

# Program Evaluation

# University of Mary Graduate Counseling Program

## Program Evaluation for Students enrolled in HUM 799 Spring 2024

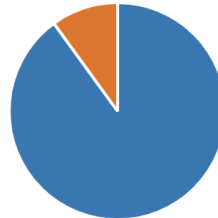
40 total responses

2. When did you begin your program at the University of Mary?

[More Details](#)

[Insights](#)

● Fall 2022	36
● Other	4



3. When do you plan on having your degree conferred/completed?

[More Details](#)

[Insights](#)

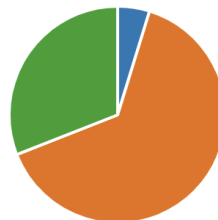
● Spring 2024	29
● Summer 2024	8
● Fall 2024	2
● Spring 2025	1
● Other	0



4. Please select your concentration(s)

[More Details](#)

● Addiction Counseling	2
● Clinical Mental Health Counseling	27
● School Counseling	13



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

[More Details](#)

[Insights](#)

● Yes	27
● No	11
● Undecided	2



6. If you do not plan to practice in the state of North Dakota, where do you plan to practice?

[More Details](#)

[Insights](#)

18  
Responses

Latest Responses  
*"Washington"*

3 respondents (17%) answered **Minnesota** for this question.



9. Would you recommend this program to others?

[More Details](#)

● Yes	37
● No	3

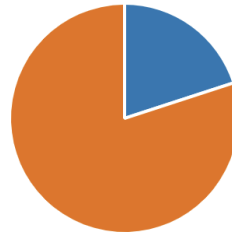


16. Did you utilize Student Services (CHI Counseling, Tutoring, SmartThinking online tutoring, etc.)?

[More Details](#)

 Insights




 Yes	8
 No	32

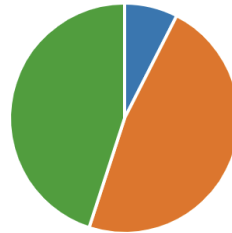


17. Did you work during your program? (Please average your semesters)

[More Details](#)





 Insights

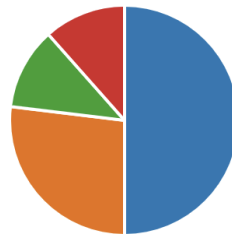
 No	3
 Yes - Full-Time	19
 Yes- Part-Time	18



18. How did you pay for your program?

[More Details](#)

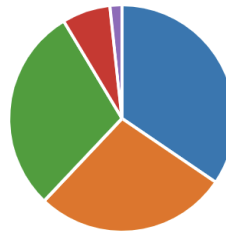
 Federal Financial Aid	26
 Self Pay (including by relatives)	14
 Payed for by Employer	6
 Prefer not to respond	6



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

[More Details](#)

● Single	20
● Significant Other	16
● Children	17
● No Children	4
● Prefer not to respond	1



# Professional Dispositions

# Data Retreat

Advanced Competency

Shows Competency

Developing Towards  
Competency

Unacceptable

Inappropriate









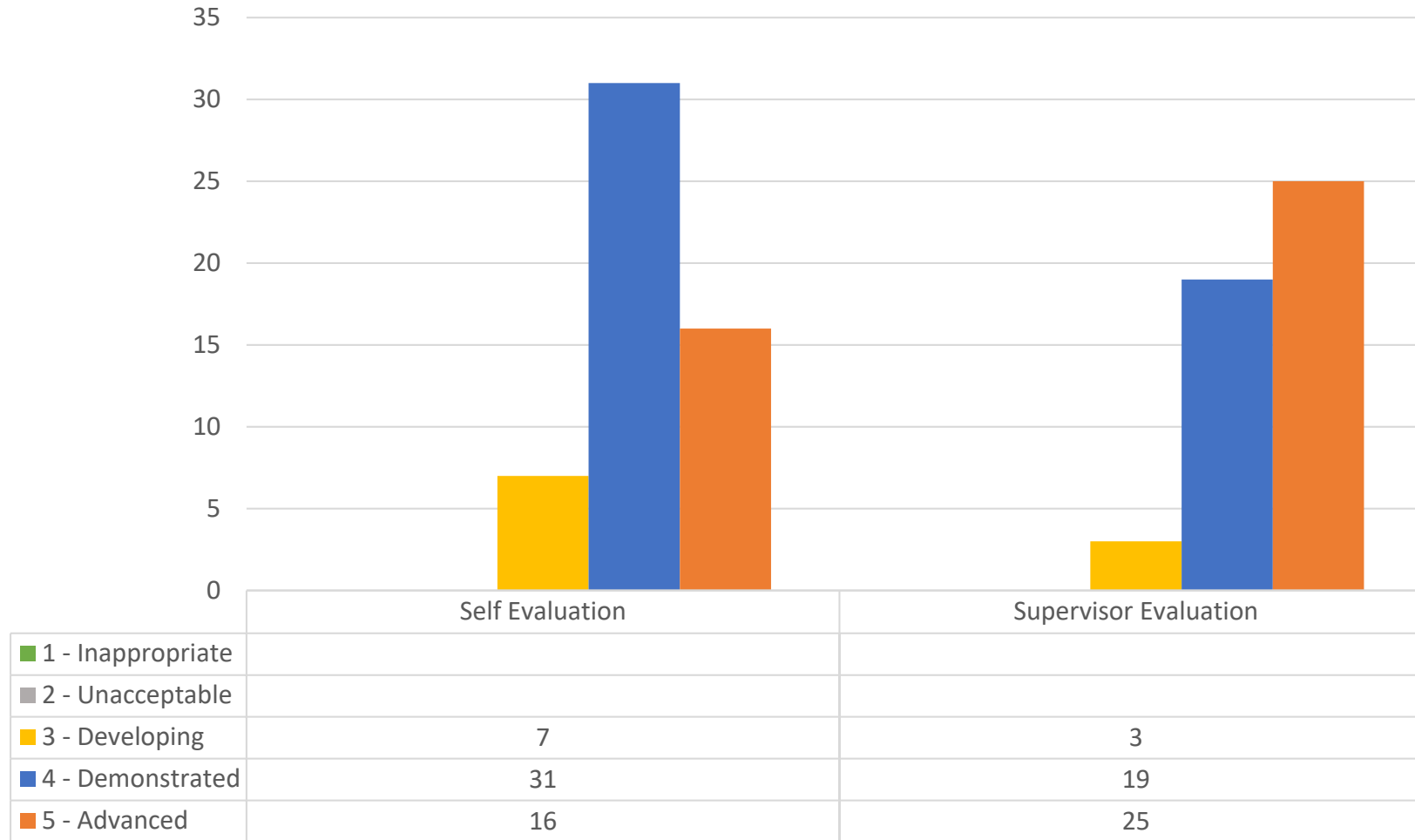




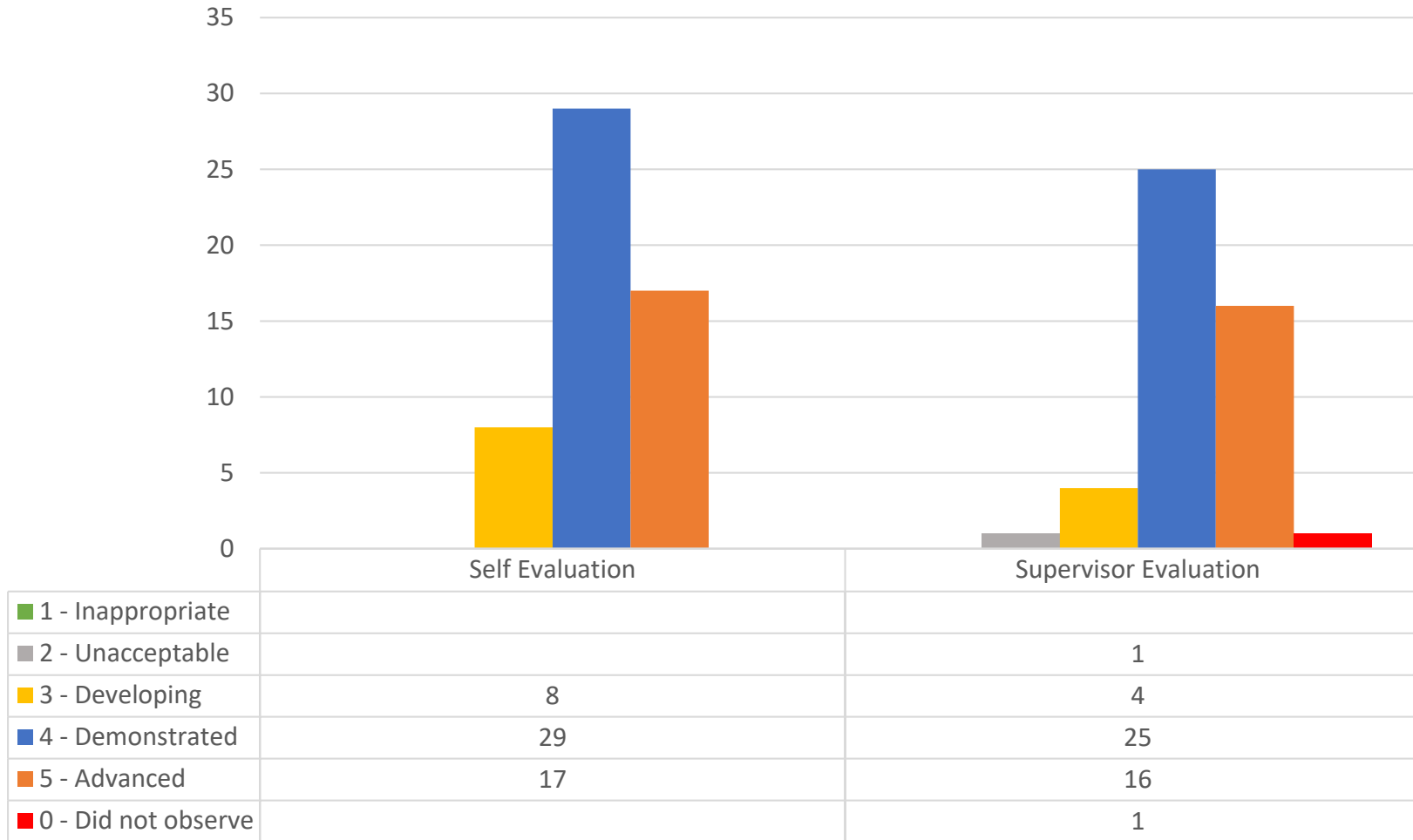
# Practicum Evaluations

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.

