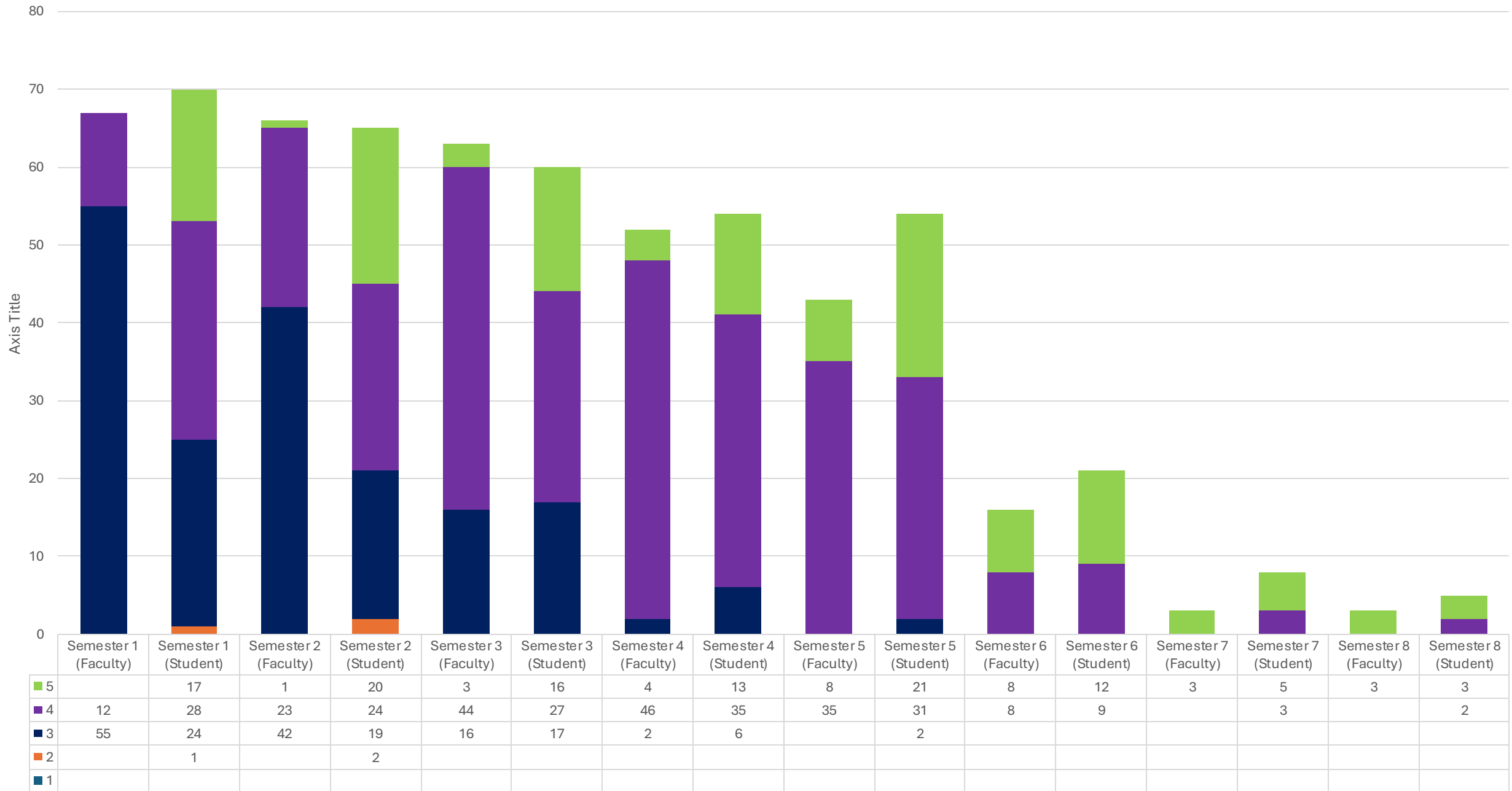
Demonstrates appropriate levels of confidence and self-acceptance



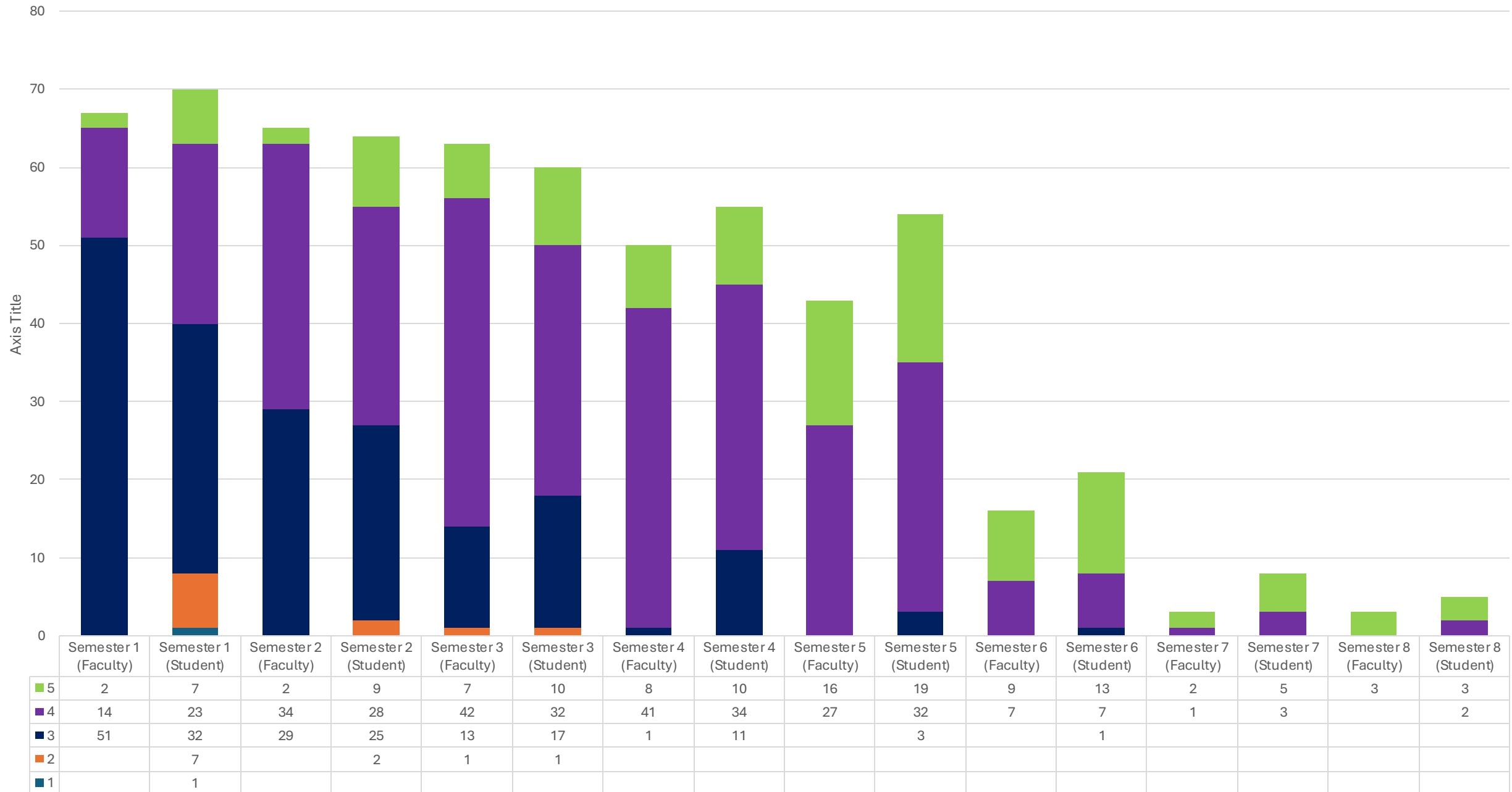
Demonstrates an awareness of their own belief systems, values, needs & limitations



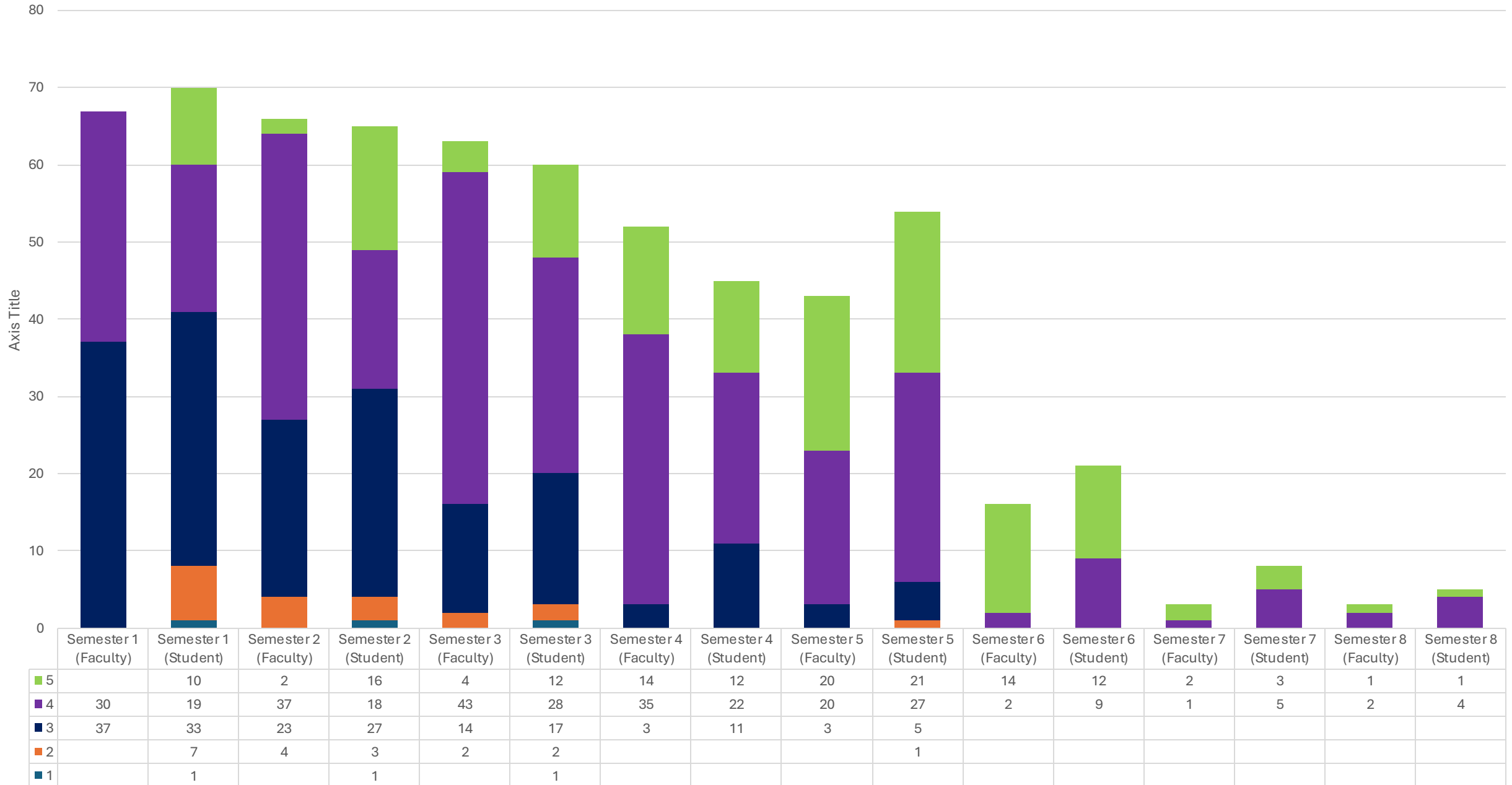
### Acknowledges and respects social and cultural differences



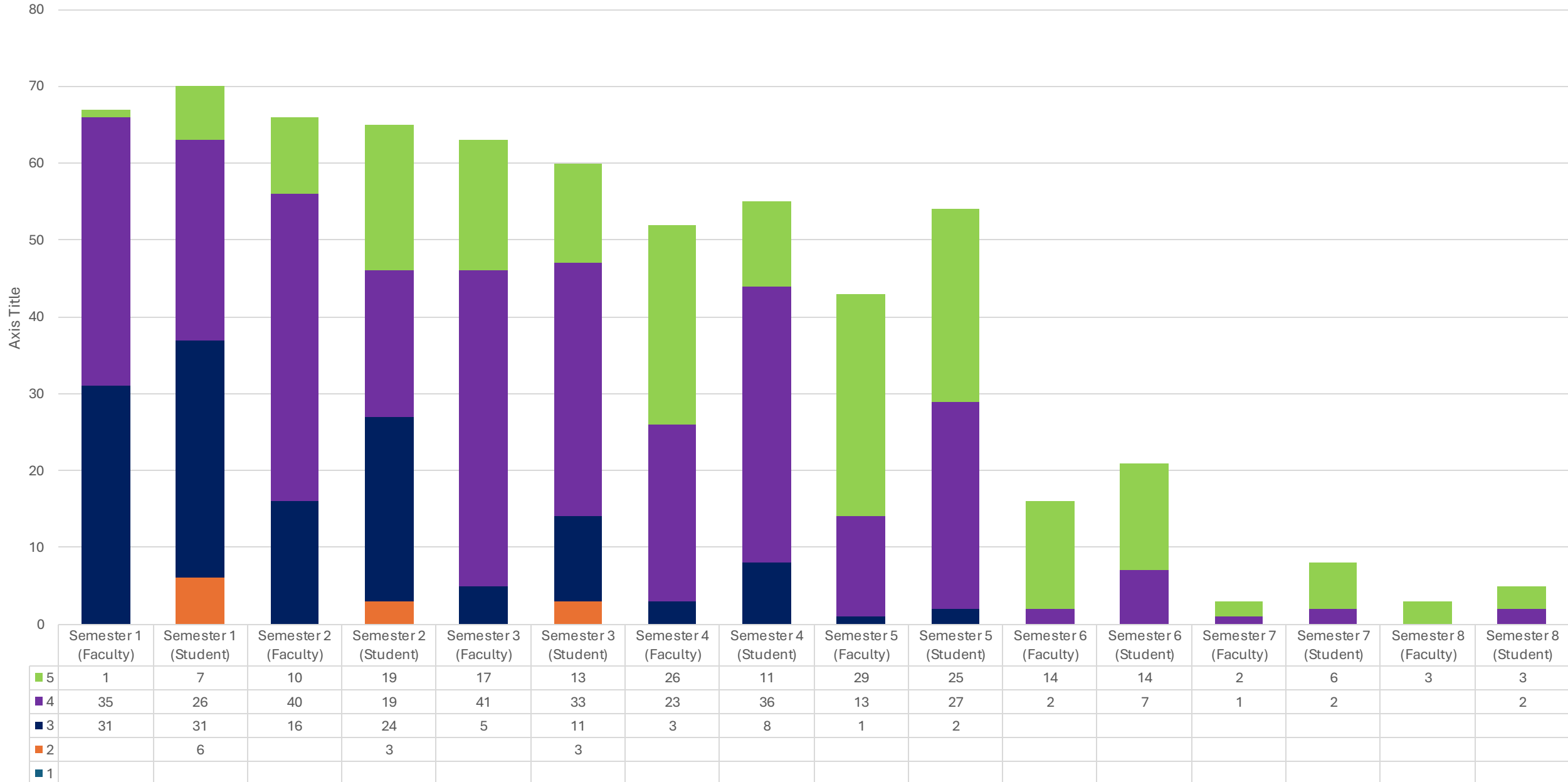
Demonstrates flexibility and adaptability to changing circumstances




Prepares thoroughly and consistently for coursework and meets all deadlines



Demonstrates knowledge of technology and appropriately uses digital platforms





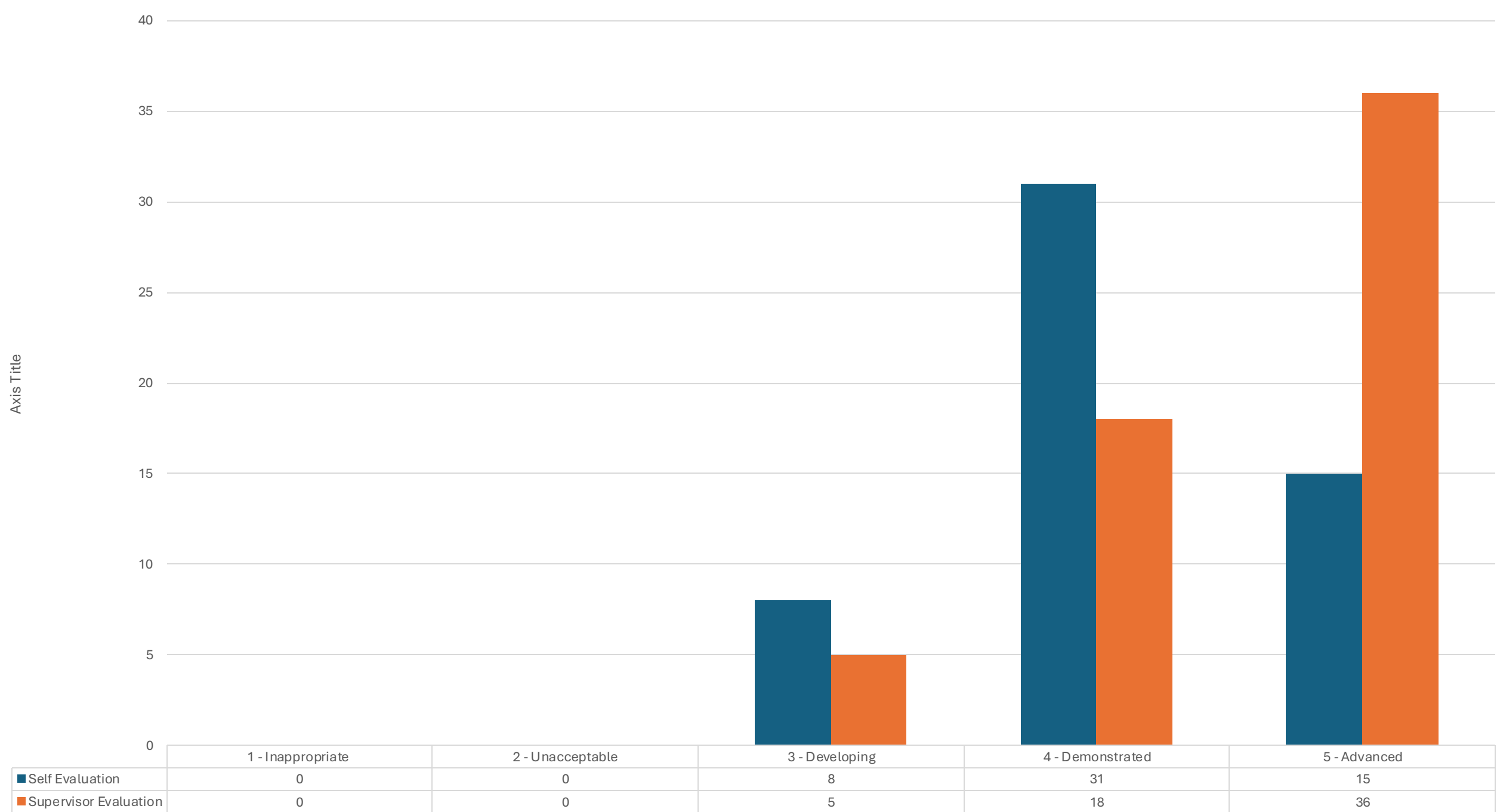
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# •<sup>+</sup> ◦ Practicum Evaluations