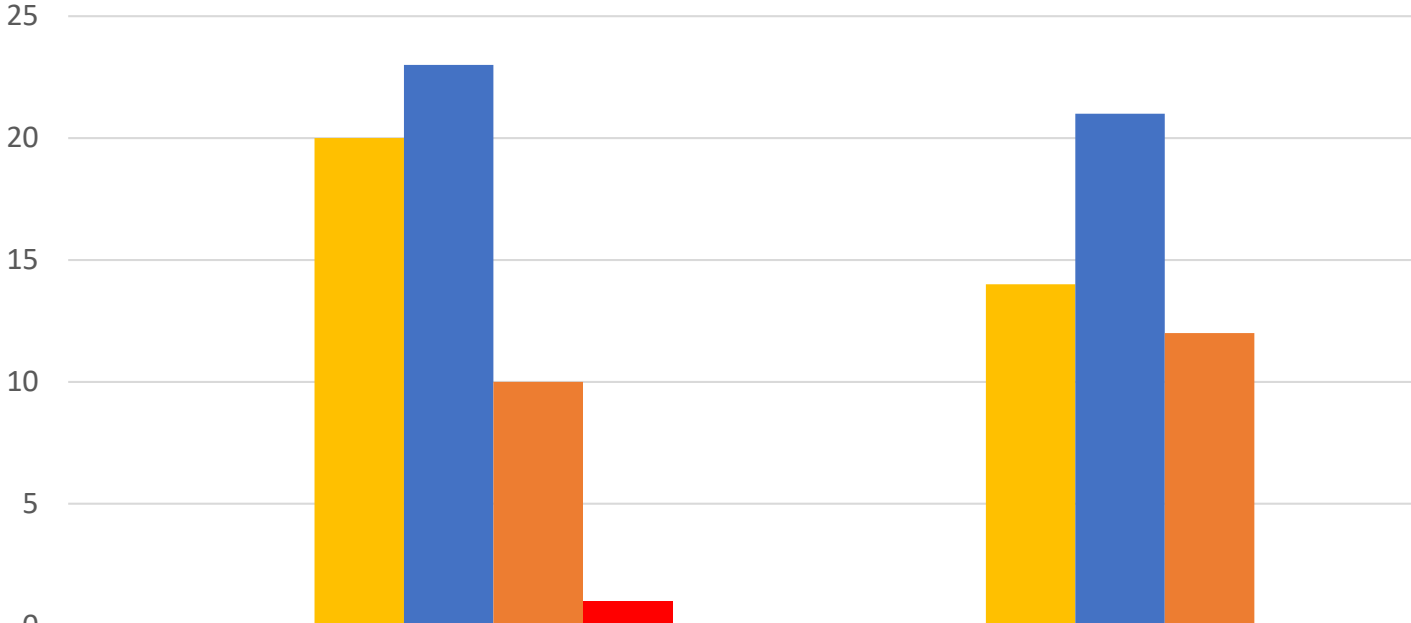
**Practicum student presents self in a professional manner through appropriate communication and respect of persons.**



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



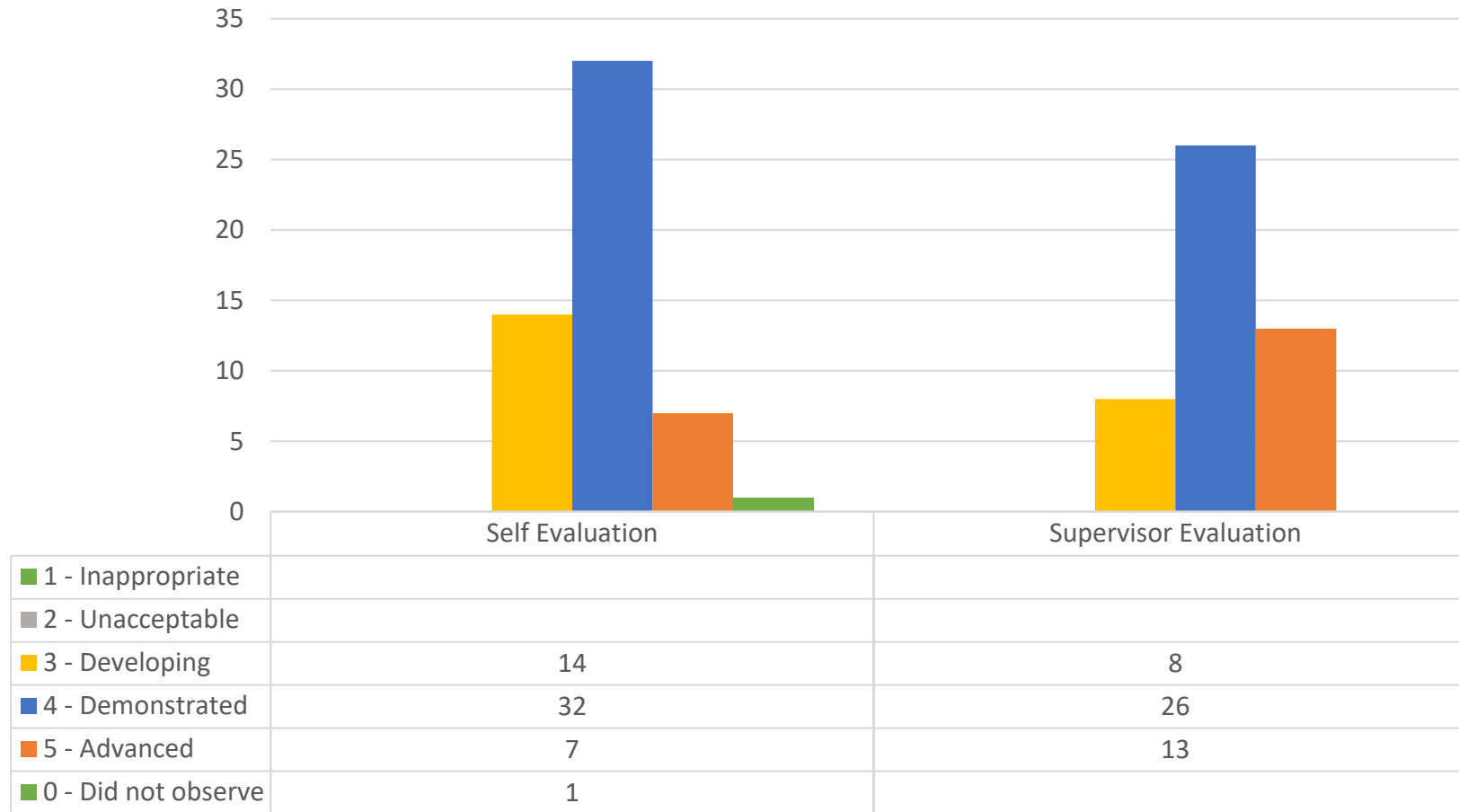
### Practicum student models appropriate counselor roles and responsibilities.



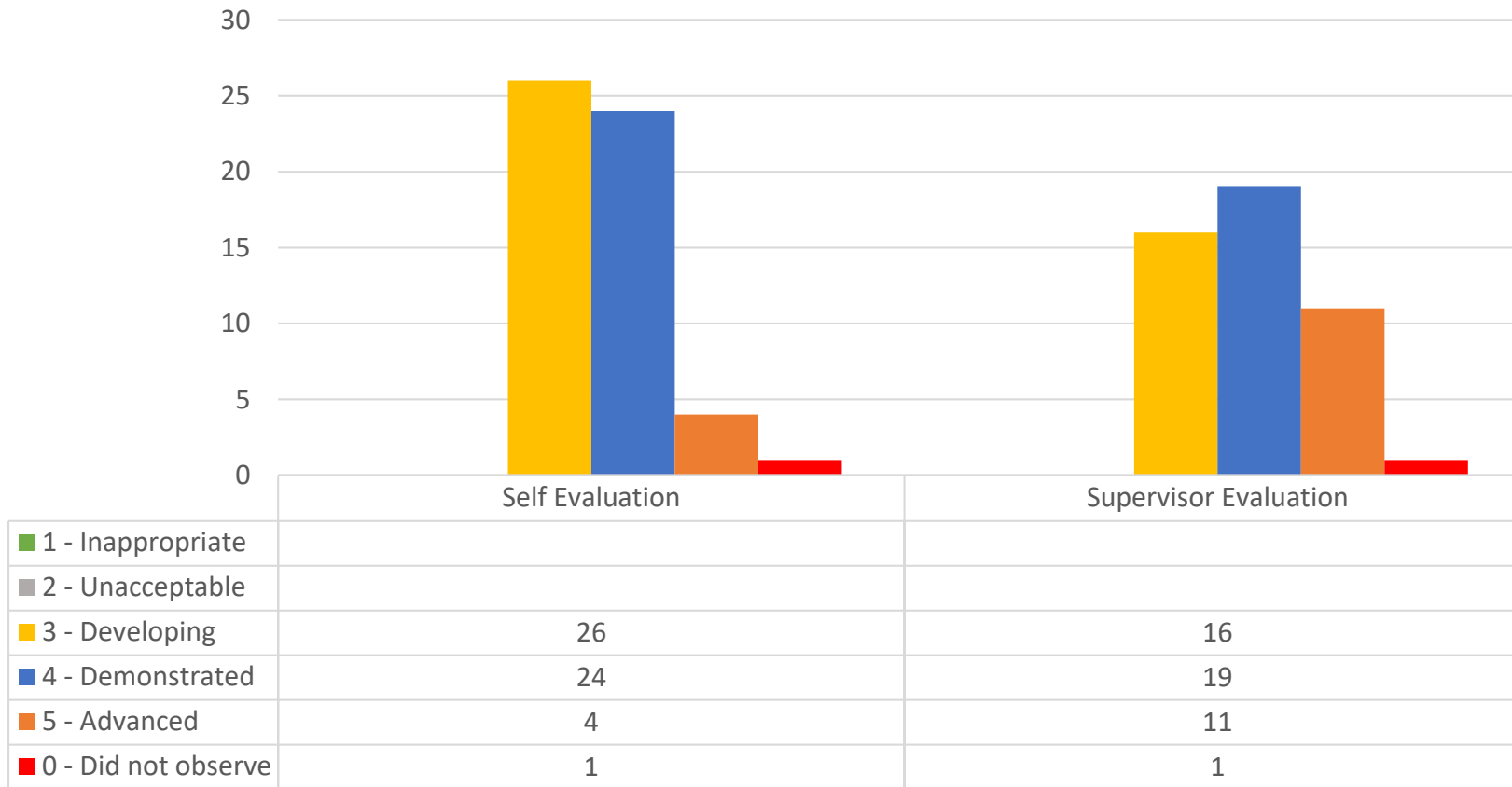
	Self Evaluation	Supervisor Evaluation
■ 1 - Inappropriate		
■ 2 - Unacceptable		
■ 3 - Developing	20	14
■ 4 - Demonstrated	23	21
■ 5 - Advanced	10	12
■ 0 - Did not observe	1	