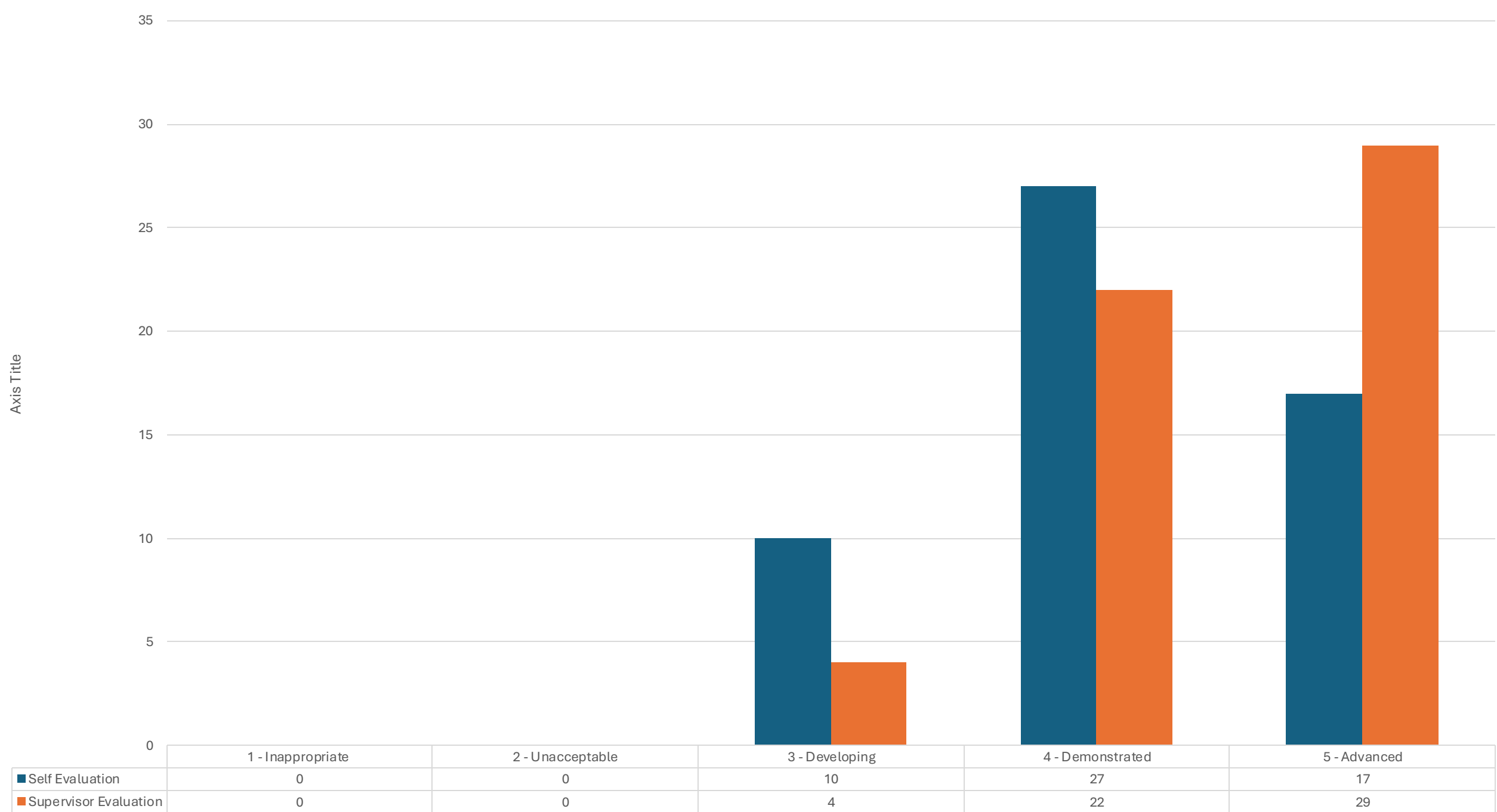


Rating	Title	Description
0	No Opportunity to Observe	The site supervisor is unable to assess due to not observing the competency by the student.
1	Inappropriate	Practicum student demonstrates harmful skills, knowledge, or dispositions related to the competency.
2	Unacceptable	Practicum student demonstrates limited or no evidence of the appropriate skills, knowledge, or dispositions related to the competency.
3	Developing toward Competency (Benchmark)	Practicum student demonstrates inconsistent evidence of the appropriate skills, knowledge, or dispositions related to the competency.
4	Demonstrates Competency	Practicum student demonstrates consistent and proficient evidence of the appropriate skills, knowledge, or dispositions related to the competency.
5	Demonstrates Advanced Competency	Practicum student demonstrates an advanced mastery of the appropriate skills, knowledge, or dispositions related to the competency.

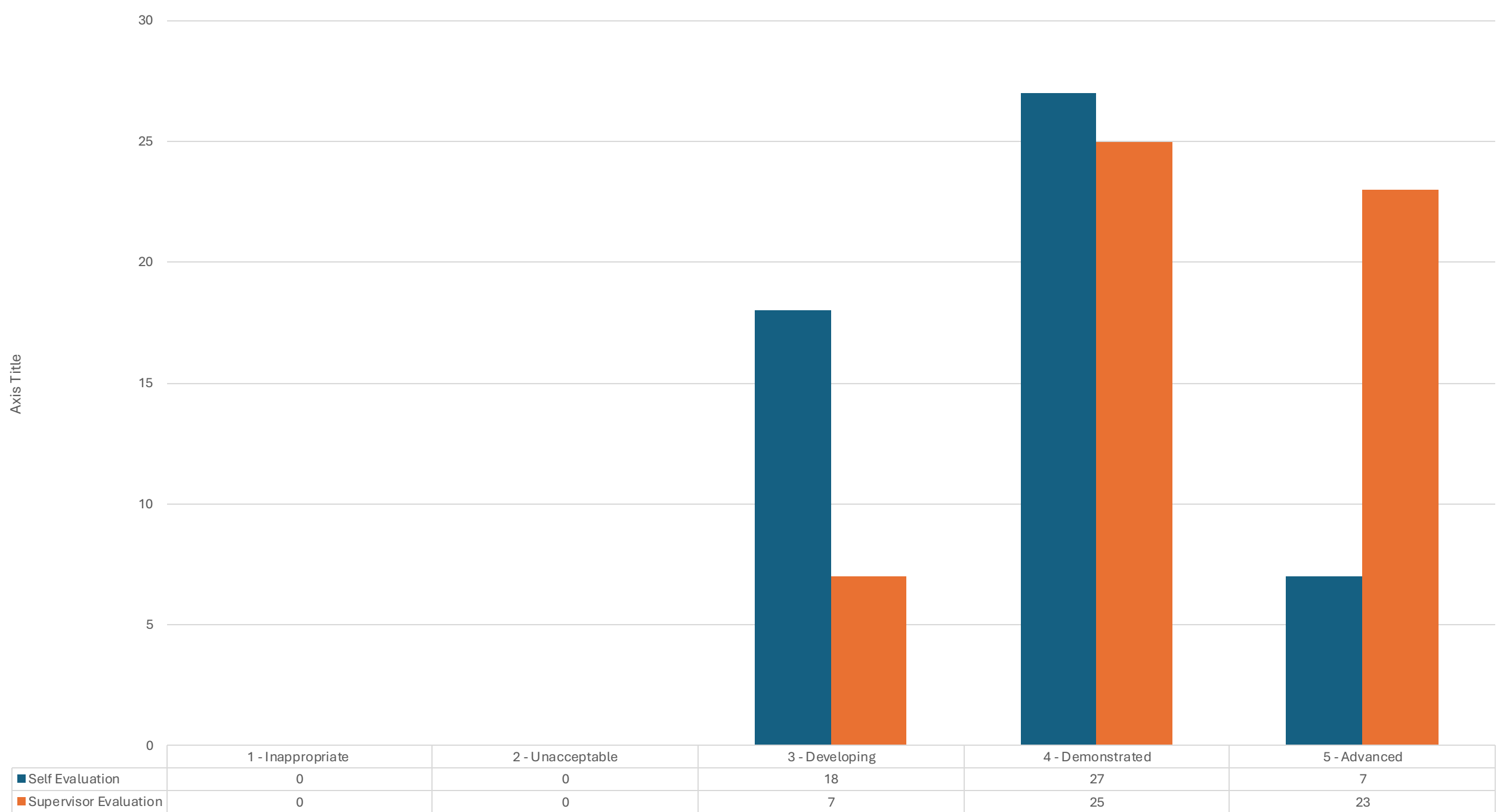
Practicum student presents self in a professional manner through appropriate communication and respect of persons.



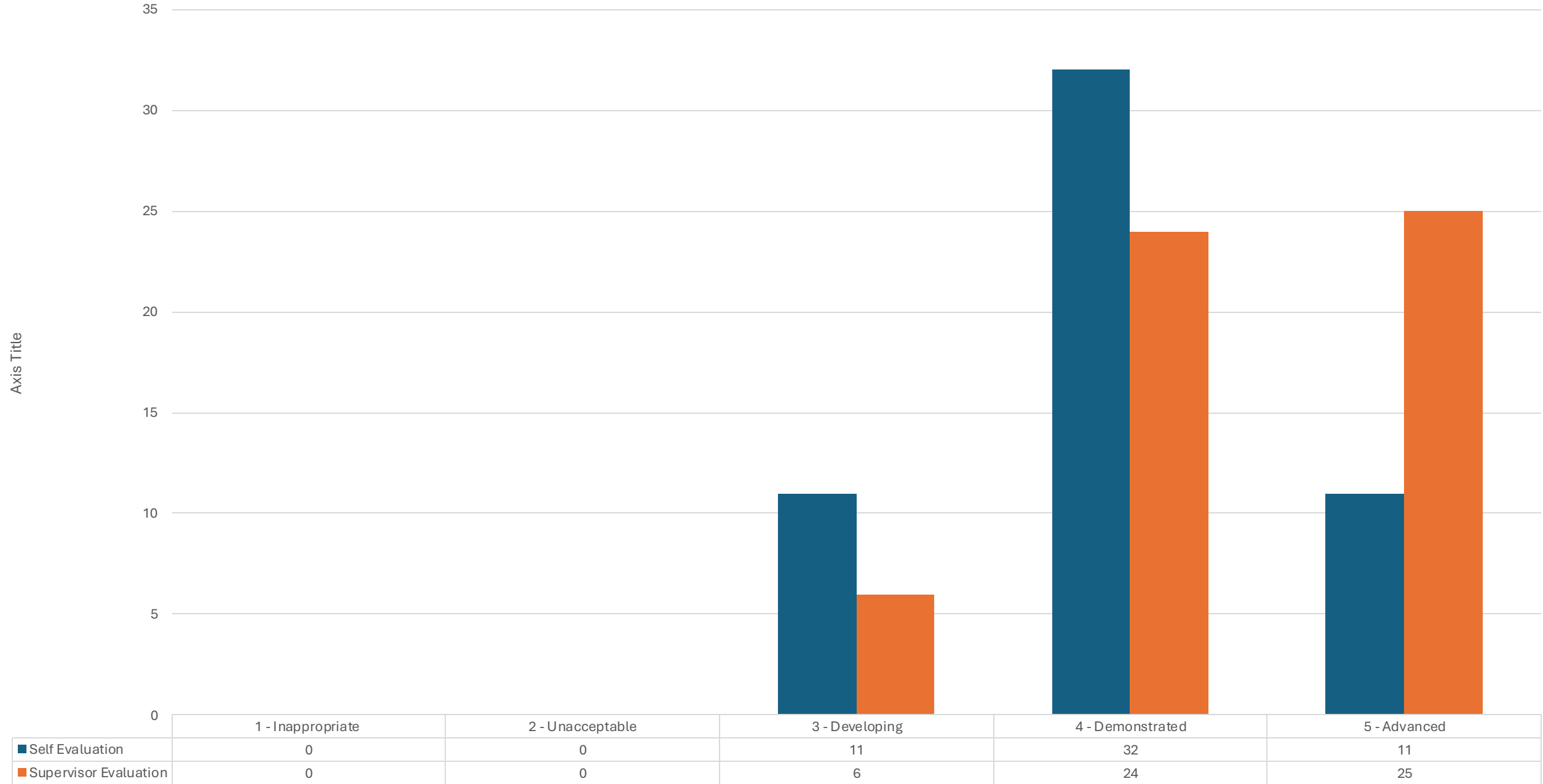
Practicum student practices ethically and legally while following specific placement policies.



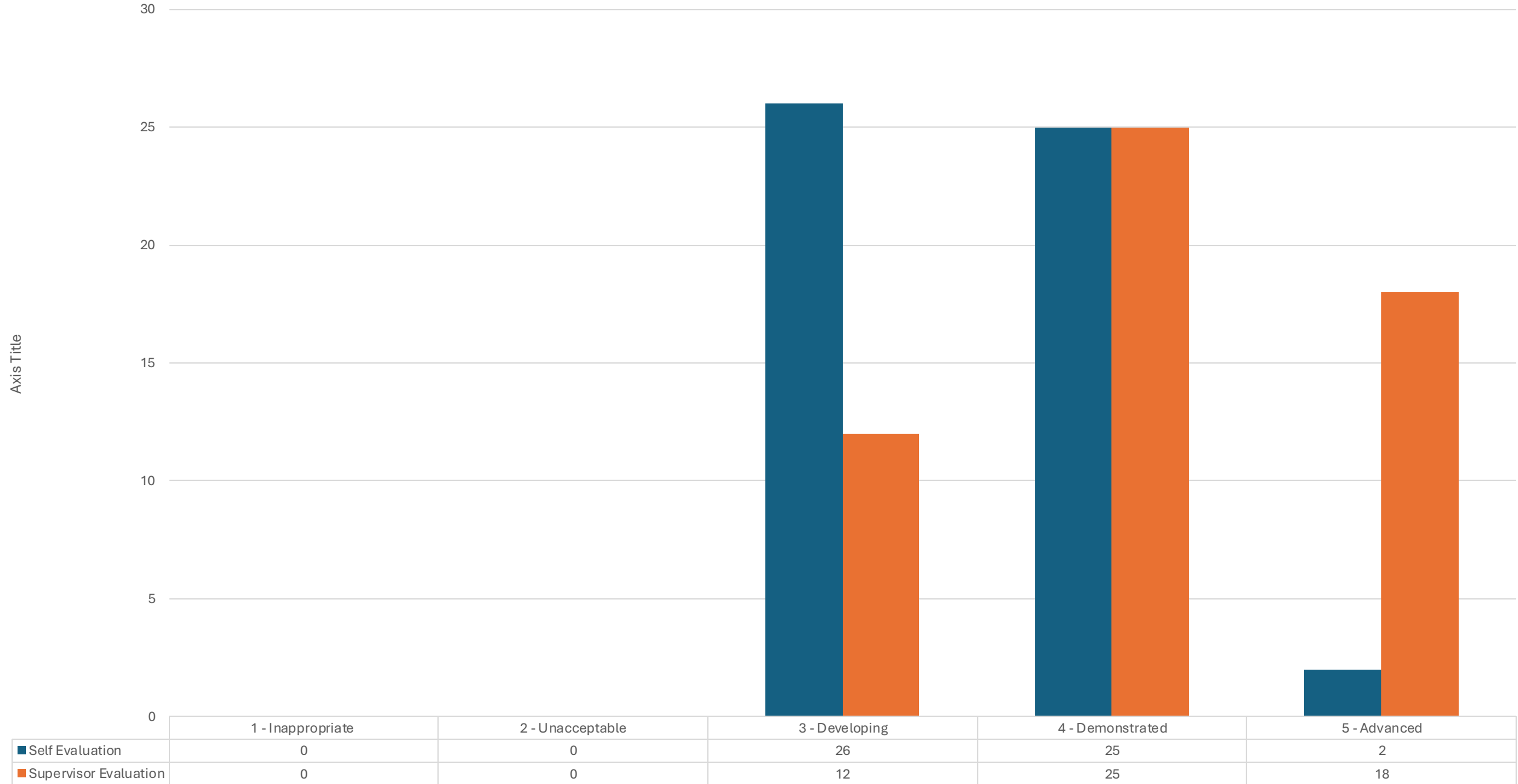
Practicum student models appropriate counselor roles and responsibilities.



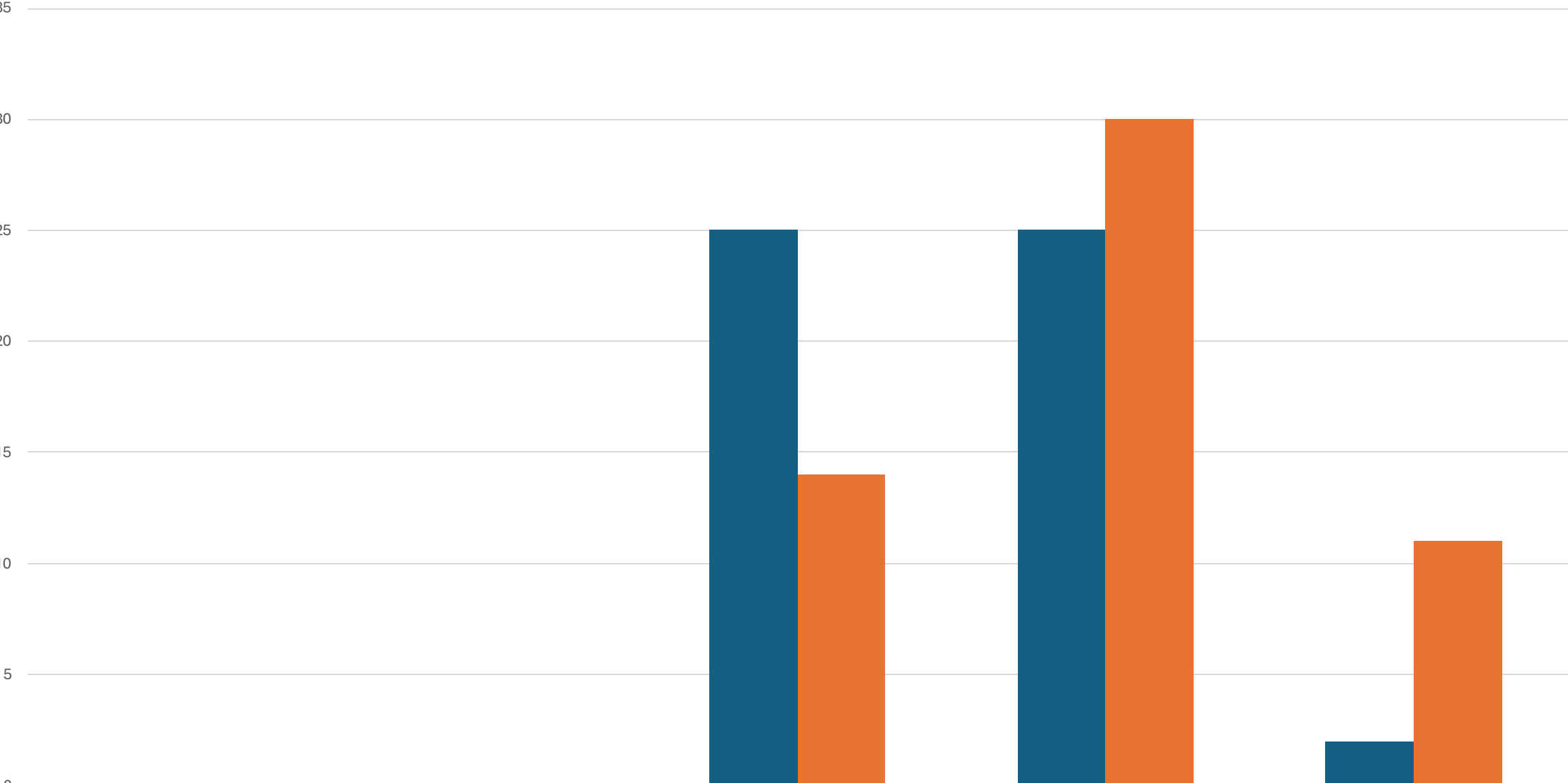
Practicum student integrates feedback of supervisor(s) to improve counseling skills, knowledge, and professional disposition.



Practicum student employs basic counseling skills (paraphrasing, reflecting feeling & meaning, pacing challenging, use of silence, etc.) in the development of appropriate relationships with clients/students, peers, and supervisor(s).



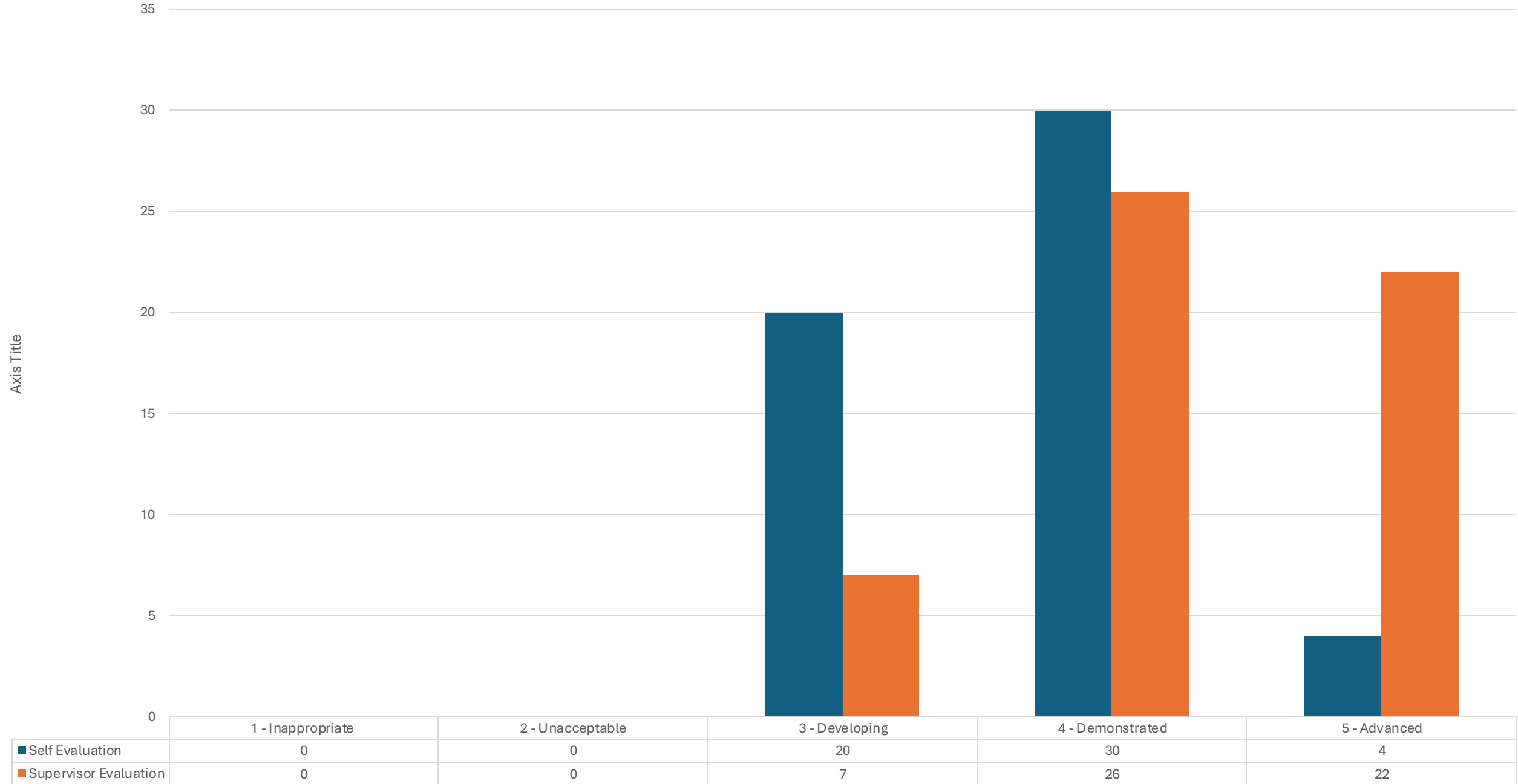
**Practicum student makes sense of client material to generate and articulate a plan for addressing client concerns based on sound counseling principles, which is consistent with the client’s worldview and the counselor’s theoretical orientation.**



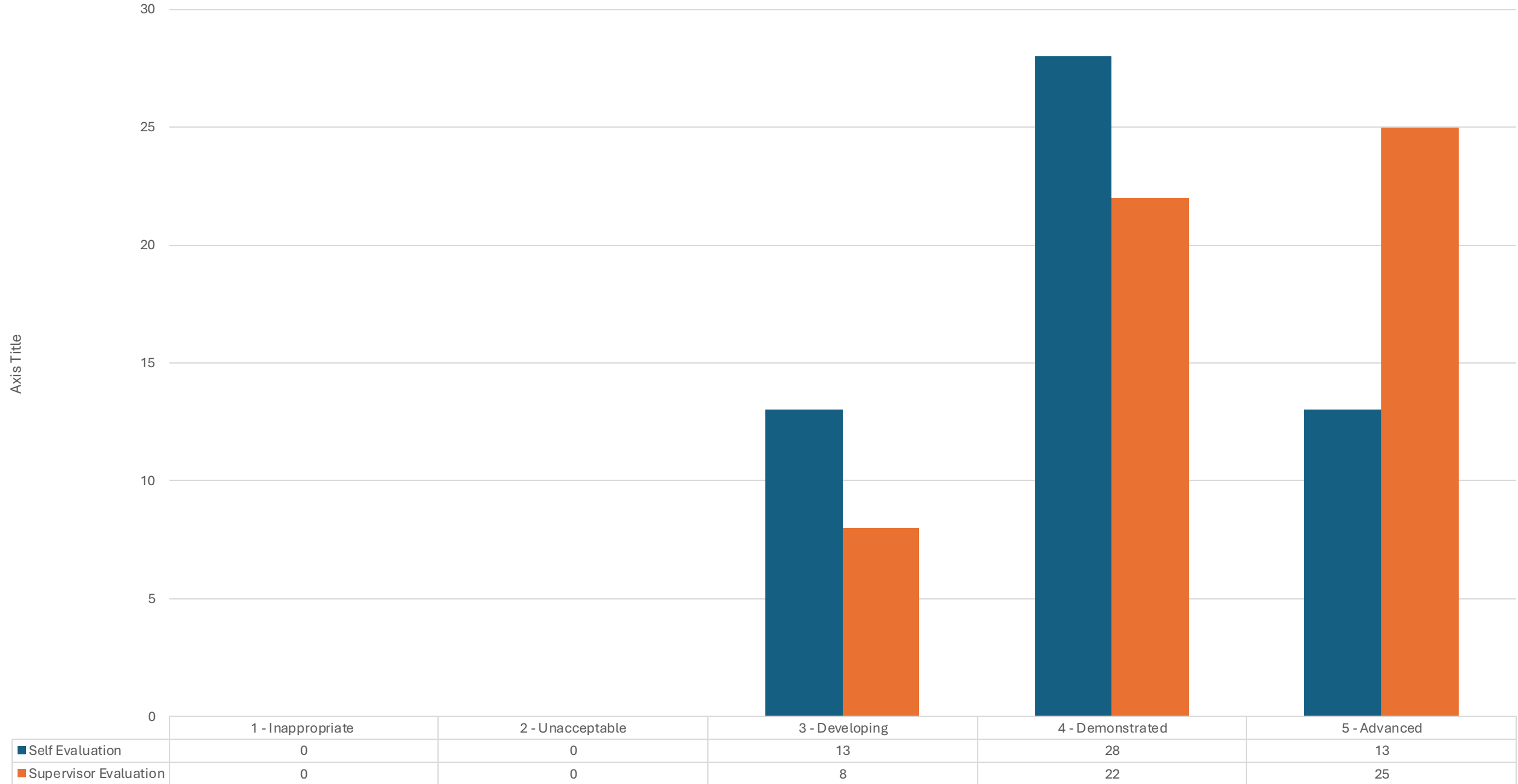
	1 - Inappropriate	2 - Unacceptable	3 - Developing	4 - Demonstrated	5 - Advanced
Self Evaluation	0	0	25	25	2
Supervisor Evaluation	0	0	14	30	11



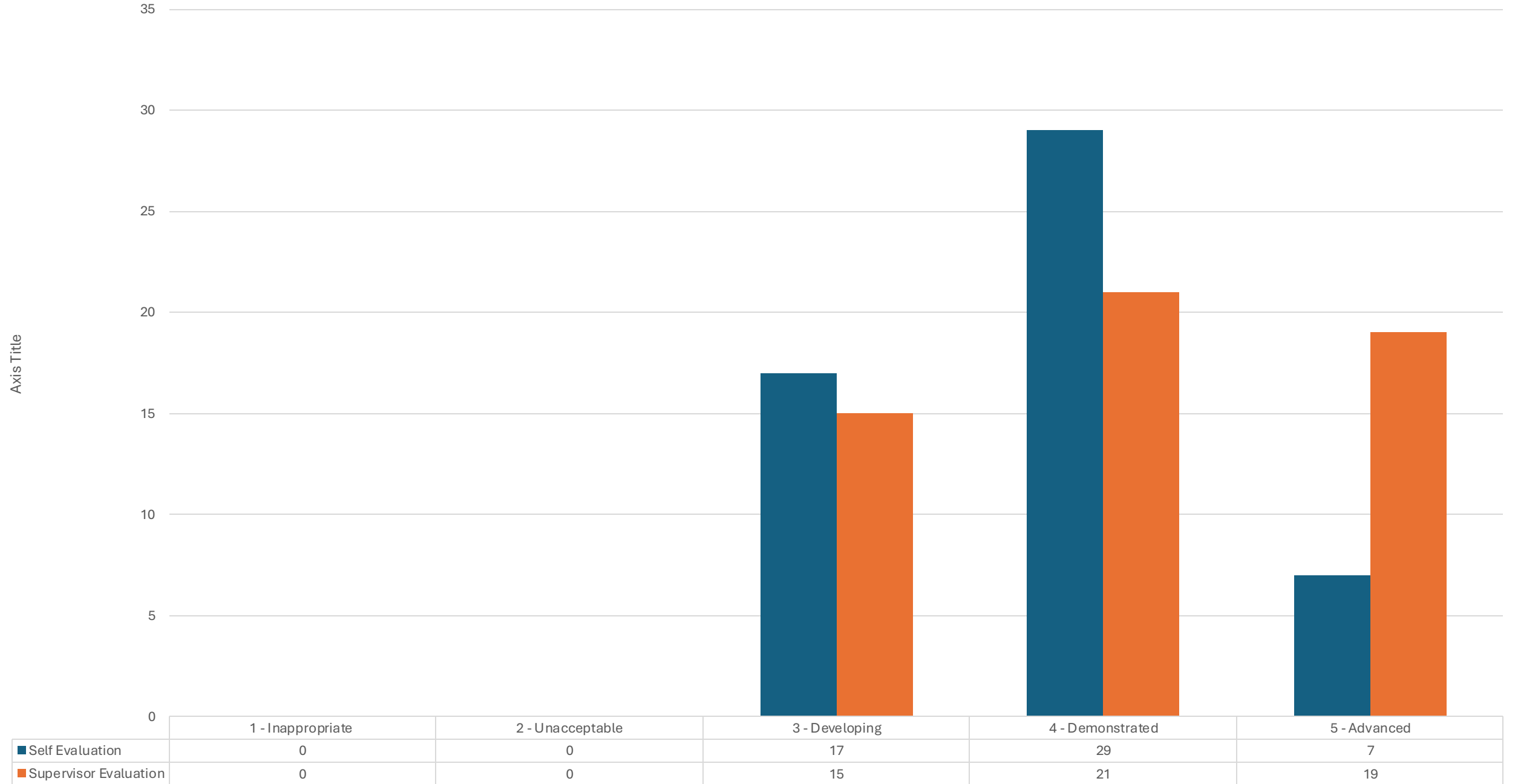
**Practicum student actively engages in counseling sessions with clients/students with appropriate documentation and preparation as deemed appropriate by the supervisor.**



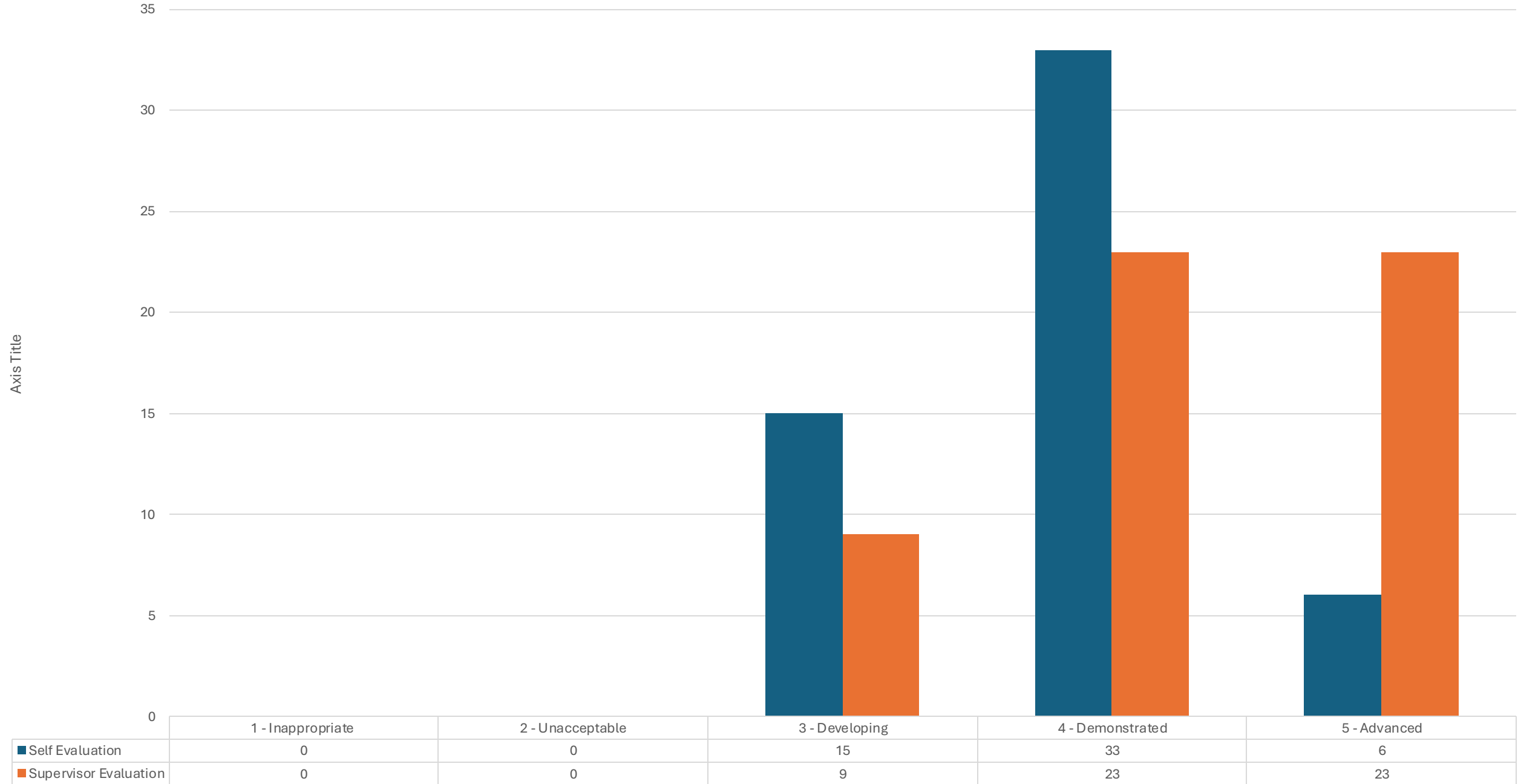
**Practicum student is aware of their personal impact on others and seeks feedback from supervisor(s) to understand perceptions.**



**Practicum student demonstrates ability to persist through difficult issues/experiences while being aware of individual needs for self-care.**



Practicum student appropriately and correctly self-evaluates counseling skills, knowledge, and professional disposition.