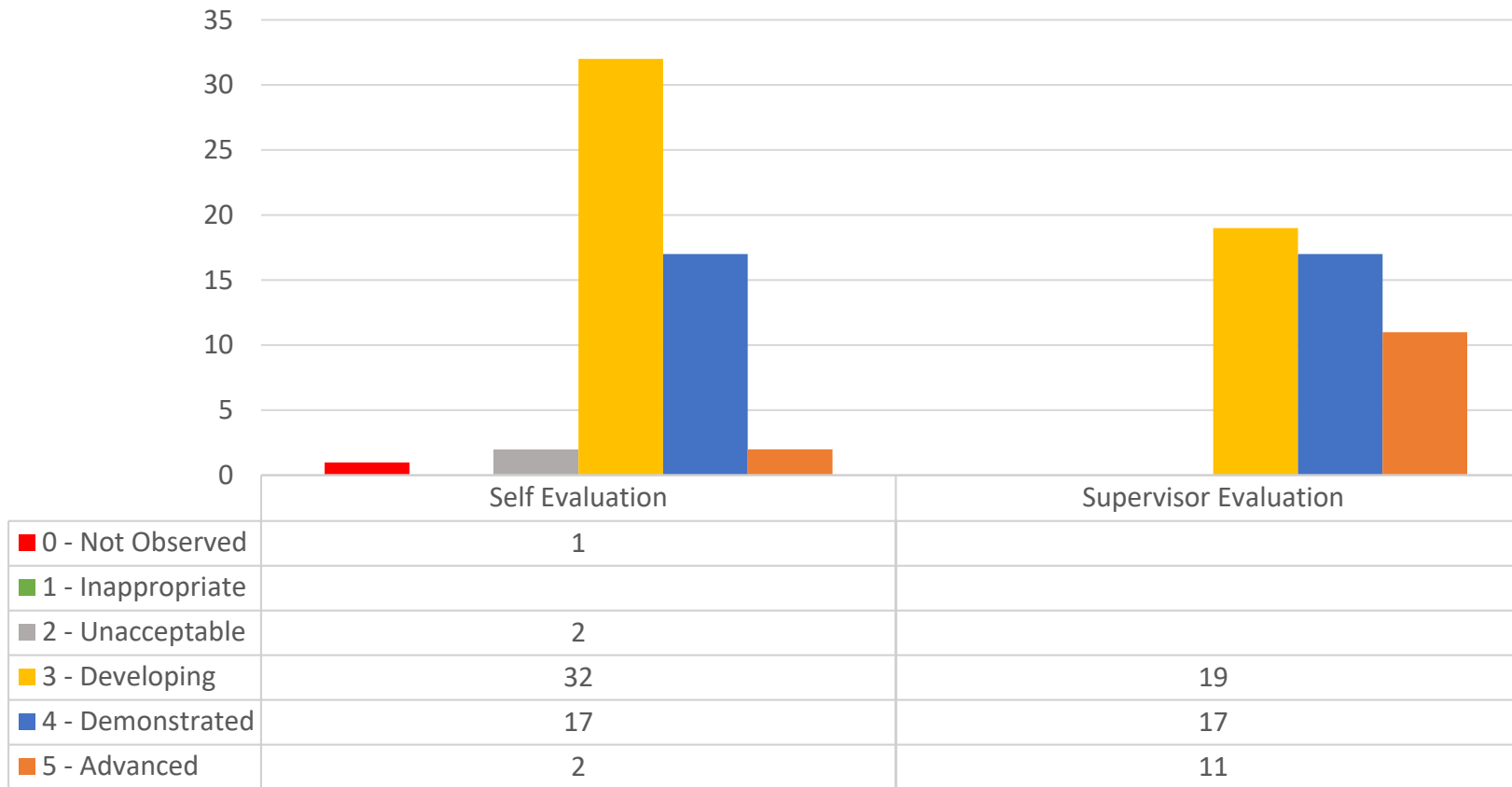
**Practicum student integrates feedback of supervisor(s) to improve counseling skills, knowledge, and professional disposition.**



**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).**



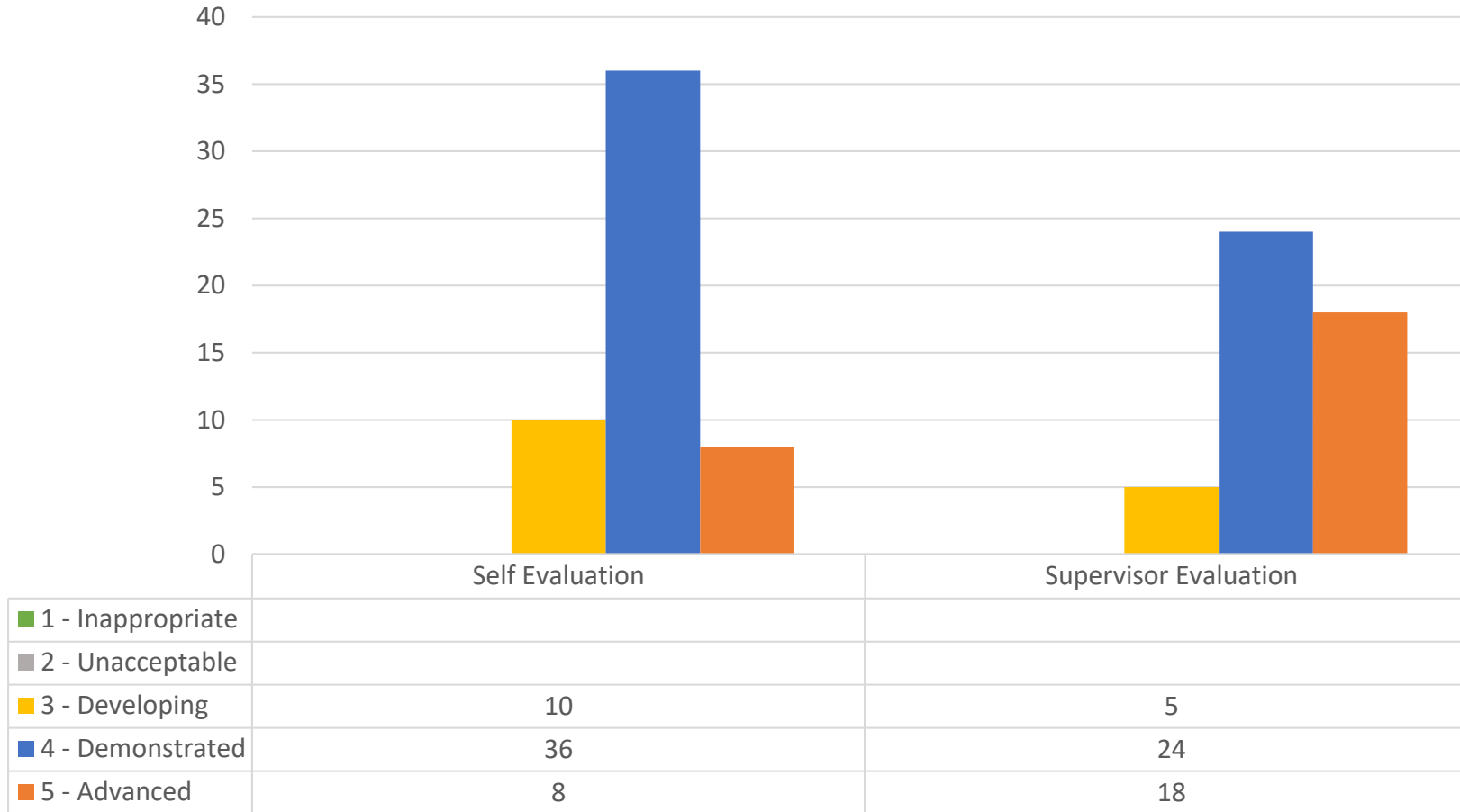
**Practicum student makes sense of client material to generate and articulate a plan for addressing client concerns based on sound counseling principles, which is consistent with the client’s worldview and the counselor’s theoretical orientation.**



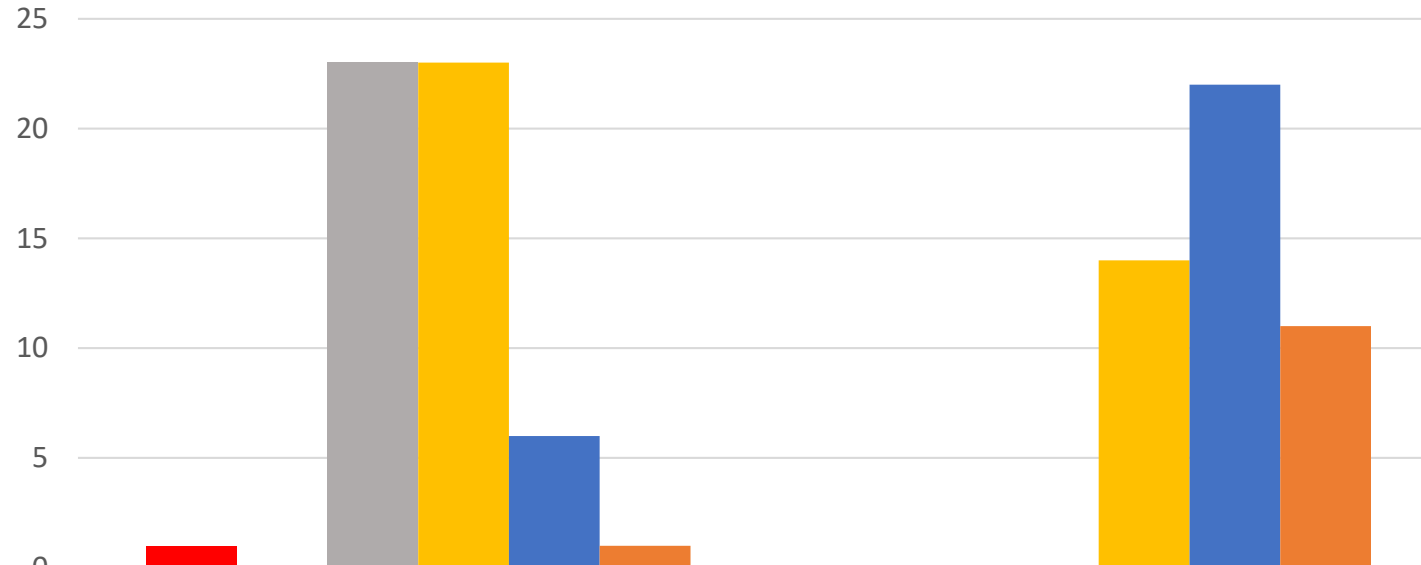
**Practicum student actively engages in counseling sessions with clients/students with appropriate documentation and preparation as deemed appropriate by the supervisor.**



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

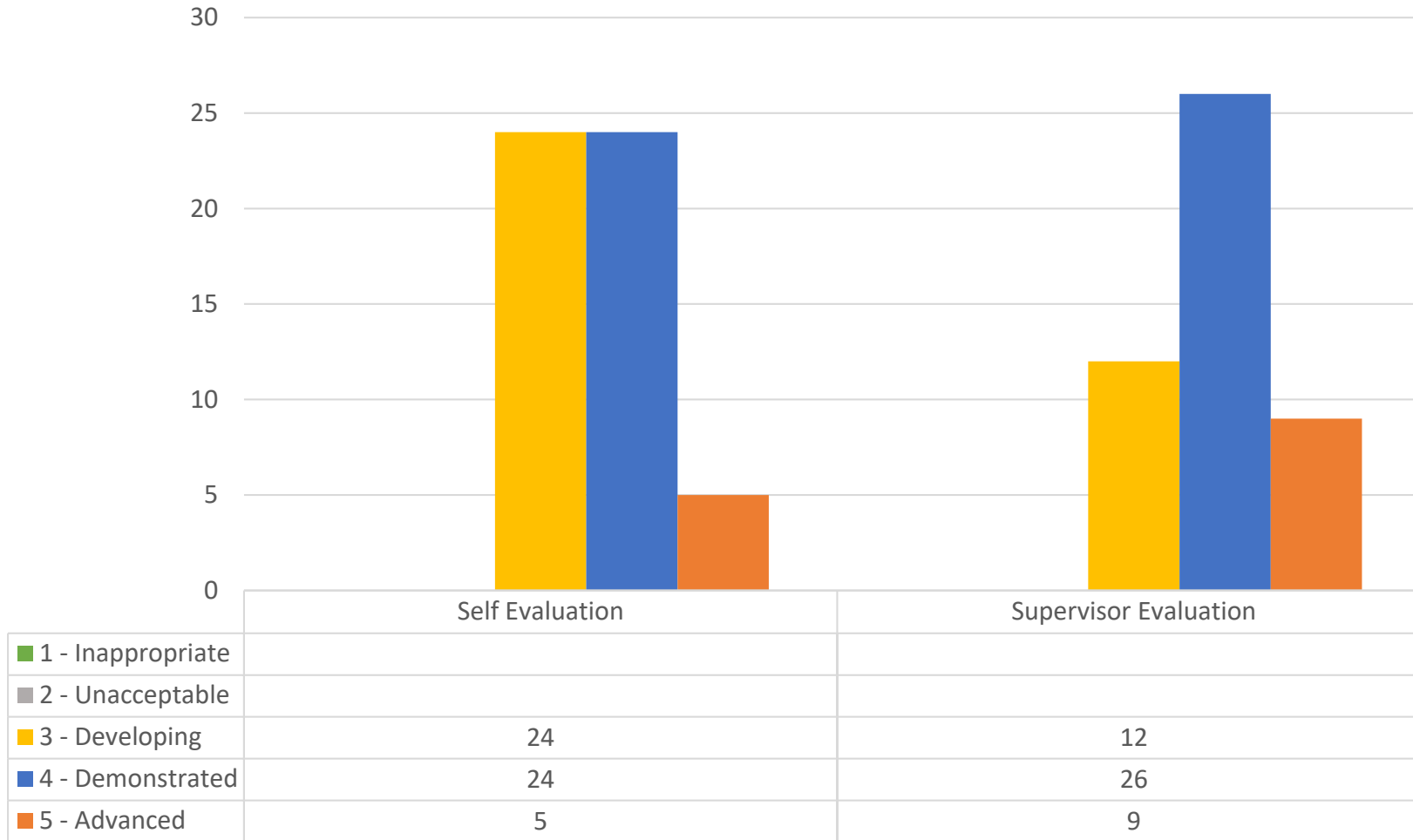


**Practicum student demonstrates ability to persist through difficult issues/experiences while being aware of individual needs for self-care.**



	Self Evaluation	Supervisor Evaluation
■ 0 - Unobserved	1	
■ 1 - Inappropriate		
■ 2 - Unacceptable	23	
■ 3 - Developing	23	14
■ 4 - Demonstrated	6	22
■ 5 - Advanced	1	11