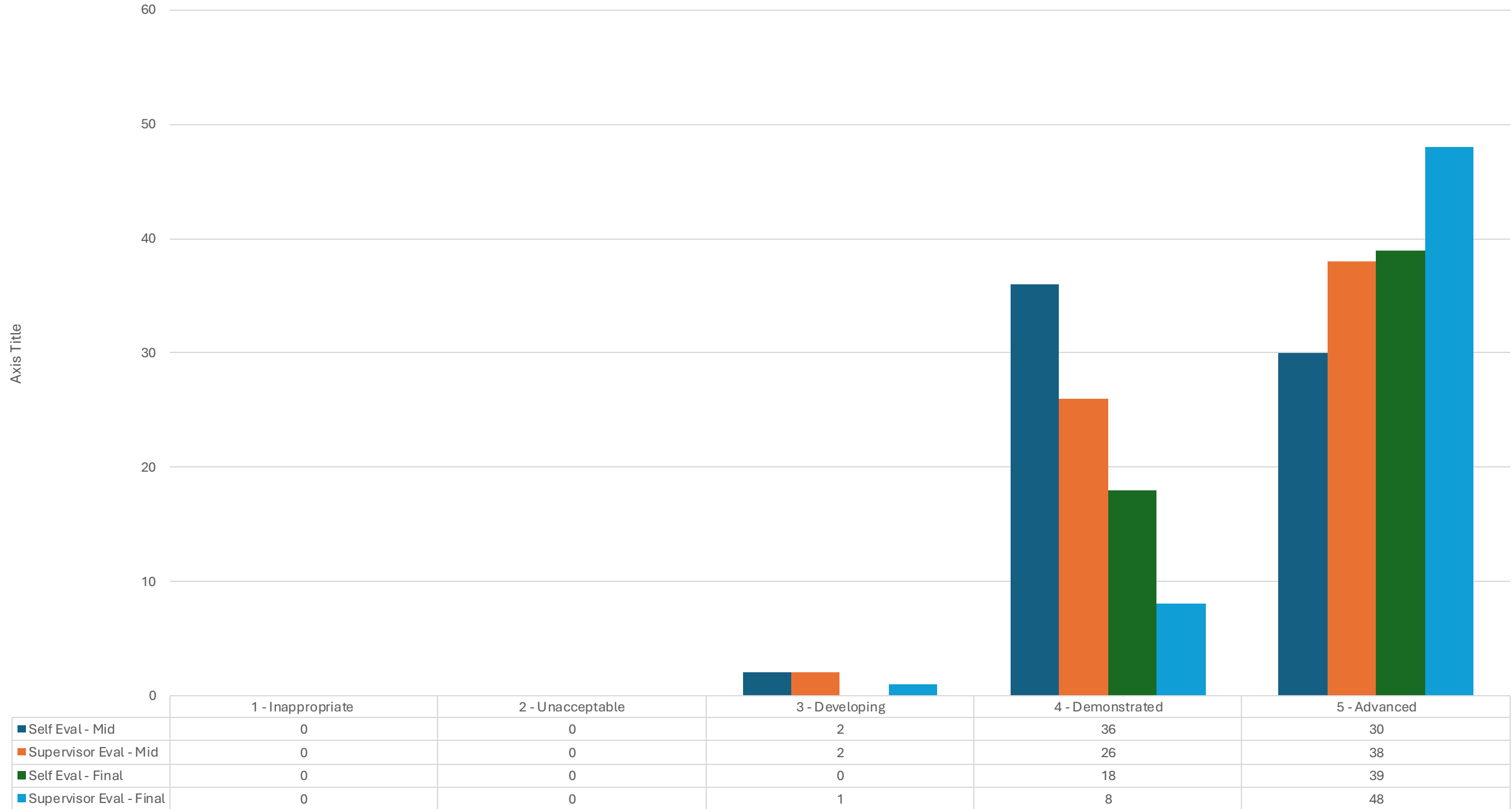
# •<sup>+</sup> ◦ Internship Evaluations



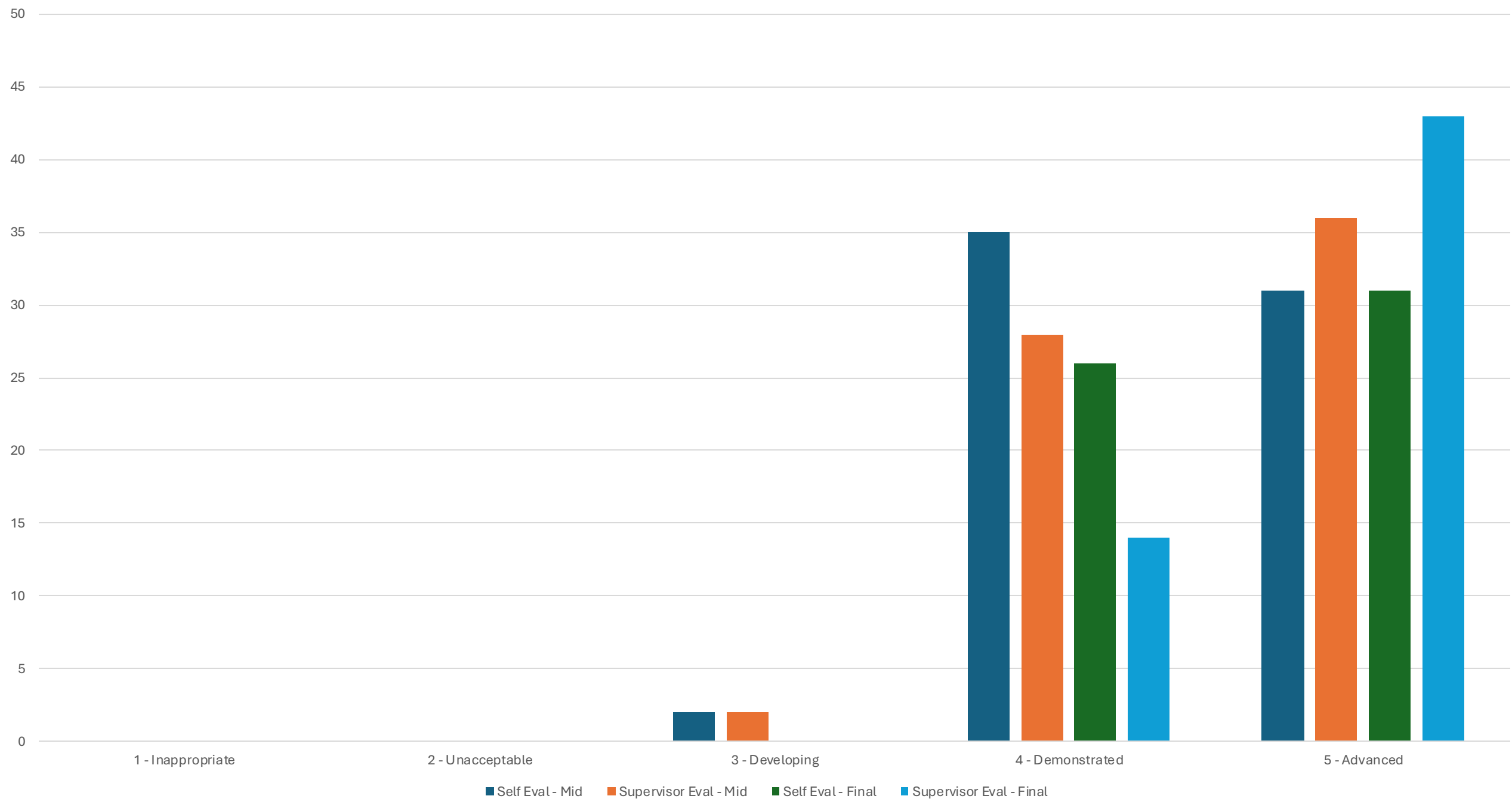
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Internship student presents self in a professional manner through appropriate communication and respect of persons.

Axis Title

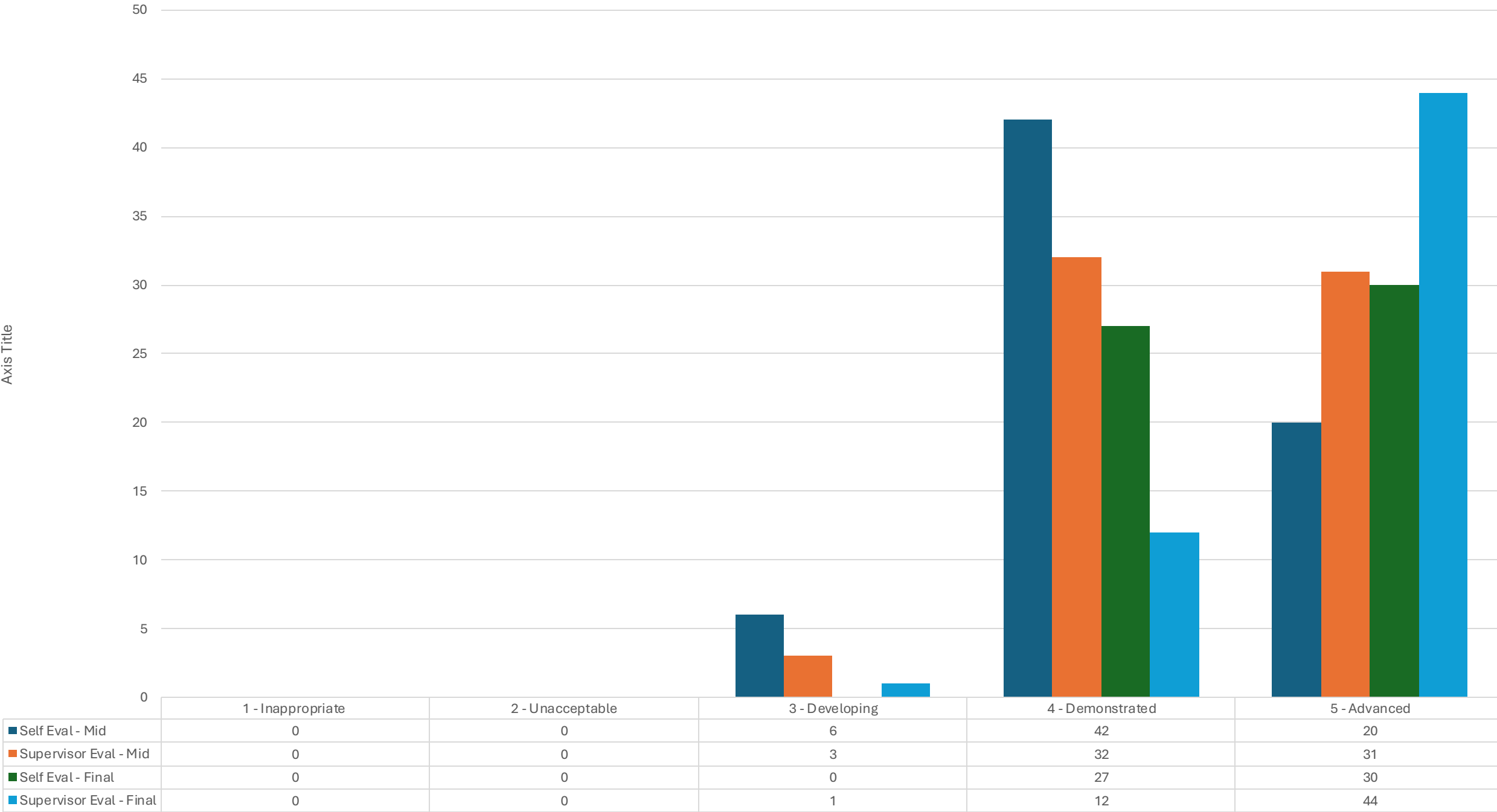


**Internship student practices ethically and legally while following specific placement policies.**



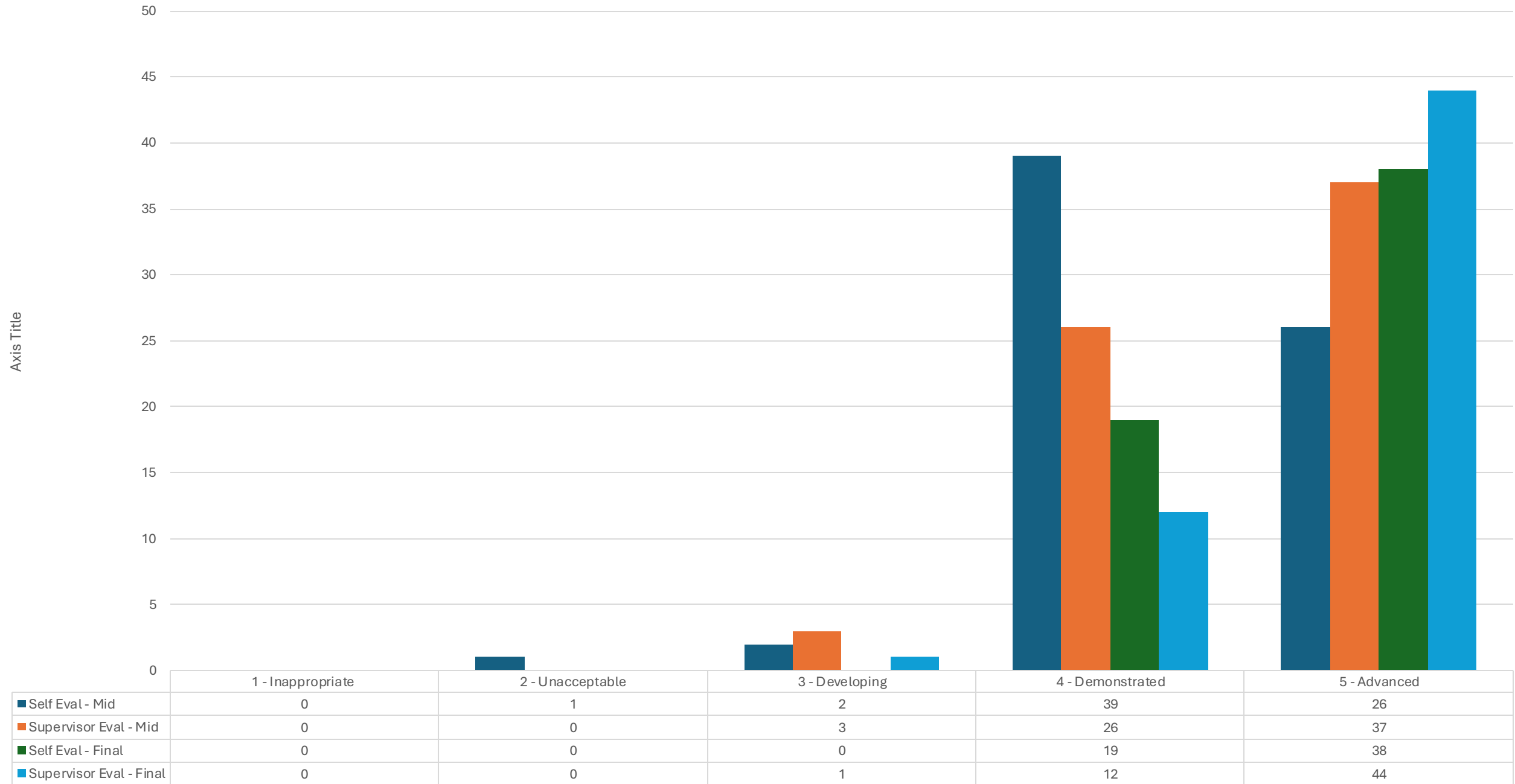


Internship student models appropriate counselor roles and responsibilities.

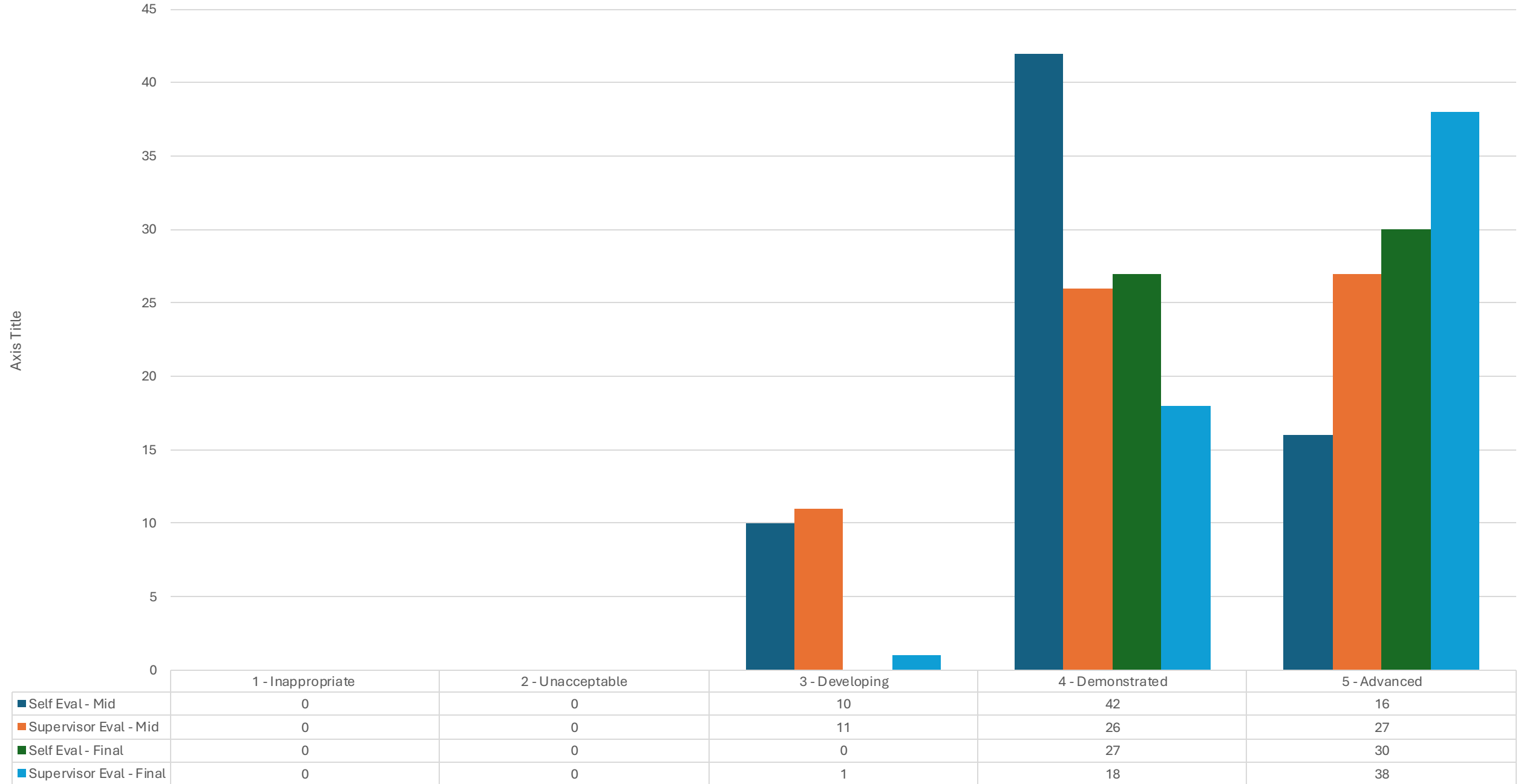


Internship student integrates feedback of supervisor(s) to improve counseling skills, knowledge, and professional disposition.