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

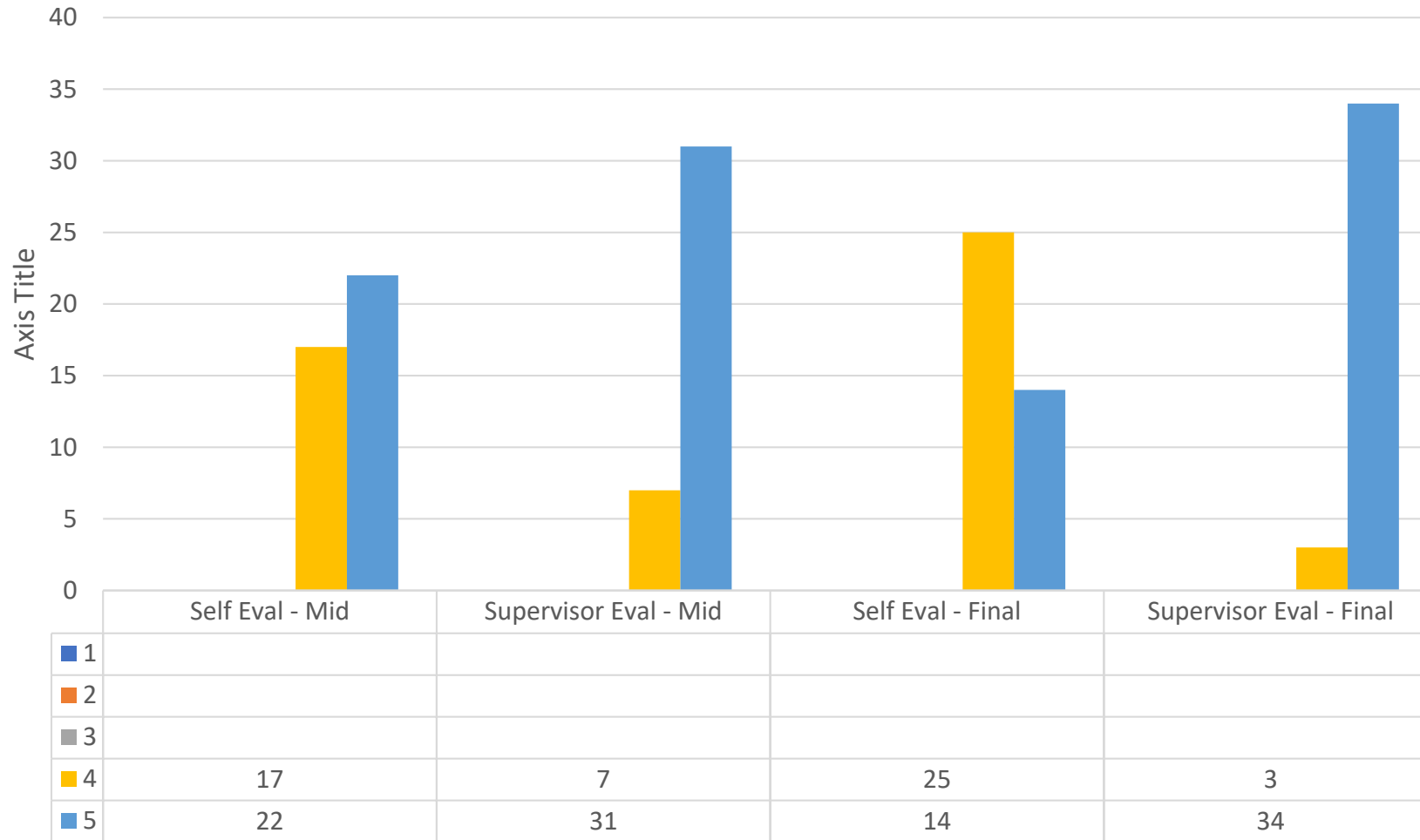


# Internship Evaluations

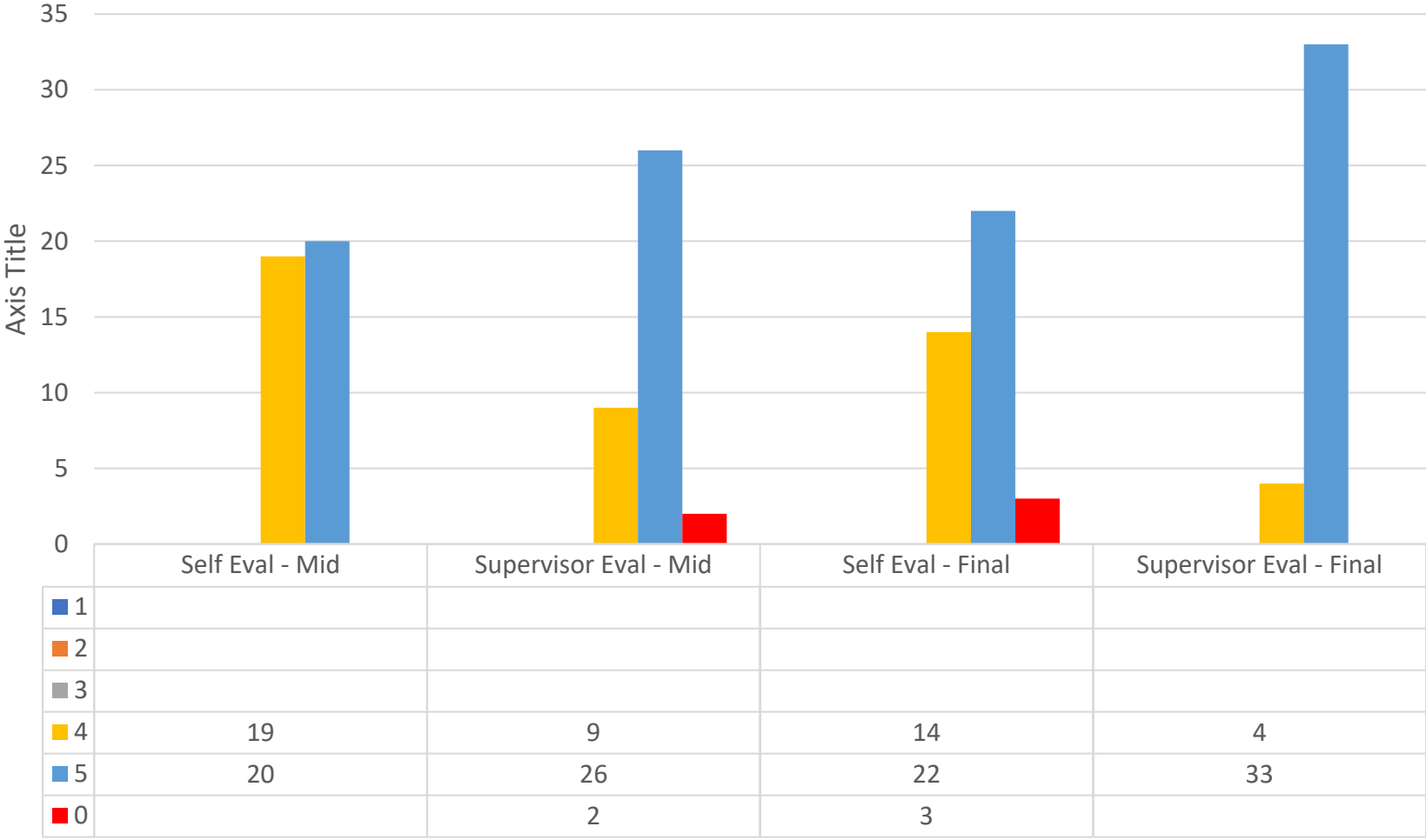


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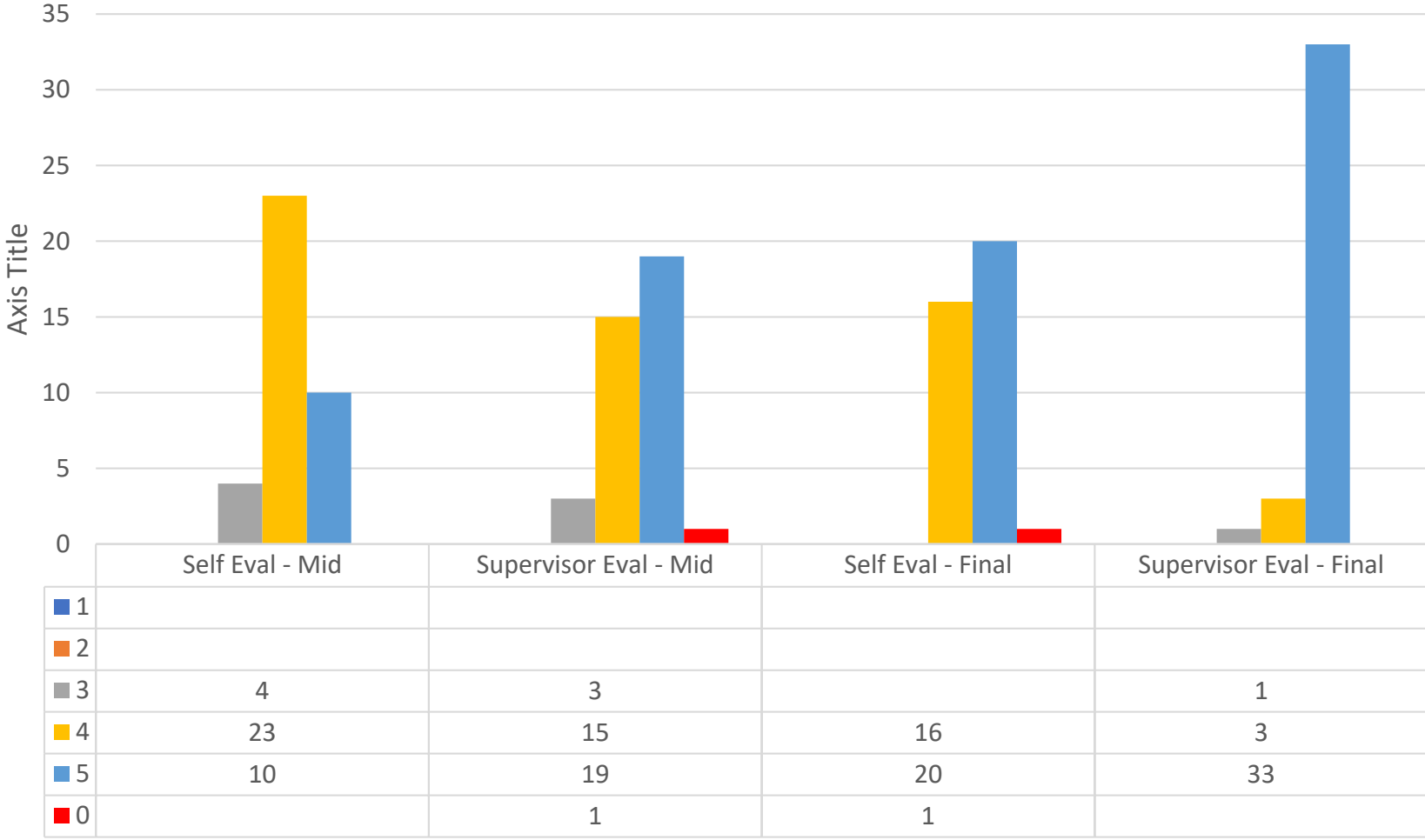
## Internship student presents self in a professional manner through appropriate communication and respect of persons.



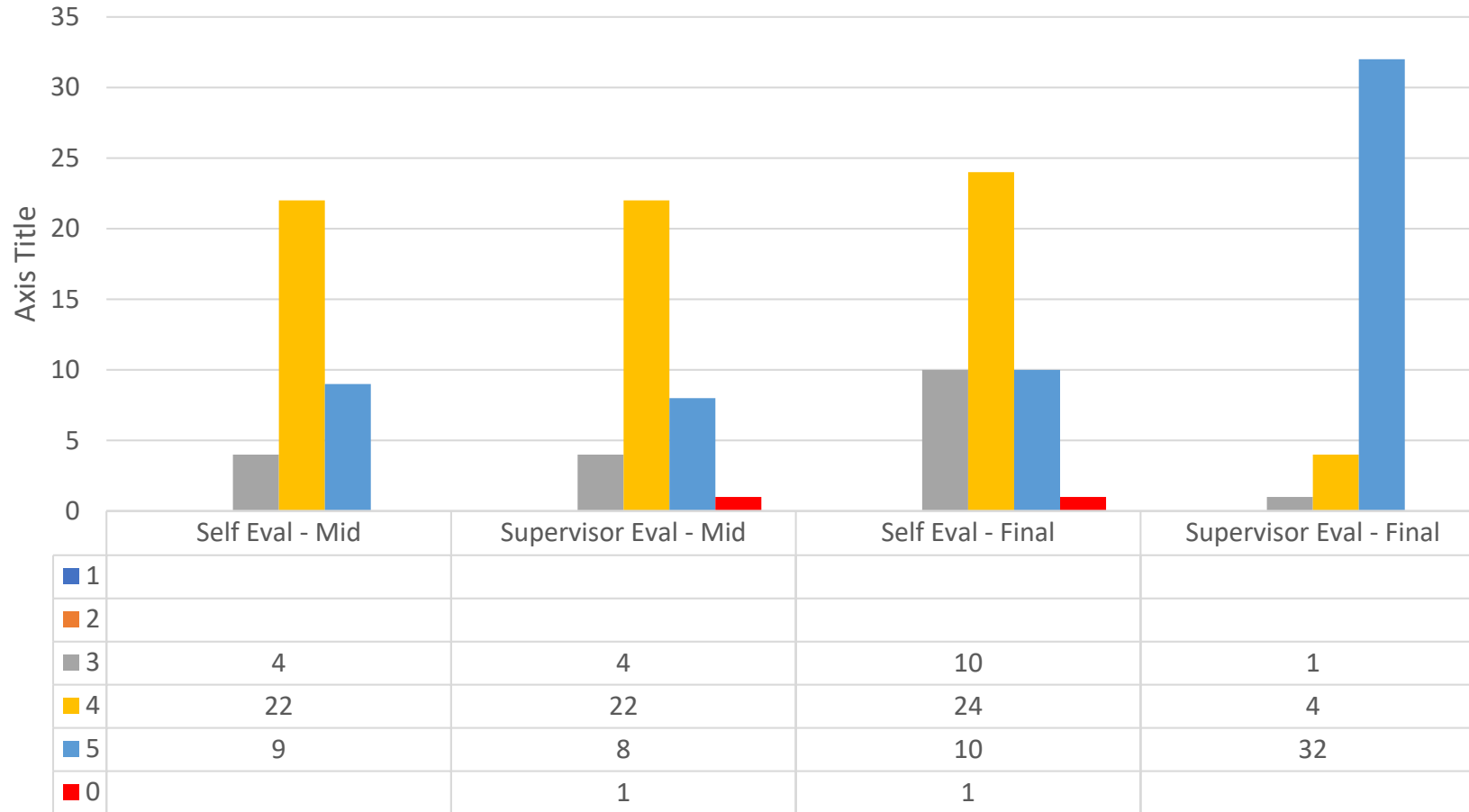
## Internship student practices ethically and legally while following specific placement policies.