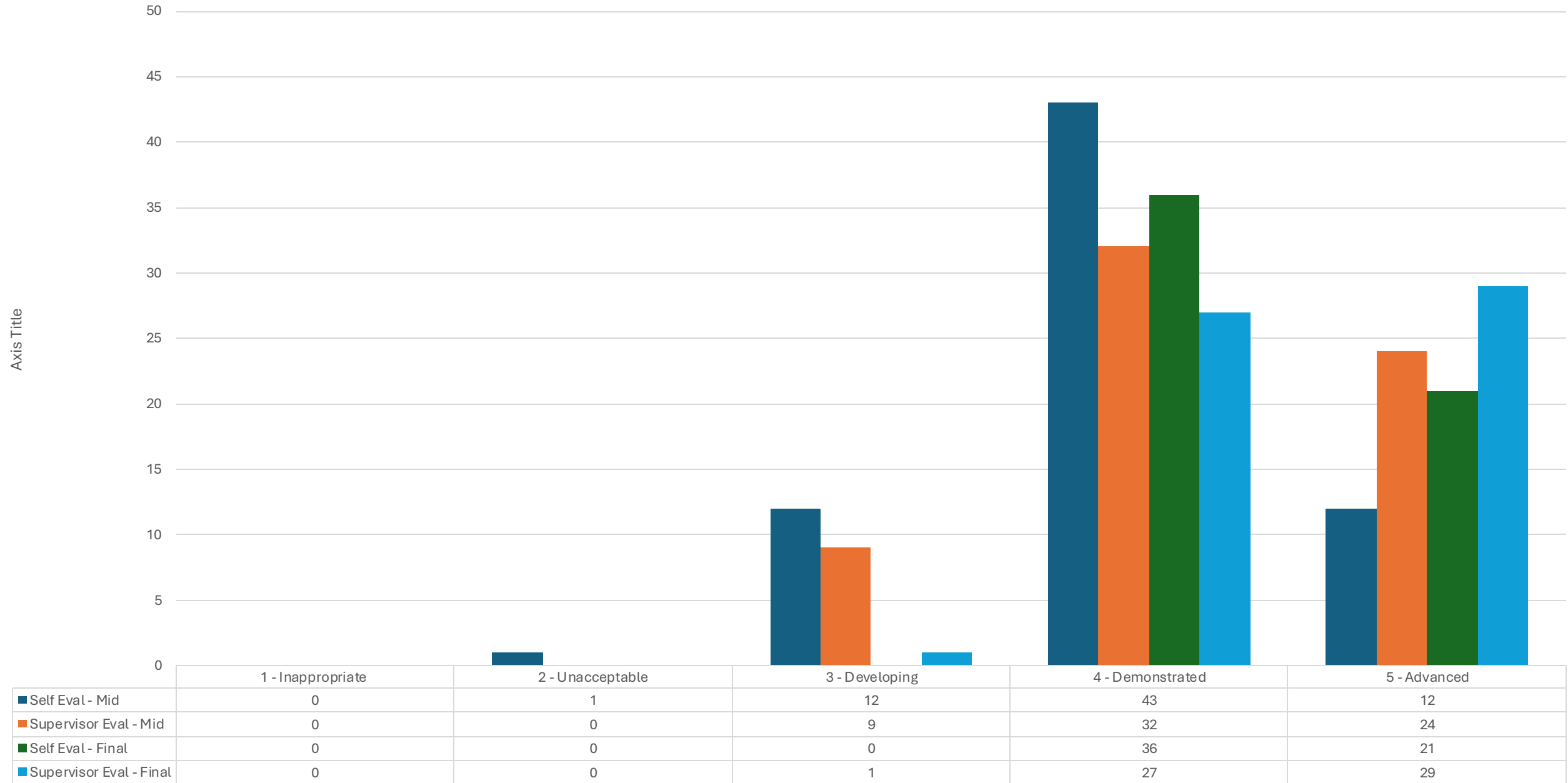
Axis Title



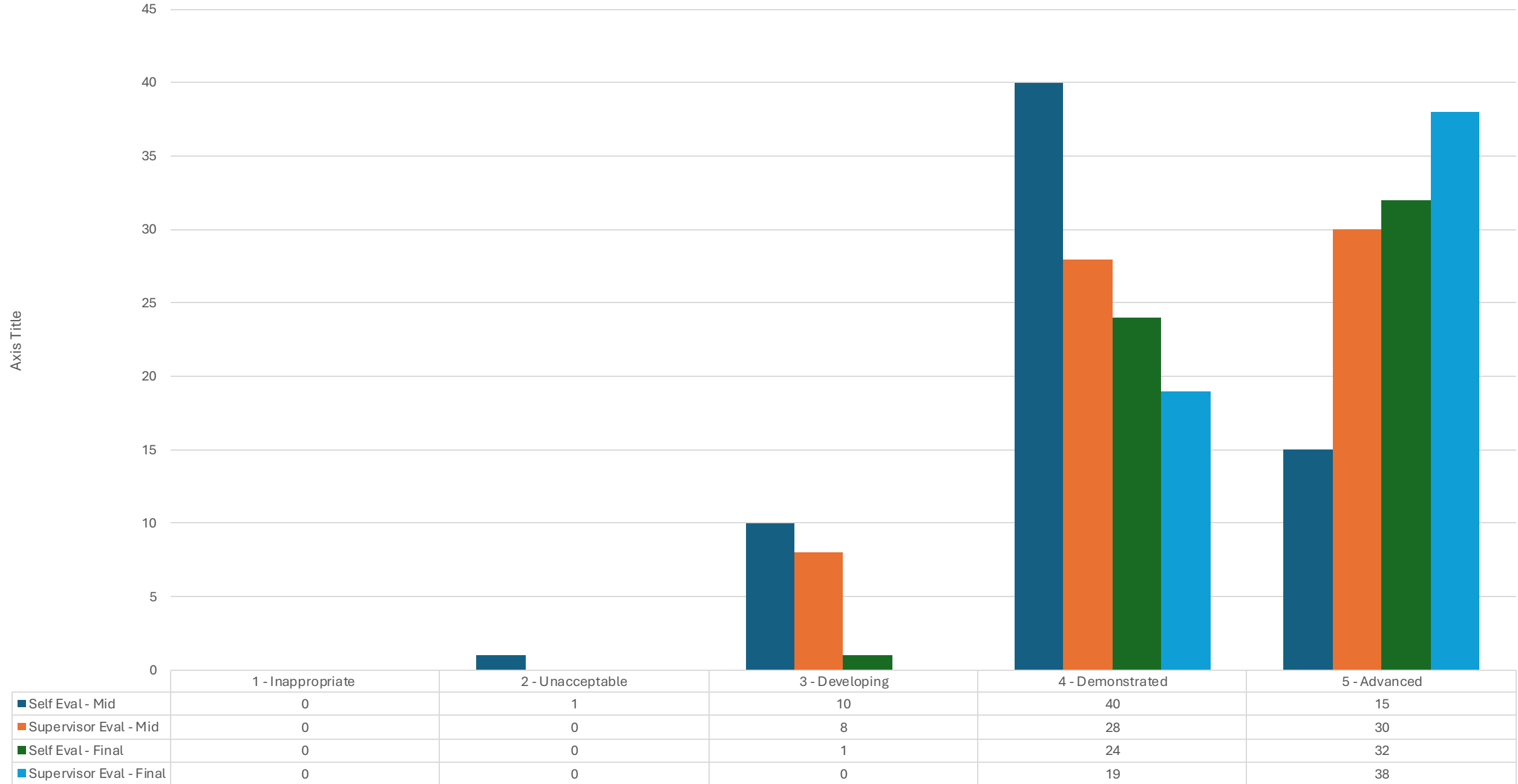
Internship student employs basic counseling skills (paraphrasing, reflecting feeling & meaning, pacing challenging, use of silence, etc.) in the development of appropriate relationships with clients/students, peers, and supervisor(s).



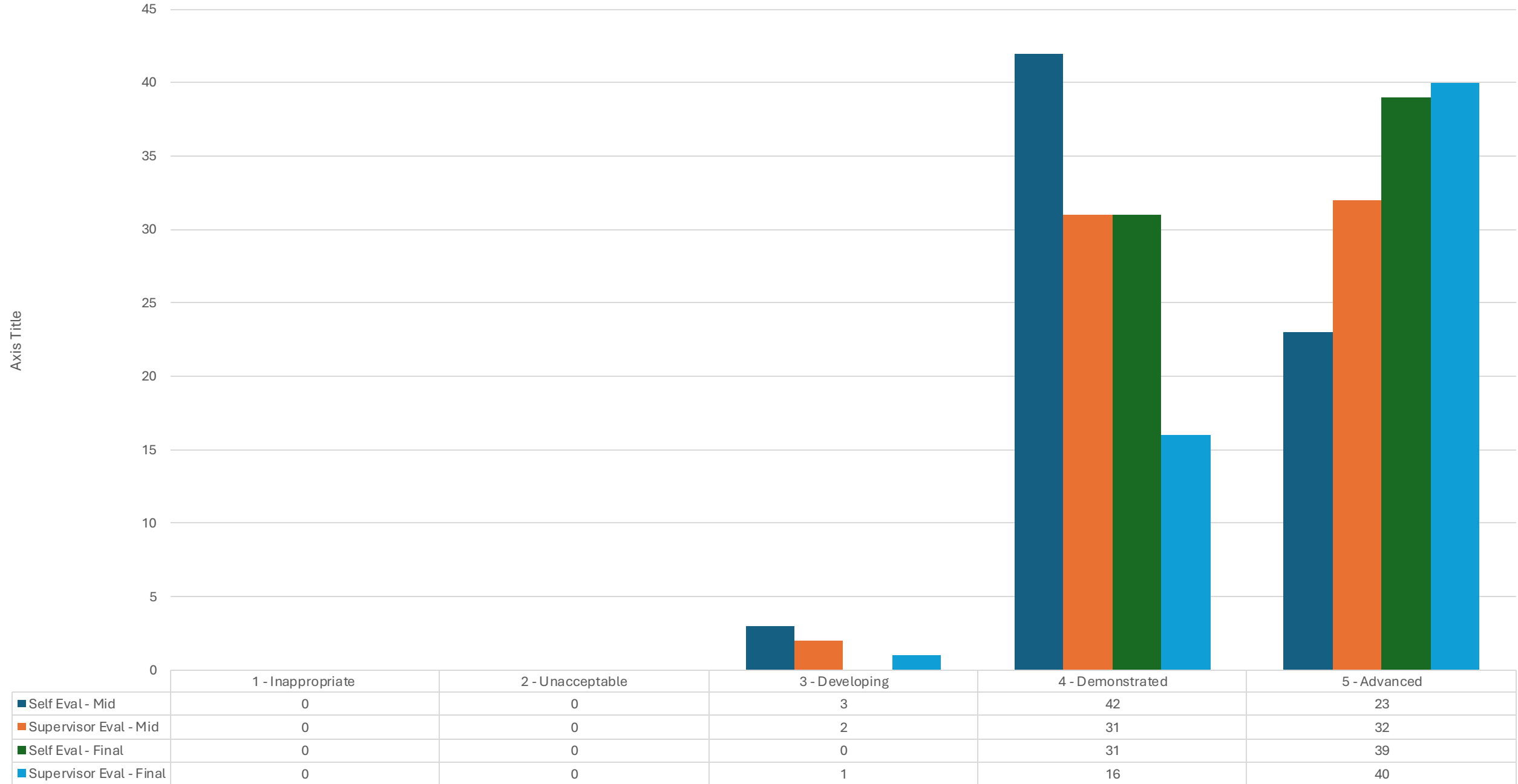
Internship student makes sense of client material to generate and articulate a plan for addressing client concerns based on sound counseling principles, which is consistent with the client’s worldview and the counselor’s theoretical orientation.



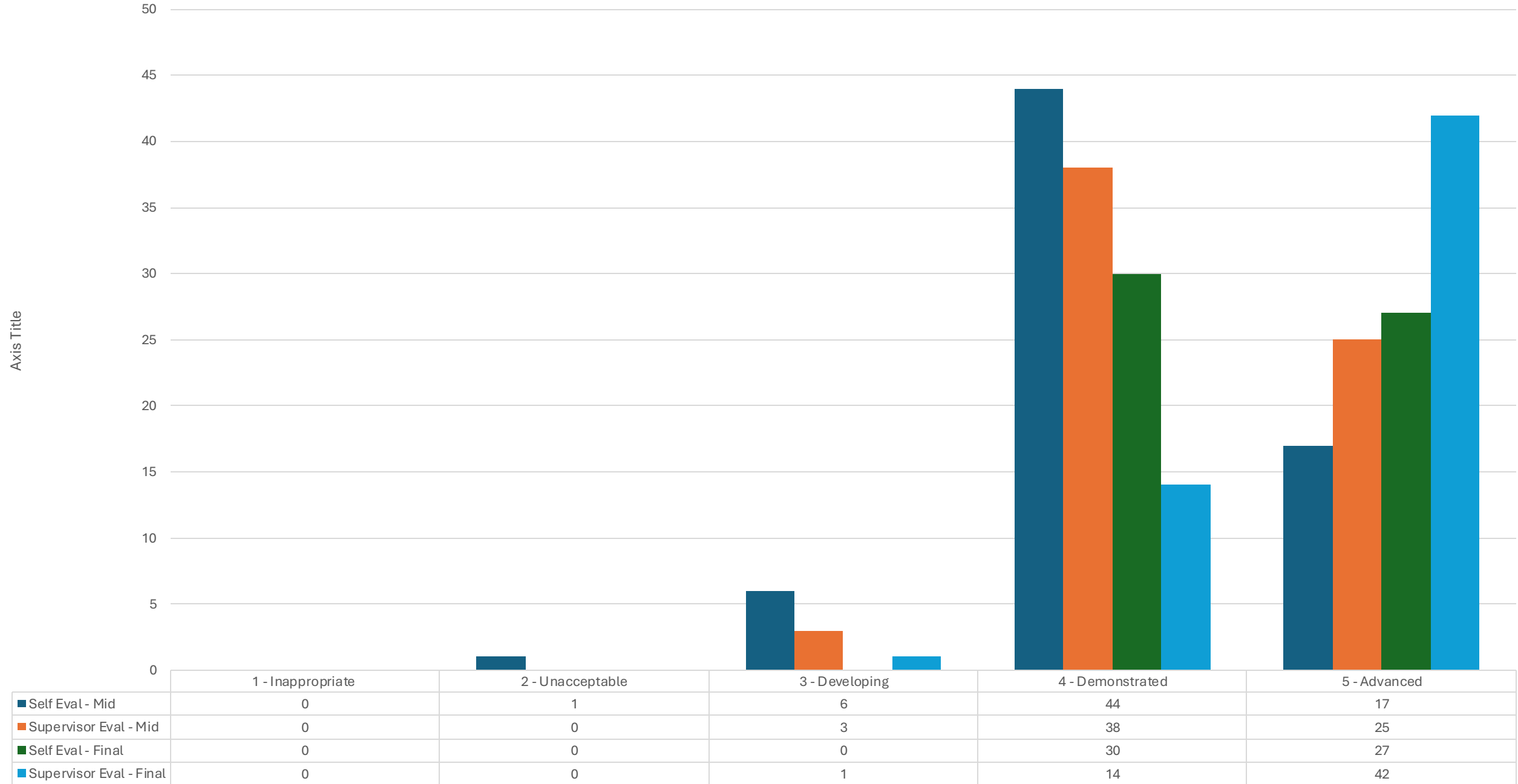
Internship student actively engages in counseling sessions with clients/students with appropriate documentation and preparation.



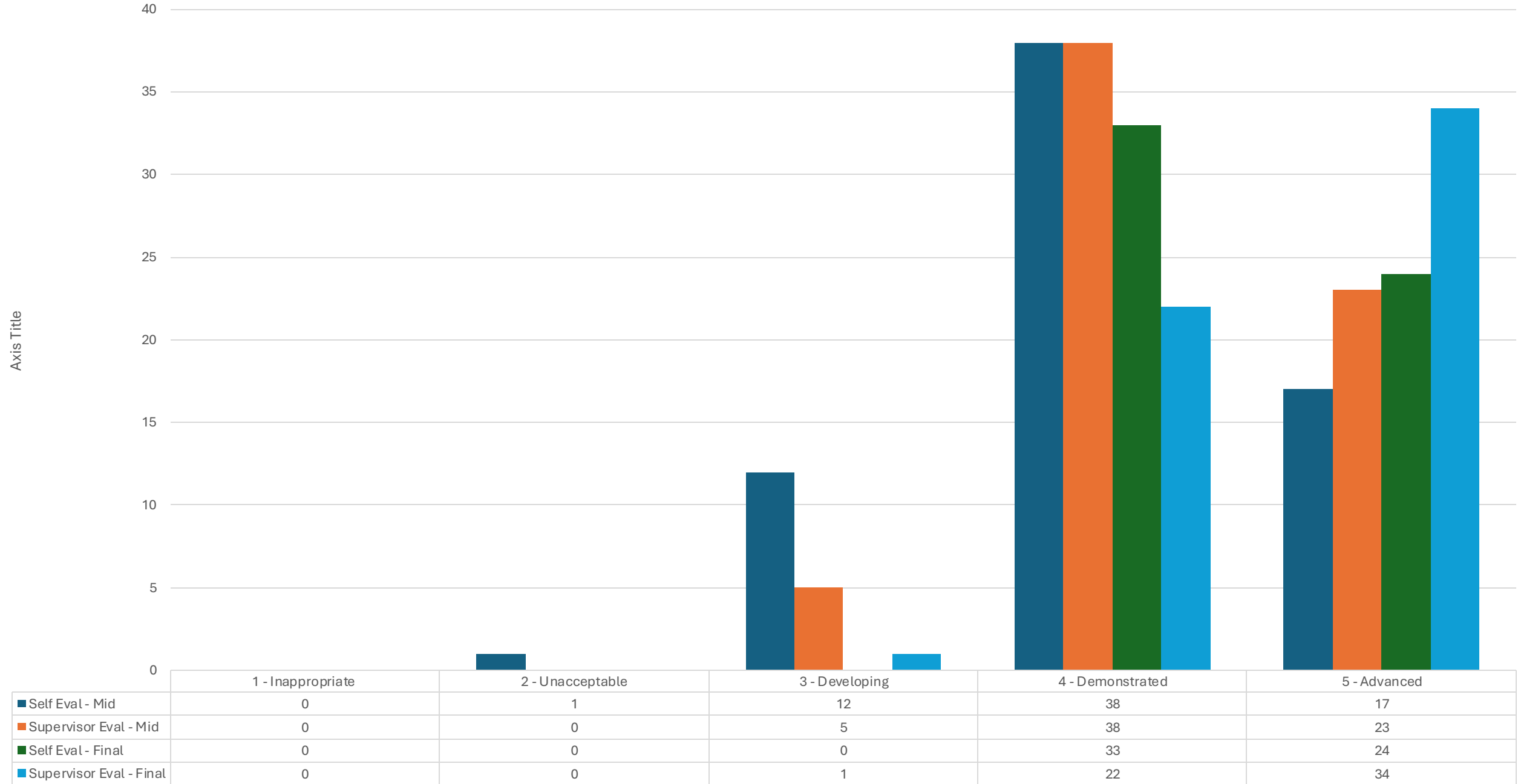
Internship student is aware of their personal impact on others and seeks feedback from supervisor(s) to understand perceptions.



Internship student appropriately and correctly self-evaluates counseling skills, knowledge, and professional disposition.



Internship student demonstrates ability to persist through difficult issues/experiences while being aware of individual needs for self-care.





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# • Site Supervisor Feedback



# Site Supervisor Feedback Survey

2024-2025 Academic Year

Responses: 52

## Key Strengths:

- **Manual Received & Effective:** 100% received; praised for clarity and layout
- **Strong Faculty Support:** 100% found instructors accessible and communicative
- **Effective Introductory Meetings:** 94% attended; described as clear and beneficial
- **Student Quality:** Seen as prepared, professional, and knowledgeable

## Evaluation Tools:

- 98% found tools helpful for assessing skills & professionalism
- **Suggested improvements:**
  - Add group/classroom facilitation criteria
  - Tailor for clinical vs. school settings
  - Simplify or improve Tevera usability

## Program Recommendations:

- **Increase practice in:**
  - Diagnosing, treatment planning, documentation (e.g., SOAP notes)
  - Classroom management
  - Align internships with school calendars
  - Expand experience diversity:
  - Vary school placements (Class A & B)
  - Broaden training scope
  - Consider split tracks for clinical vs. school counseling

## Overall Feedback:

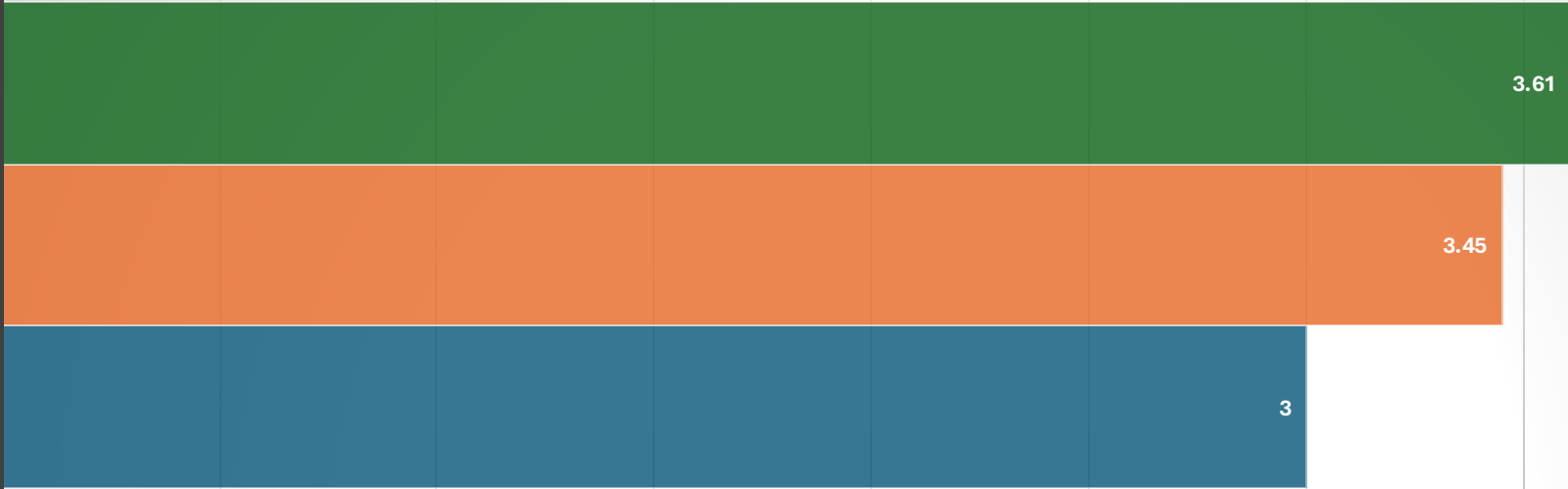
- "Well organized and thorough."
- "Strong communication."
- "Excellent, skilled students."
- "Tevera could be more user-friendly."