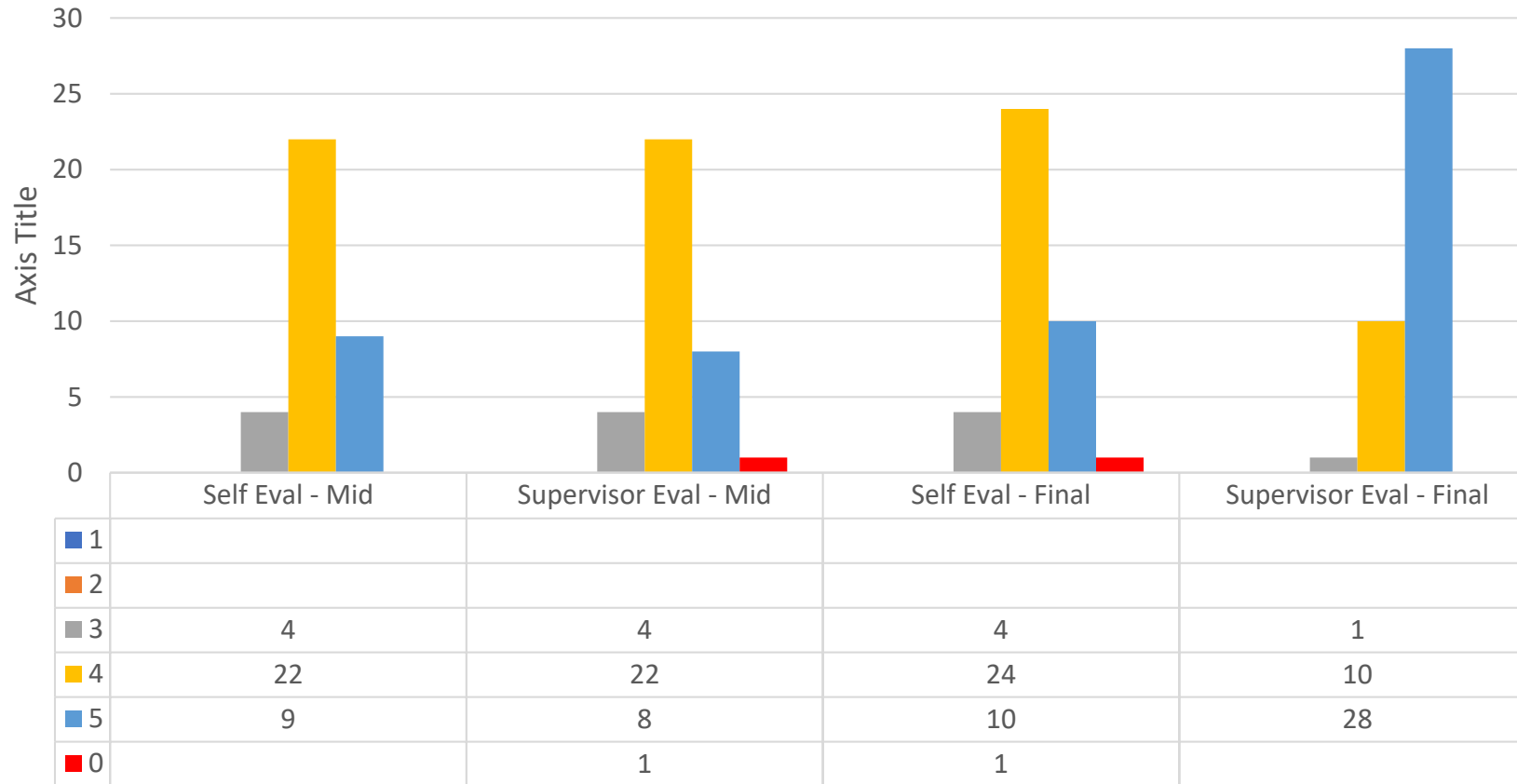
## Internship student models appropriate counselor roles and responsibilities.



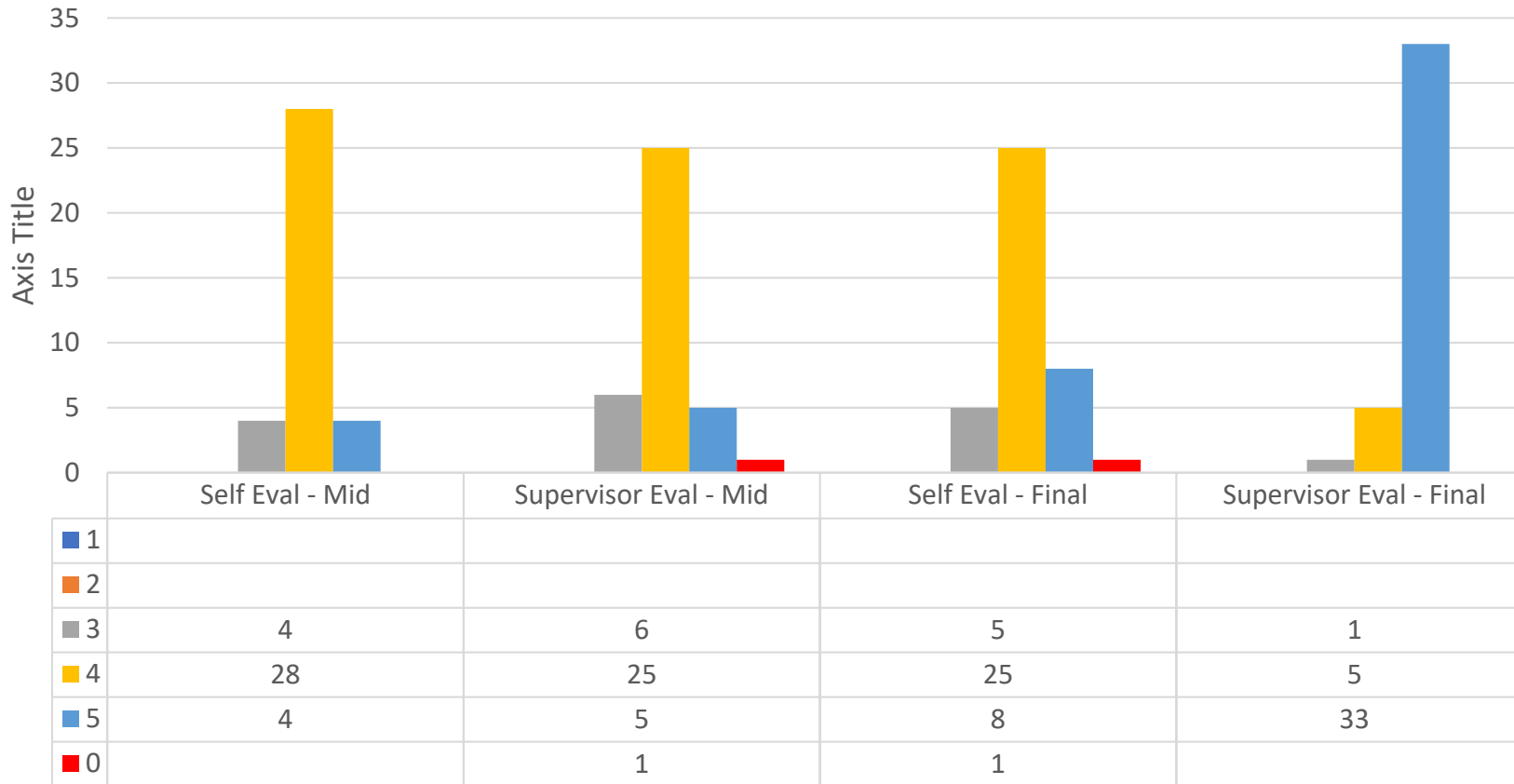
## Internship student integrates feedback of supervisor(s) to improve counseling skills, knowledge, and professional disposition.



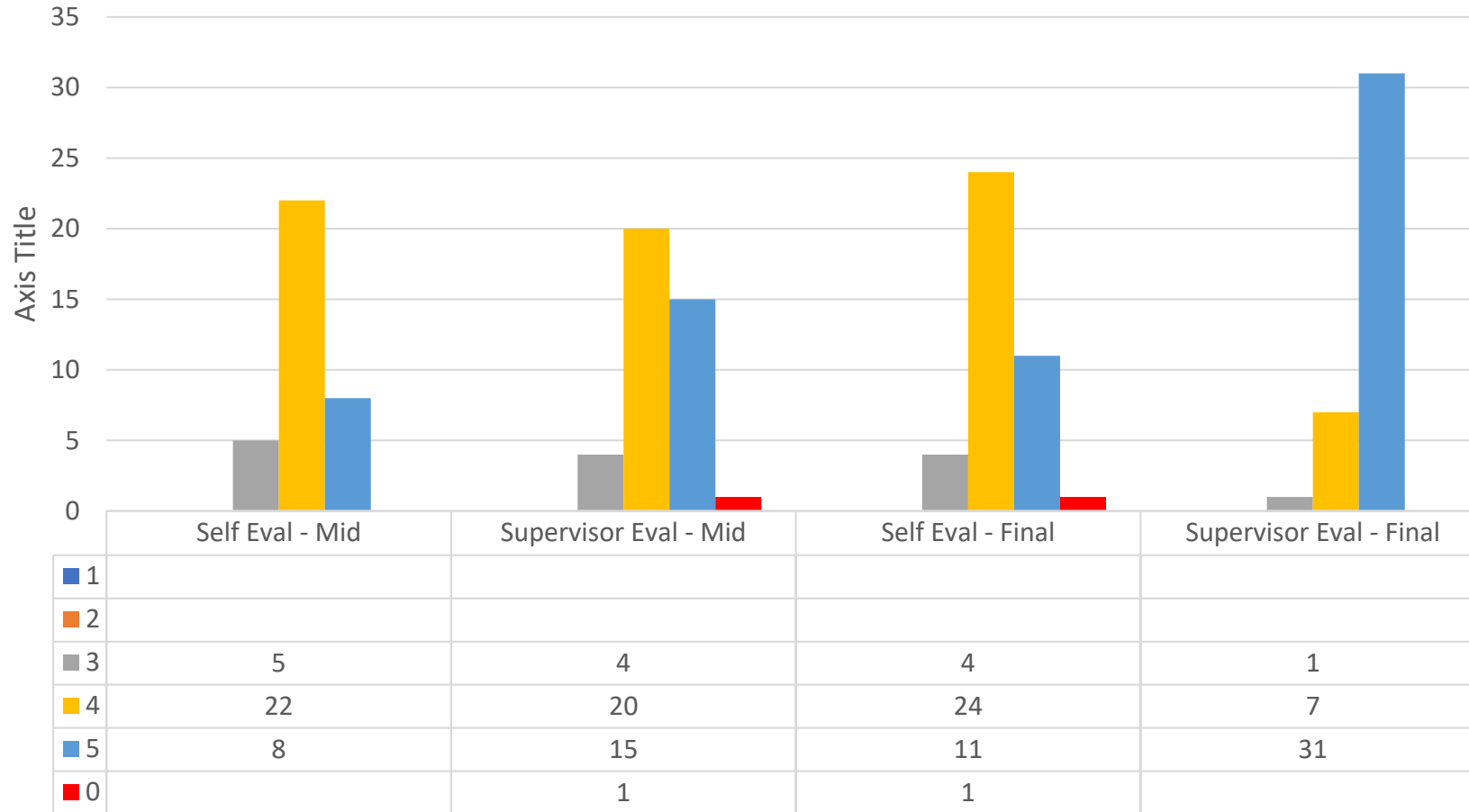
**Internship student employs basic counseling skills (paraphrasing, reflecting feeling & meaning, pacing challenging, use of silence, etc.) in the development of appropriate relationships with clients/students, peers, and supervisor(s).**