# • Key Performance Indicators

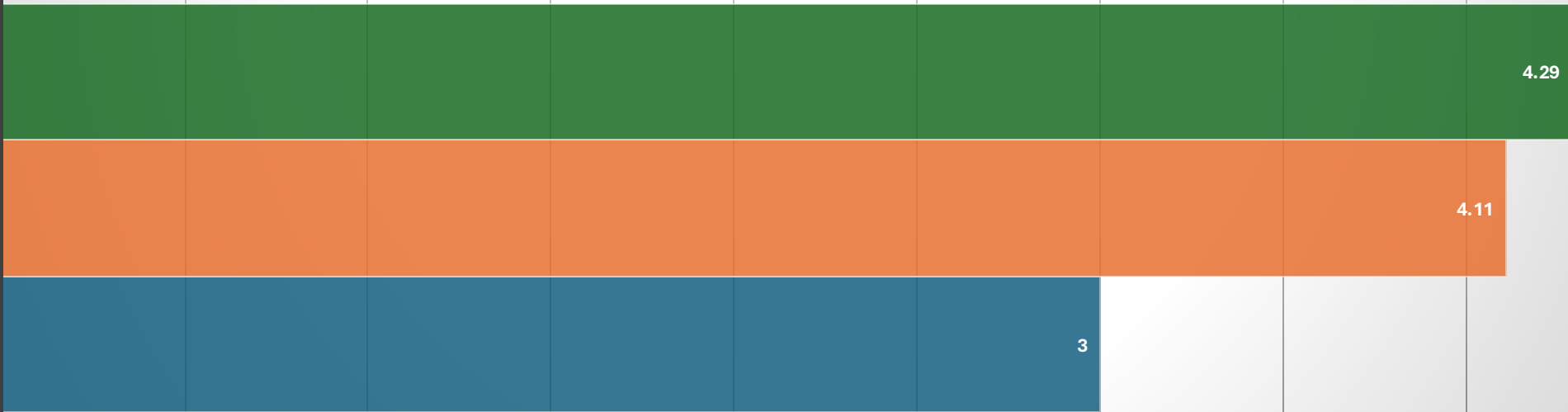


Ethics KPIs

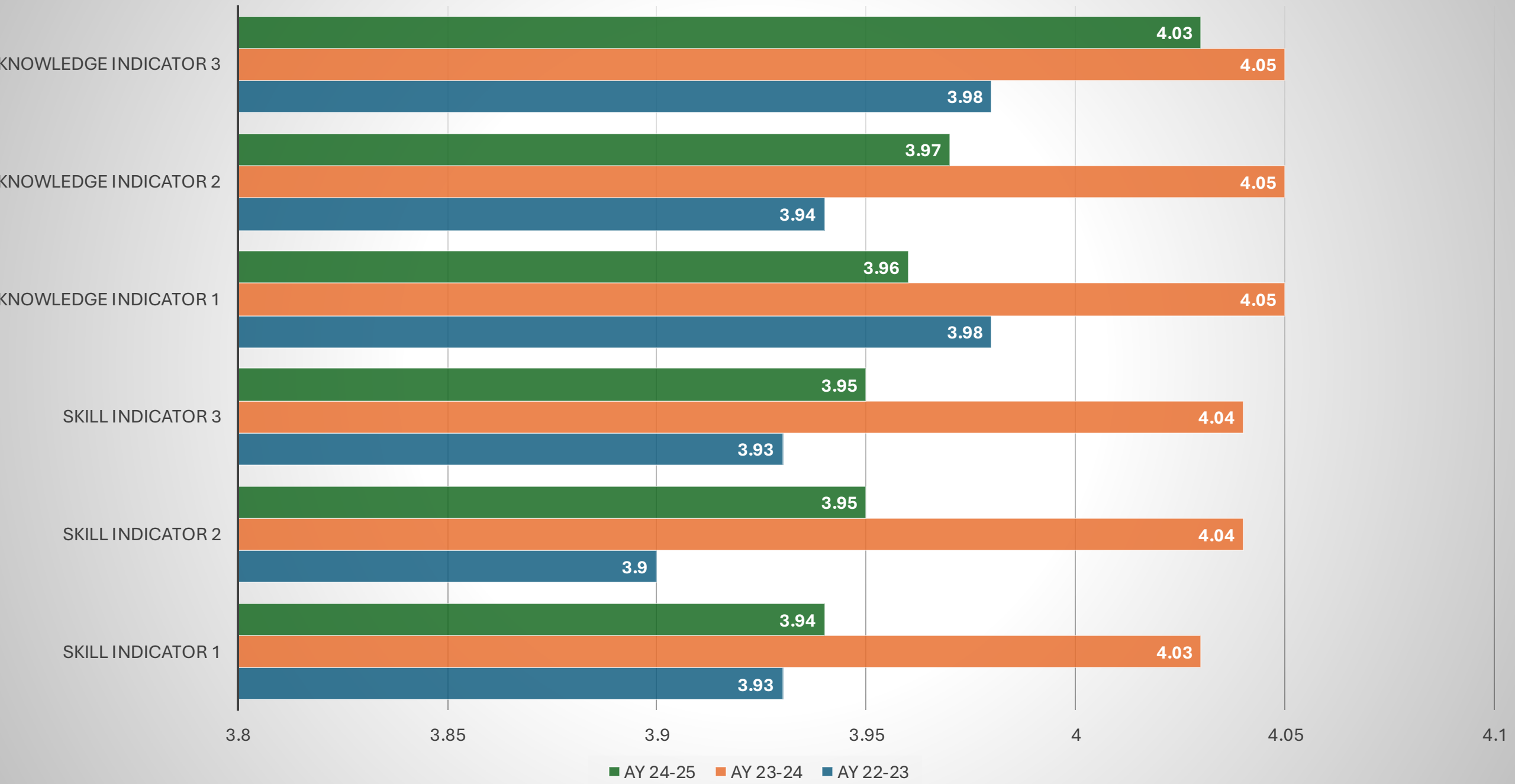
KNOWLEDGE INDICATOR



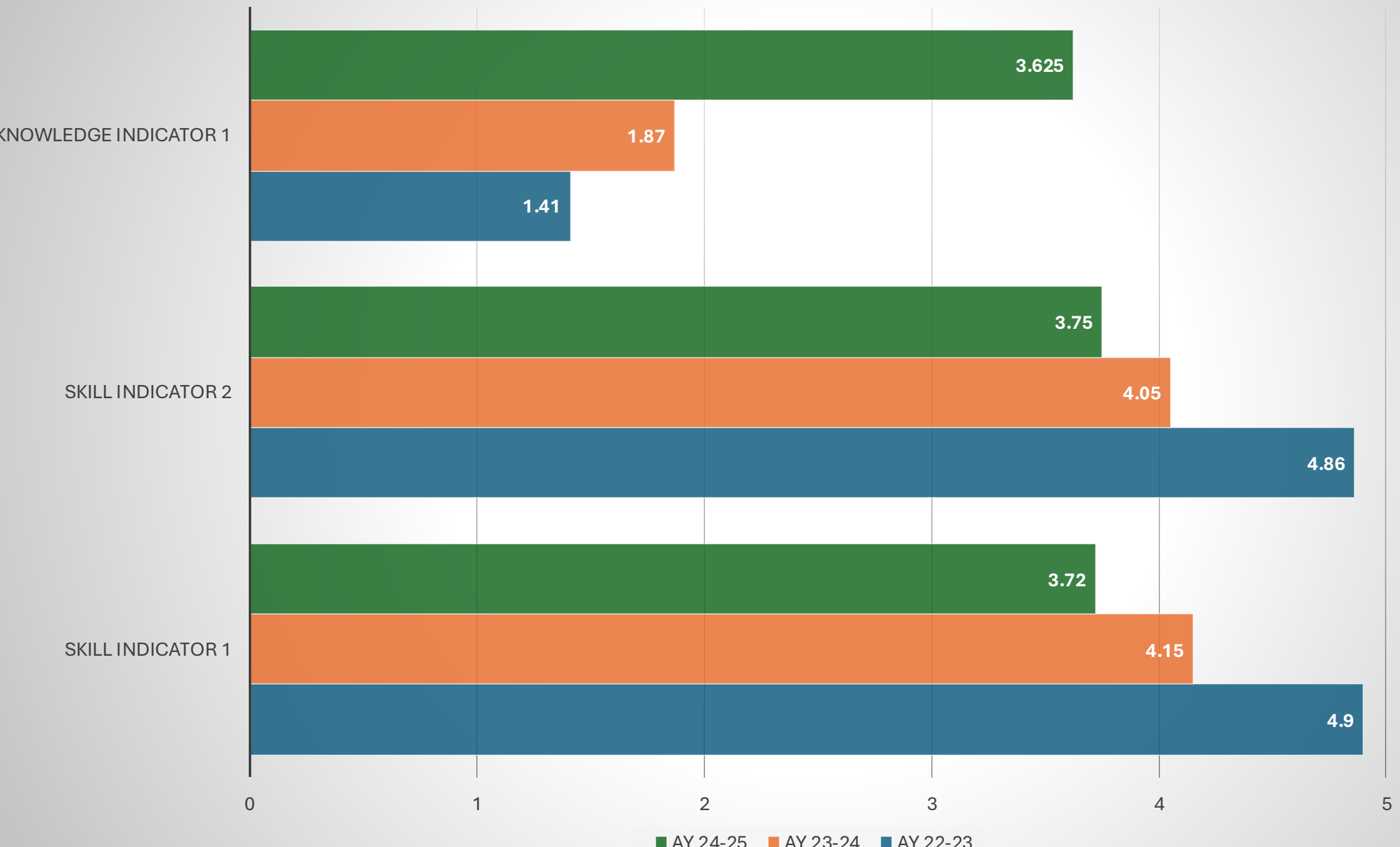
SKILL INDICATOR



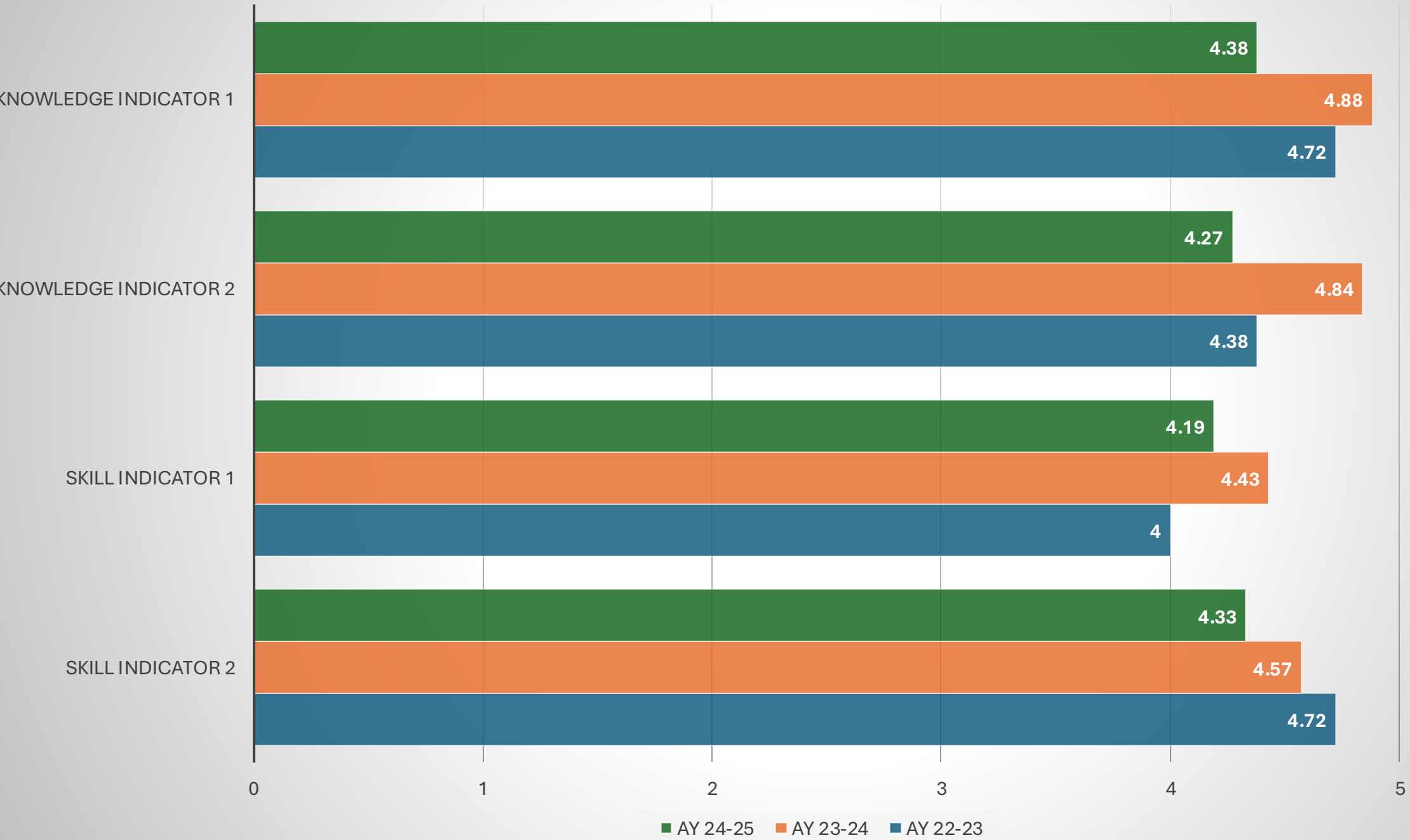
# Social & Cultural Diversity KPIs



# Human Growth and Development KPIs

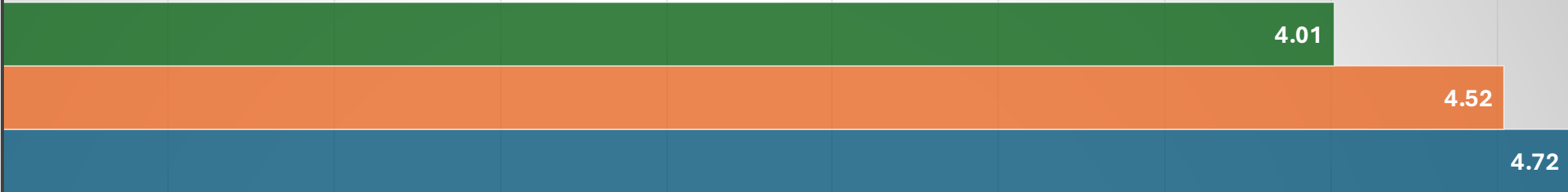


# Research KPIs

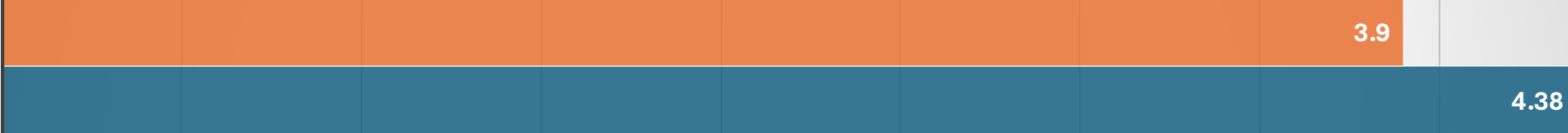


# Counseling and Helping Relationship. KPIs

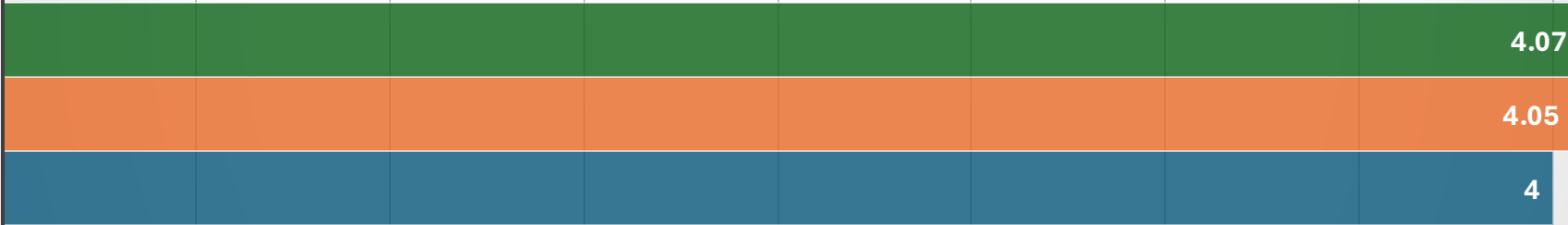
KNOWLEDGE INDICATOR 1



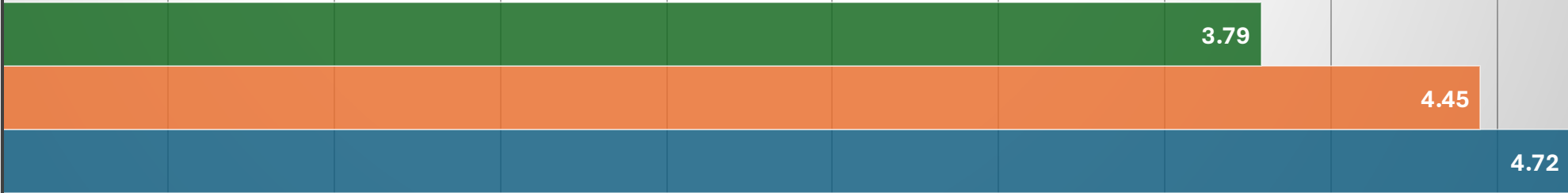
KNOWLEDGE INDICATOR 2



SKILL INDICATOR 1



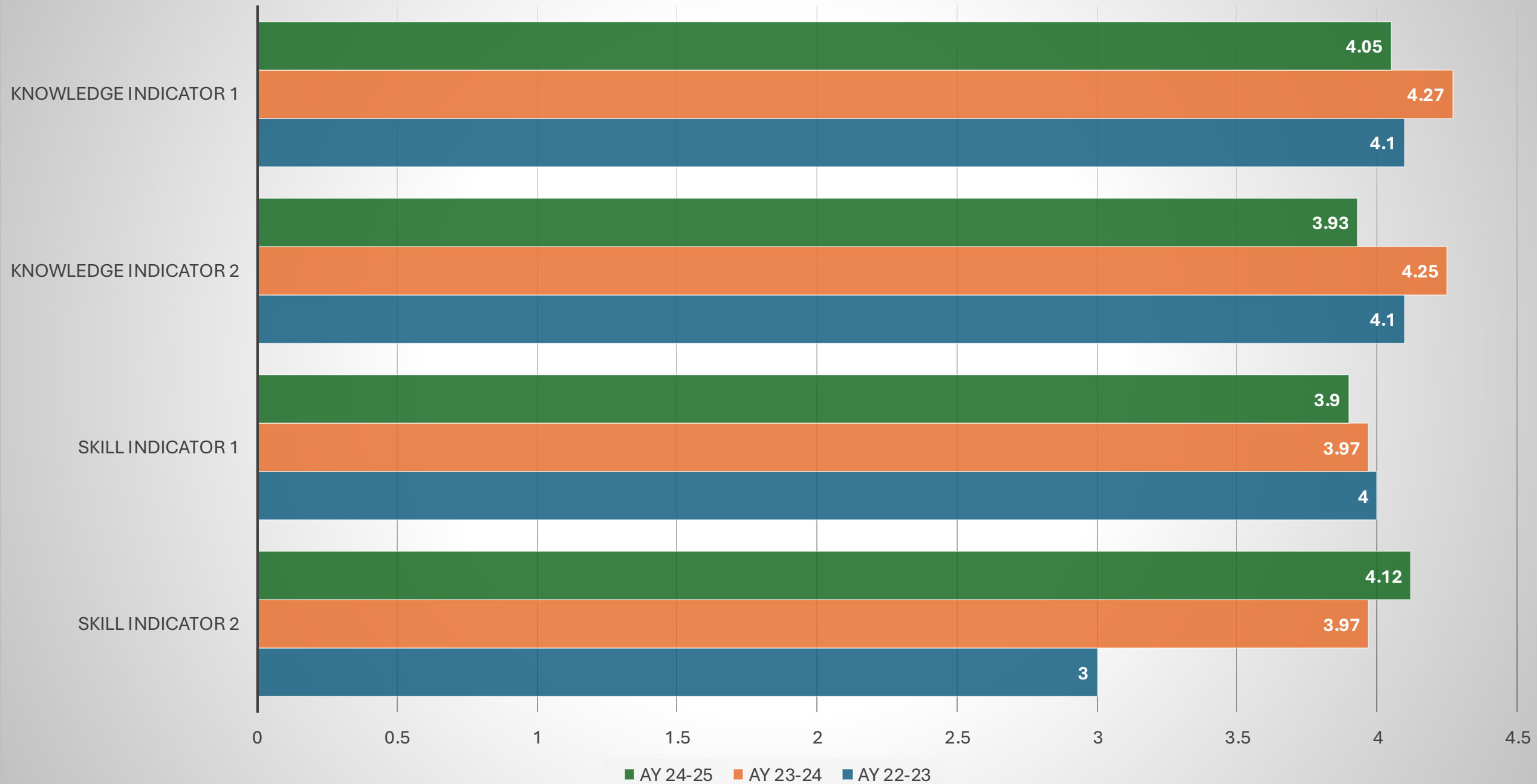
SKILL INDICATOR 2



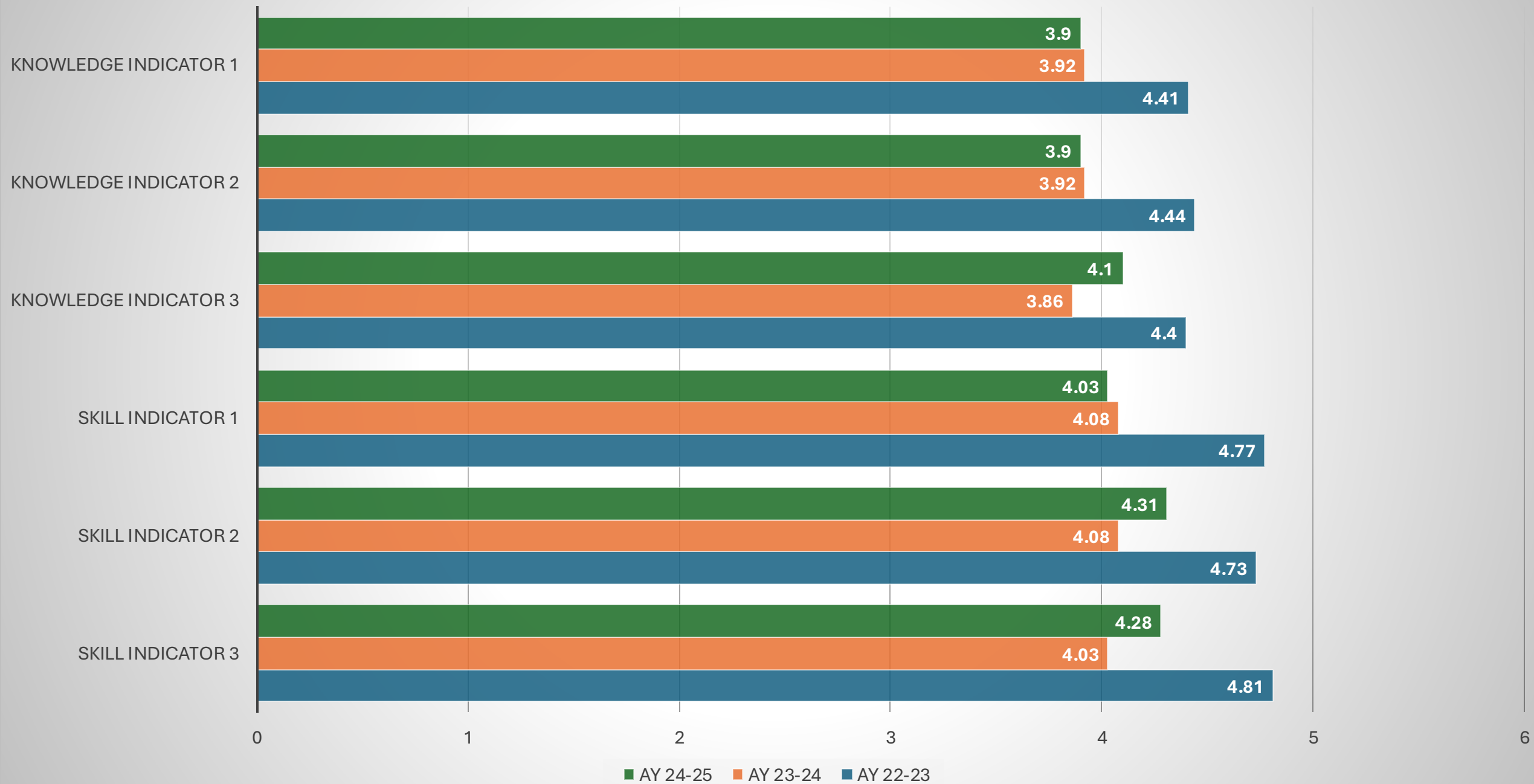
AY 24-25 AY 23-24 AY 22-23



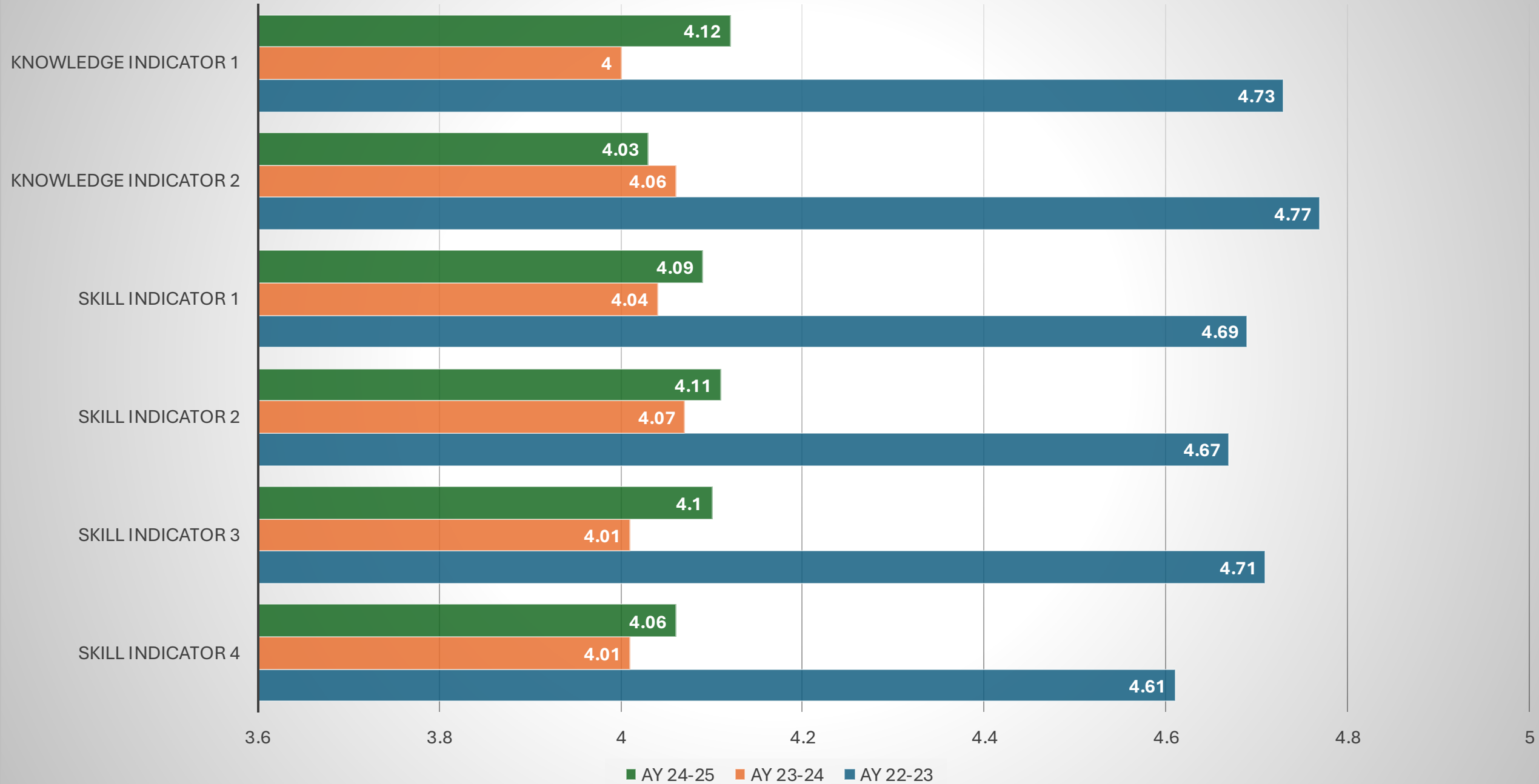
## Group KPIs



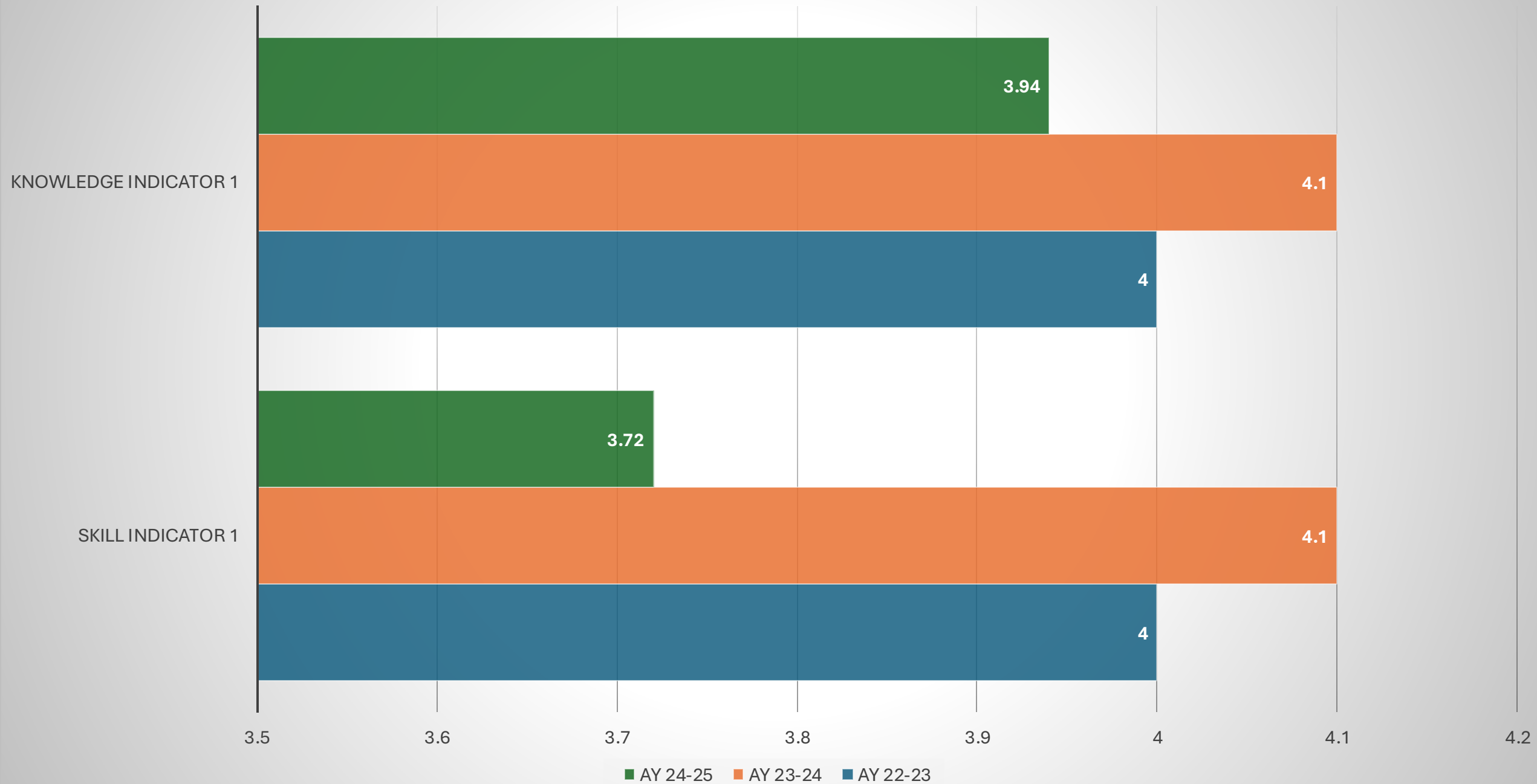
# Career Counseling KPIs



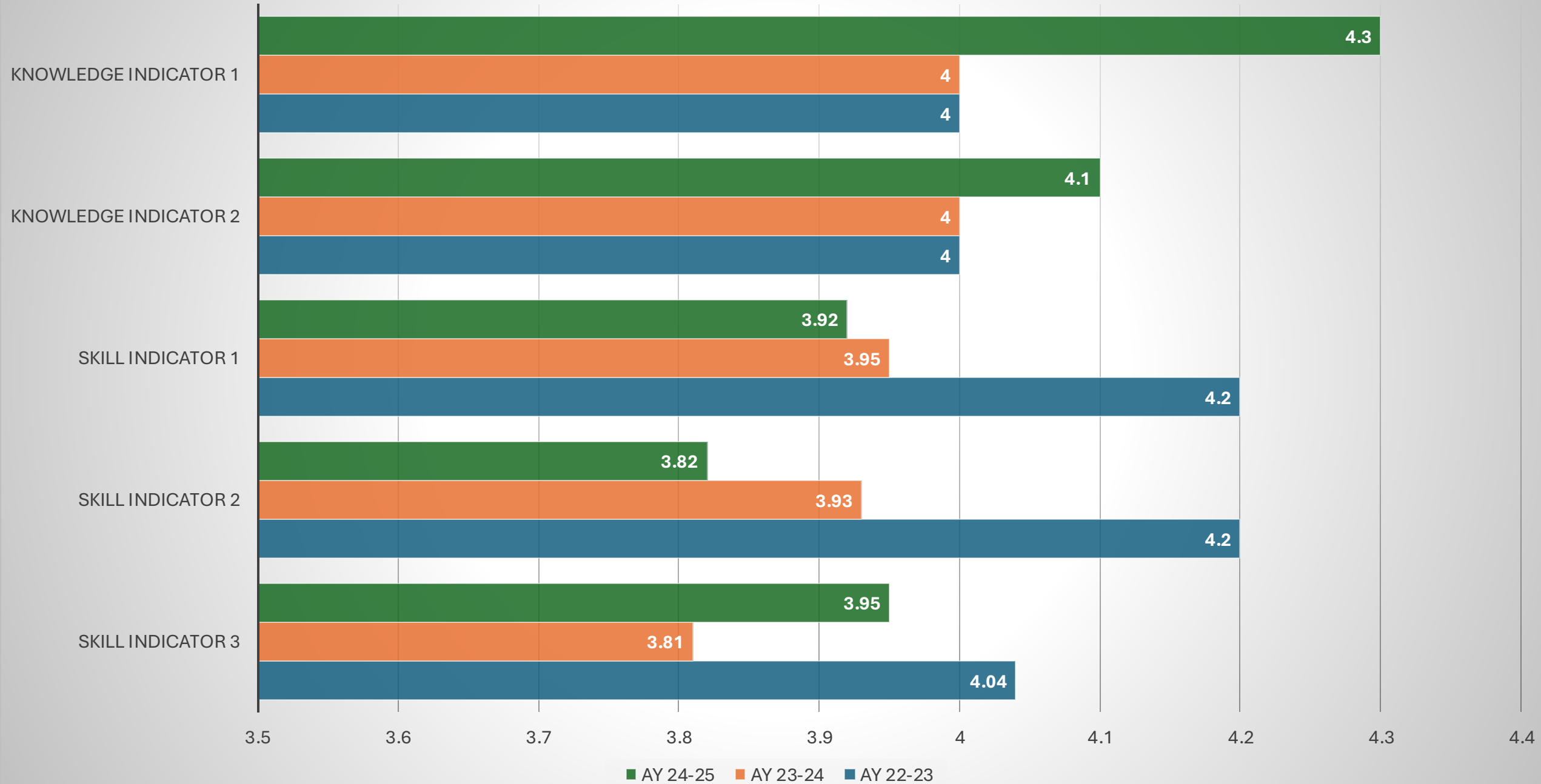
# Assessment KPIs



# CMH KPIs



# School KPIs

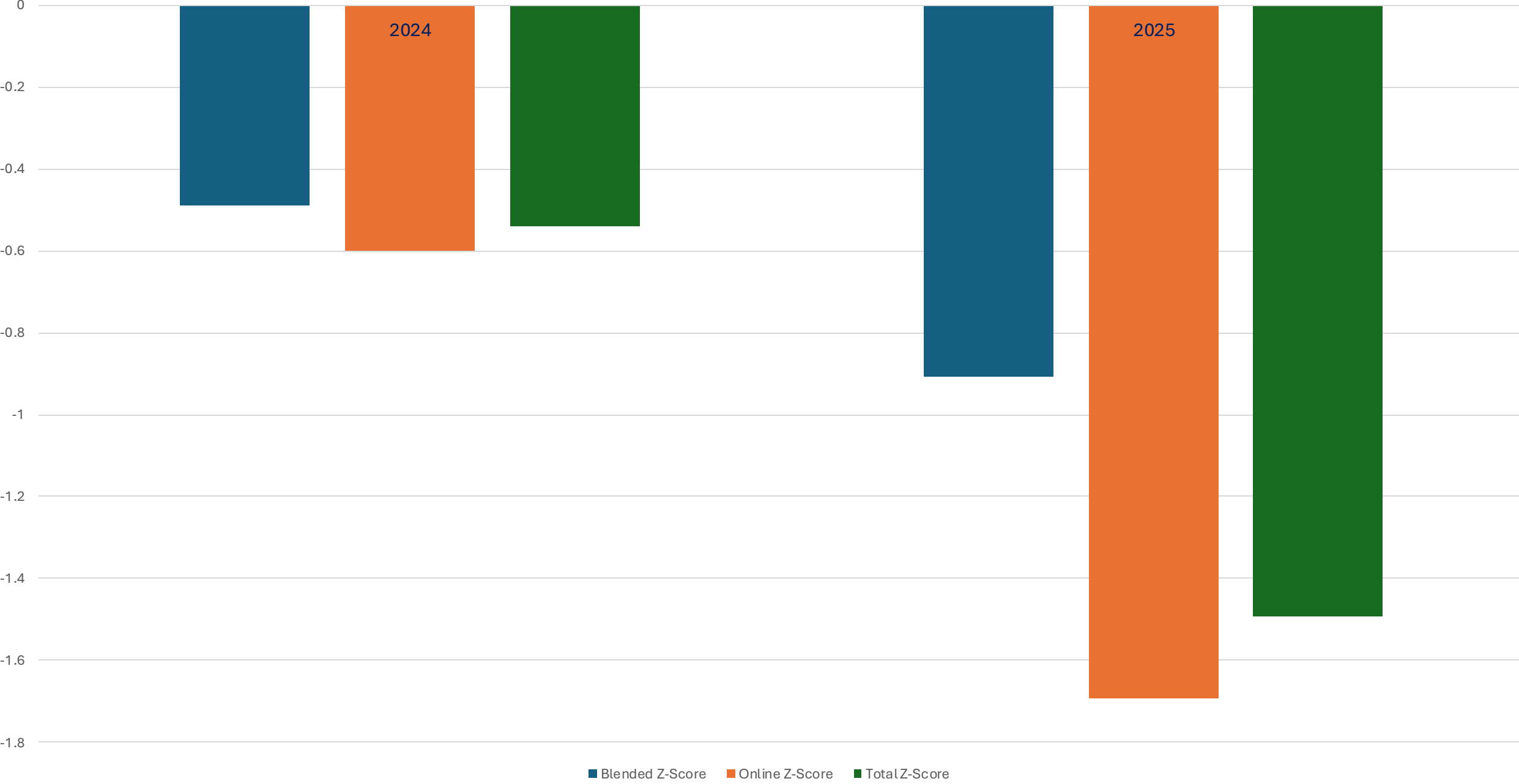


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# + ◦ • CPCE/CECE Data

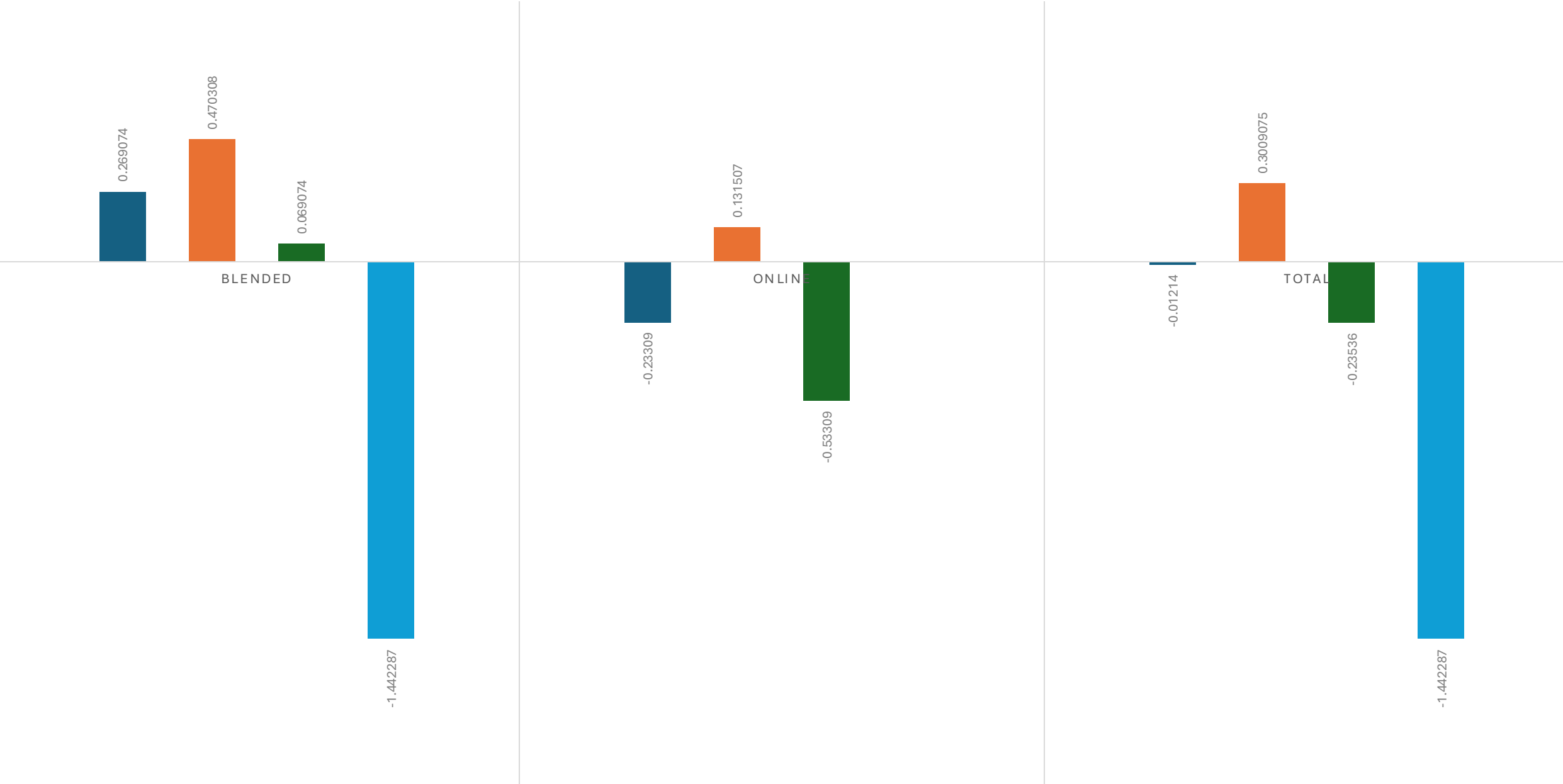


CECE Data – Z- Scores (Average)



CPCE DATA – Z-SCORES (AVERAGE)

2022 2023 2024 2025





## Data Retreat Notes

August 5, 2020

**Program Evaluation:** Cohort unity is really important to remember and consider as students really liked the cohort. It can be helpful to go through work information, but it is not possible to go through the application, in general. Olivia has it where they need to look at their state requirements for licensure. Can we do that with it being a business concept and tax concept versus a counseling concept.

For the comprehensive exam, we are creating a structured, intentional plan for students to take the exam earlier so they are not so far away from the content. We will be navigating the classroom experience and making it all work. Hopefully the scores improve because of that. Praxis information is begin disseminated and given earlier.

Can we give some of this information for cohort reps to continue to plug in to other students about licensure, exams, etc.? Make sure they are aware of checking in with their cohort.

Instructors can communicate better surrounding the grading of assignments. Do we need to become more creative with the assignments to navigate AI. Should we change up discussion posts to better help with their skills and avoid busy work and plagiarism? We will pick a spring or summer course to change the discussion boards to video responses. More discussion will be had surrounding how to change the comprehensive exam as well.

For real-world speakers, we could use our alumni to come in as a guest speaker for class. Potentially using social media to see if any of our alumni would be willing to come and speak. Or have other classes join while a guest speaker is in.

For more residency experiences, we did put in an additional residency experience so students will have two residencies. We are working on navigating the cultural dynamics surrounding the program and larger political environment.

For courses, we have already removed the textbook from social and cultural. Group counseling text has also been updated.

For NDS students being uncertain who to reach out to for internship, Olivia will create a NDS student section in the practicum and internship manual. Do a group advising NDS student.

Action item- master course builders refer to this feedback in their future course changes

### **Internship Evaluations:**

Only one student did not meet the benchmark for the final eval but otherwise students did well and the numbers and ratings increased well over the course of the evaluation. Questions were had surrounding the sessions and not having students recording sessions or bringing sessions to class (whether real client or mock client). Live supervision sessions have been added.