**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.**

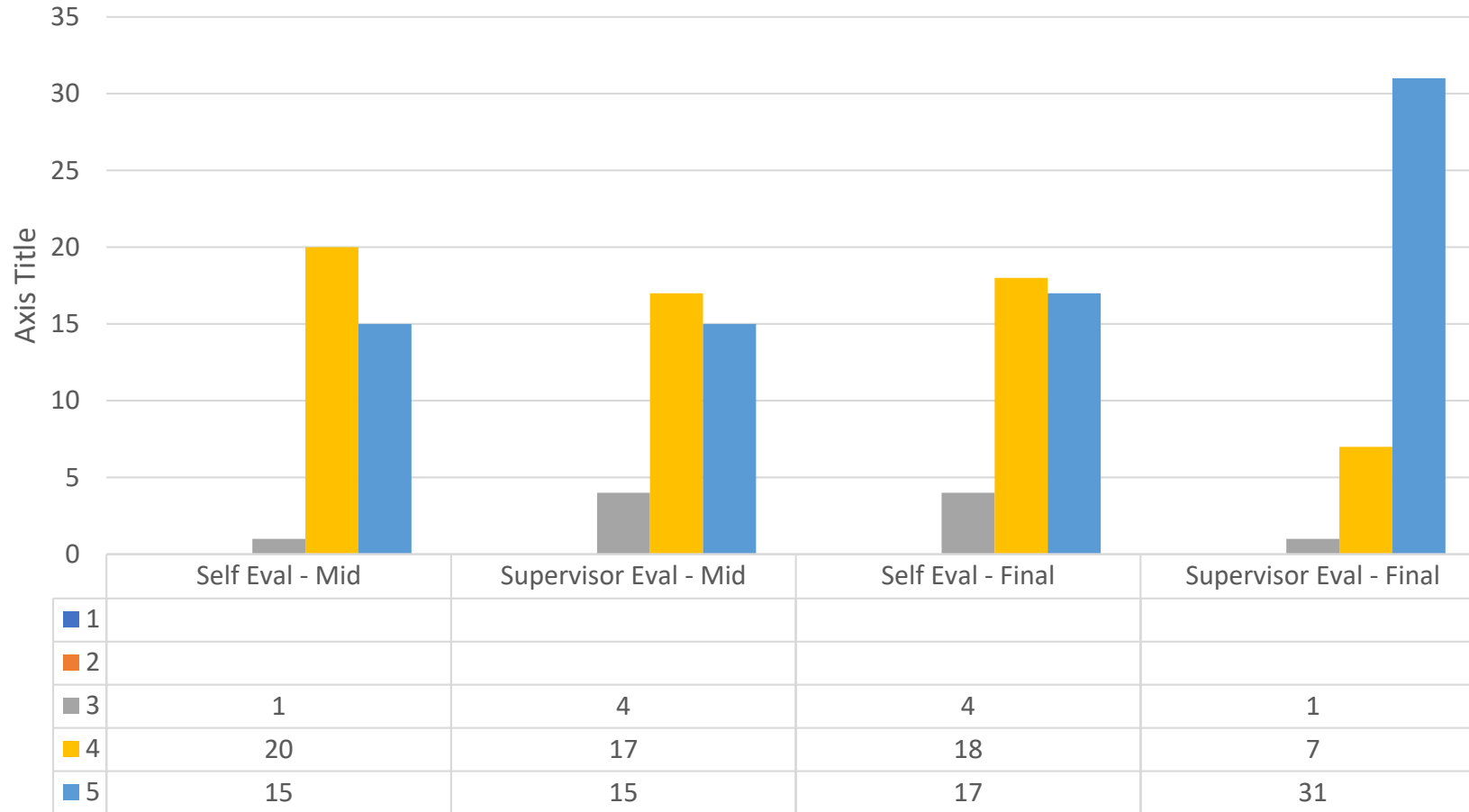


**Internship student actively engages in counseling sessions with clients/students with appropriate documentation and preparation as deemed appropriate by the supervisor.**

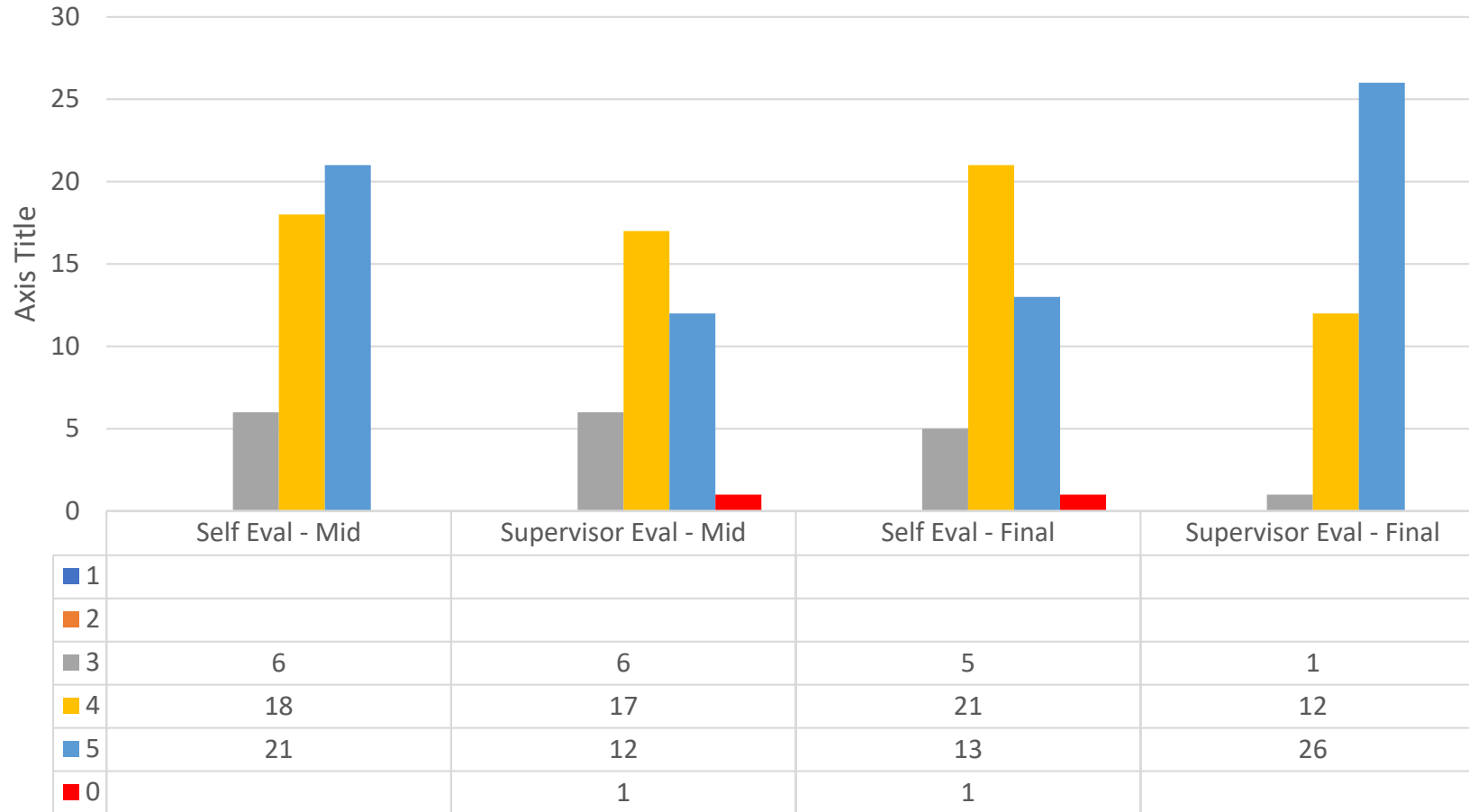




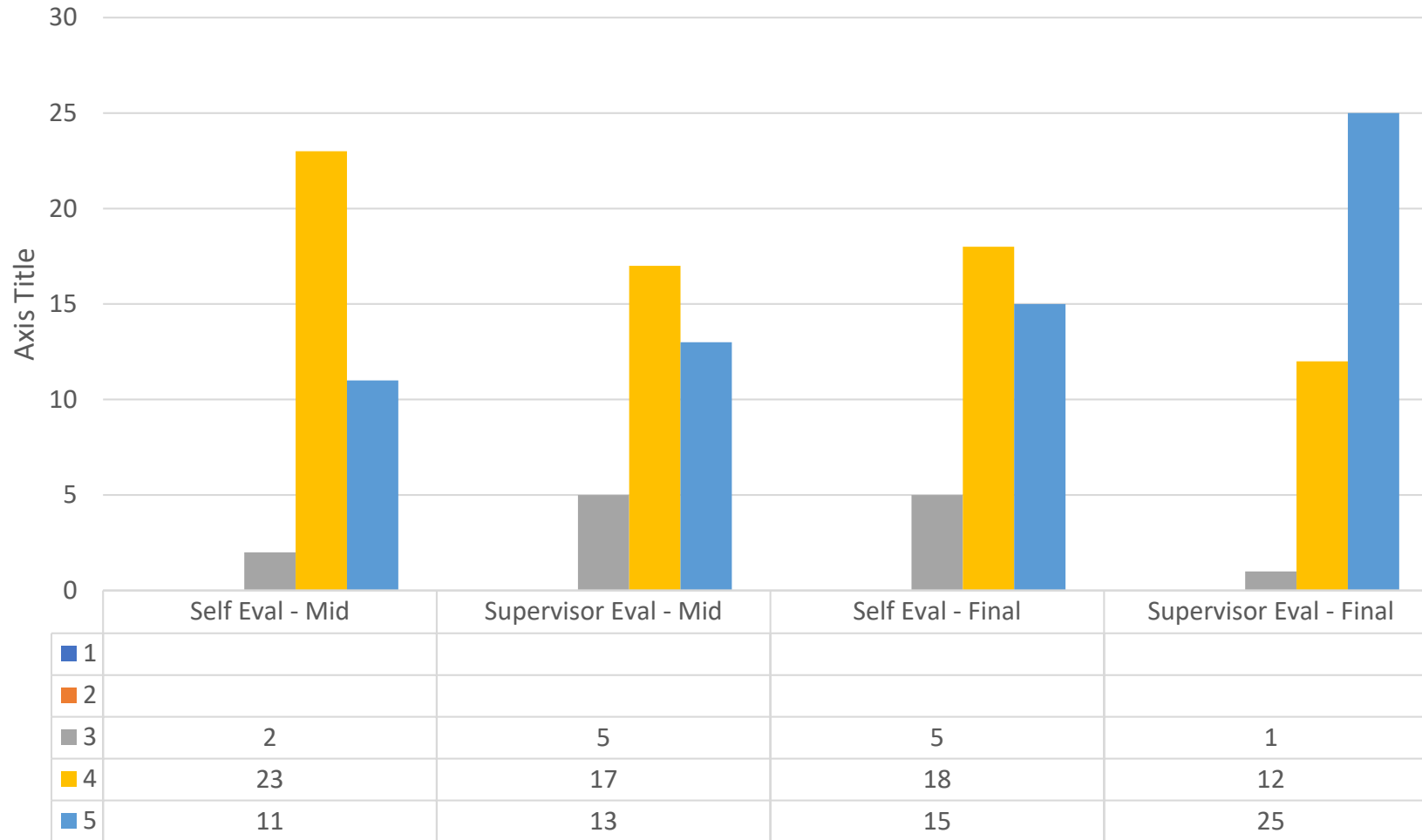
**Internship student is aware of their personal impact on others  
and seeks feedback from supervisor(s) to understand  
perceptions.**



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



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



# Site Supervisor Feedback

Practicum and Internship Supervisors

## 2023-2024 Academic Year

### Site Supervisor Feedback

Supervisors received a copy of the Practicum & Internship Manual.