We are looking at what to add to the internship course to make sure students are coming and engaging more.

Potentially adding a staffing note to the internship class for when CC are presented.

### **Practicum Evaluations:**

All students met benchmark and nothing to really note.

### **Site Supervisor Information:**

Site supervisor feedback from students – some students had some tough experiences and some of the supervisors who scored low also did not watch the videos sent out by Dr. Wedel.

Questions were had surrounding the nature of the student. Some places really need a right match for the student versus it being a correct fit for everyone. Dr. Wedel will make sure she makes the information about the eval for site supervisors to be aware. A lot of students have a positive experiences at their site.

It will be interesting to see their weekly check-in in practicum class and see if they are reporting the dissatisfaction.

**Site Supervisor Eval** – question do we need to keep the initial meeting? Should we have more of a dedicated orientation process for site supervisors? Potential discussion surrounding needing to remove the mid-internship evaluation unless there is a lower score. Needing to make a new evaluation for school counseling internship experience versus the clinical experience. Olivia will provide supervisors on class requirements. Documentation was requested for more site supervisors and Olivia has added more content.

### **KPIs:**

Each person look at the KPI's for each core class.

Need to make sure we are look at the rubrics and making changes for the classes and assignments to make sure we are doing what we need to do. Jenise will get with each master course builder to review KPI's in their course and where those KPI's are covered in other courses to make sure all is aligned and to see if we need to change them.

**CPCE/CECE Data:**

Numbers and data are going down and we need to reassess and make sure we are navigating helping students with the different areas that students struggle with.

**Professional Dispositions:**

Need to navigate the language on the assessments and what we need to change.

Need to reassess the evaluations completed by the program to make sure they all match and are consistent with one another (PD → Support form → Improvement plan)

Refining, aligning, and redoing.

**Advisory Committee Feedback Based on Program Evaluation Review**

October 2025

Overall: Students continue to value cohort unity and connection. The team is focusing on improving communication, exam preparation, creative course design, and stronger supervision processes to enhance learning and program outcomes.

**Areas of Strength:**

- Strong cohort relationships and peer support.
- Internship and practicum benchmarks met or exceeded.
- Faculty collaboration and responsiveness to feedback.
- Curriculum updates completed
- Added second residency for more applied experience.
- Maintain cohort model and early communication about licensure, Praxis, and exams.
- Continue live supervision and alumni guest speakers for real-world connections.
- Keep using data and KPI reviews to guide curriculum changes.

**Areas for Improvement:**

- Comprehensive Exam: Create a structured, earlier testing plan to keep content fresh and improve scores.
- Discussion Boards: Pilot video-based responses (Spring/Summer) to increase engagement.
- Licensure & Internship Clarity: Add a non-degree seeking student section in the practicum/internship manual and hold group advising.
- Site Supervisor Process: Add orientation materials, review need for mid-internship eval, and explore a school counseling–specific evaluation.
- Professional Dispositions: Align and refine the professional dispositions, support, and improvement plan forms for consistency.
- CPCE/CECE Scores: Reassess content areas and add additional supports.