Recommendations for future editions of the Practicum & Internship Manual include integrating business aspects into the experiences.

Supervisors participated in an introductory meeting with the Instructor of Record and the Practicum/Internship Student either in person or virtually.

Supervisors agree the Instructor of Record was available to answer questions and consult regarding student progress, concerns, etc.

Supervisors found the Counseling Practicum Evaluation and/or Counseling Internship Evaluation to be helpful in evaluating the student related to counseling skills, knowledge, and professional dispositions. Additional recommendations for made regarding school counselor specific evaluations, which will be introduced in Spring 2025.

Supervisors note the Instructor of Record checked in with them concerning the development of the Practicum/Internship student throughout the experience.

The feedback from various stakeholders is positive, indicating satisfaction with the program's structure, support, and communication. Several comments for program suggestion, including:

*Providing more training on specific theories of change prior to the internship experience.*

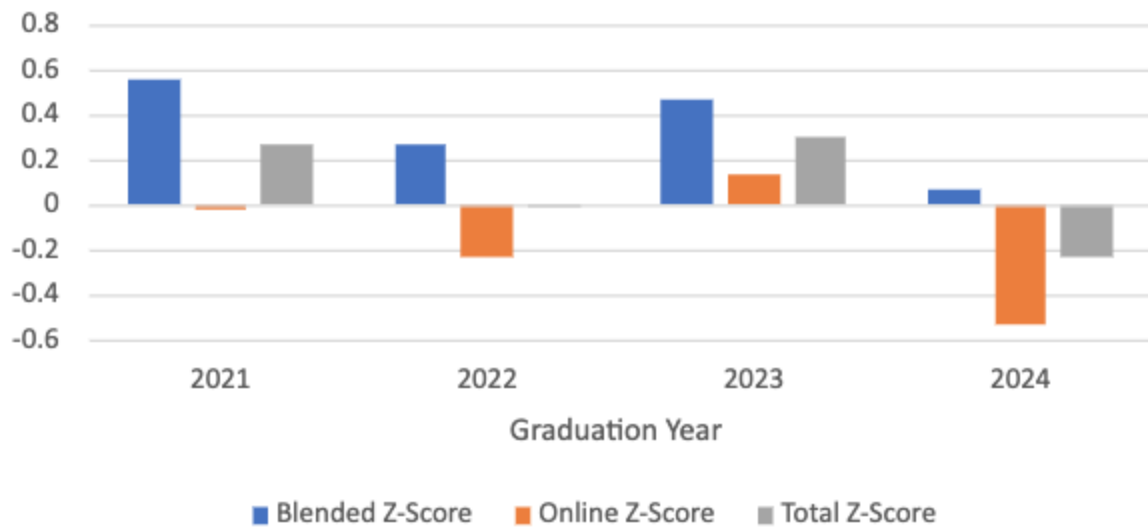
*Incorporating more teaching on trauma into the curriculum.*

*Providing guidance for site supervisors on using Tevera for students' weekly logs.*

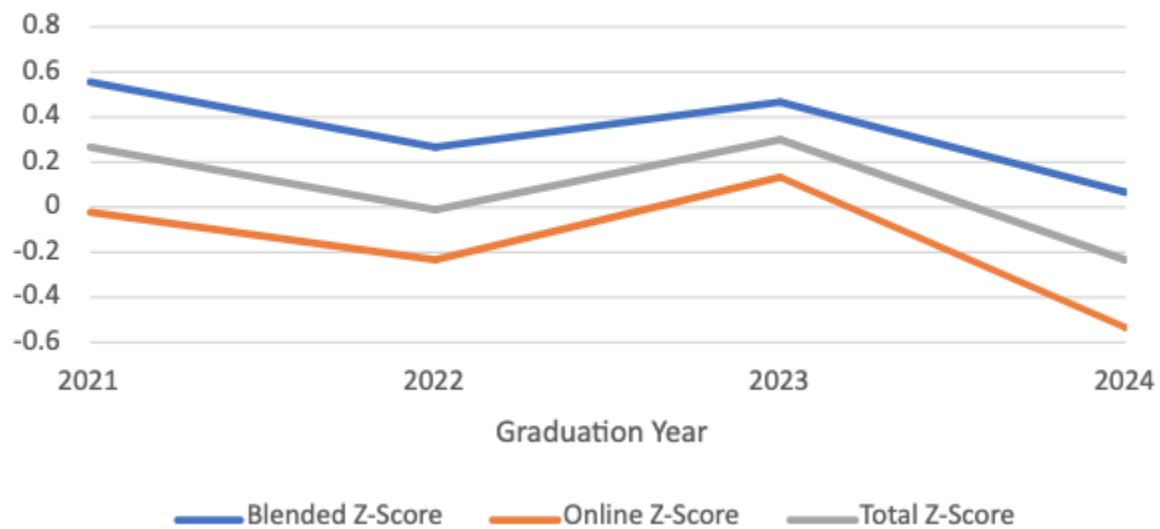
Overall, the program is praised for its effectiveness and supportiveness, with minor areas for potential enhancement identified.

# CPC E Scores

'Blended Z-Score', 'Online Z-Score', 'Total Z-Score'  
by 'Graduation Year'



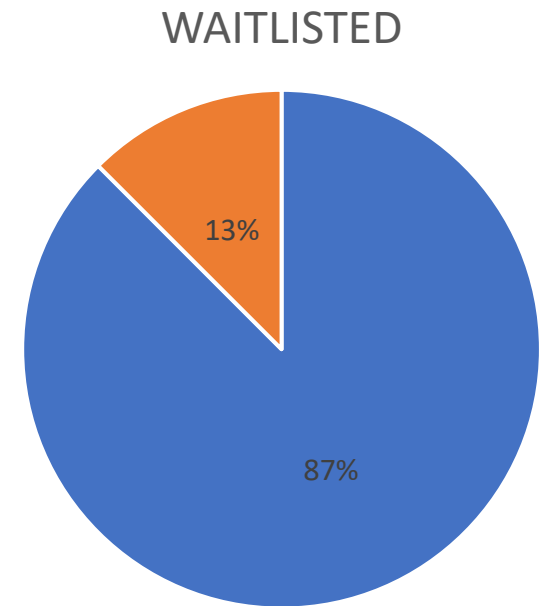
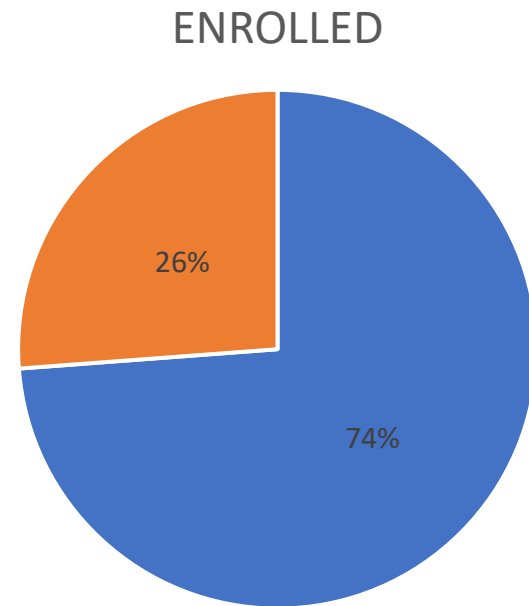
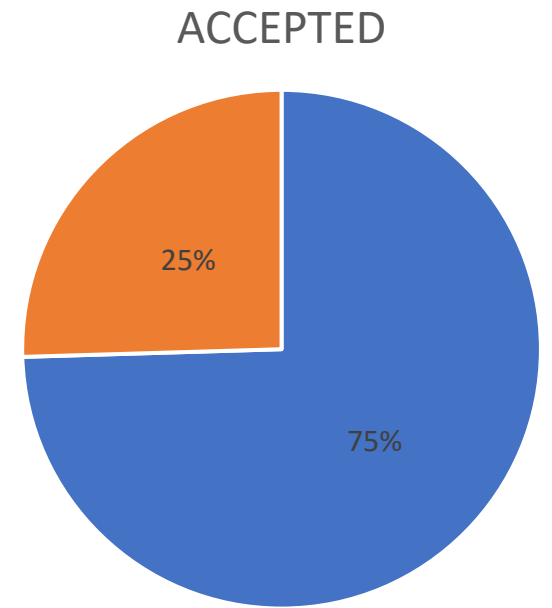
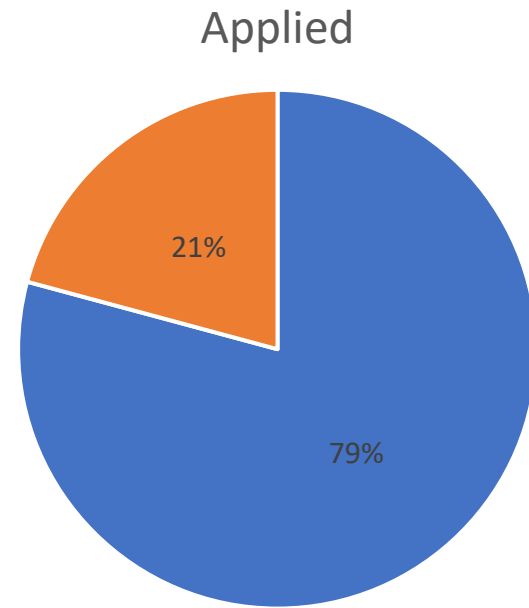
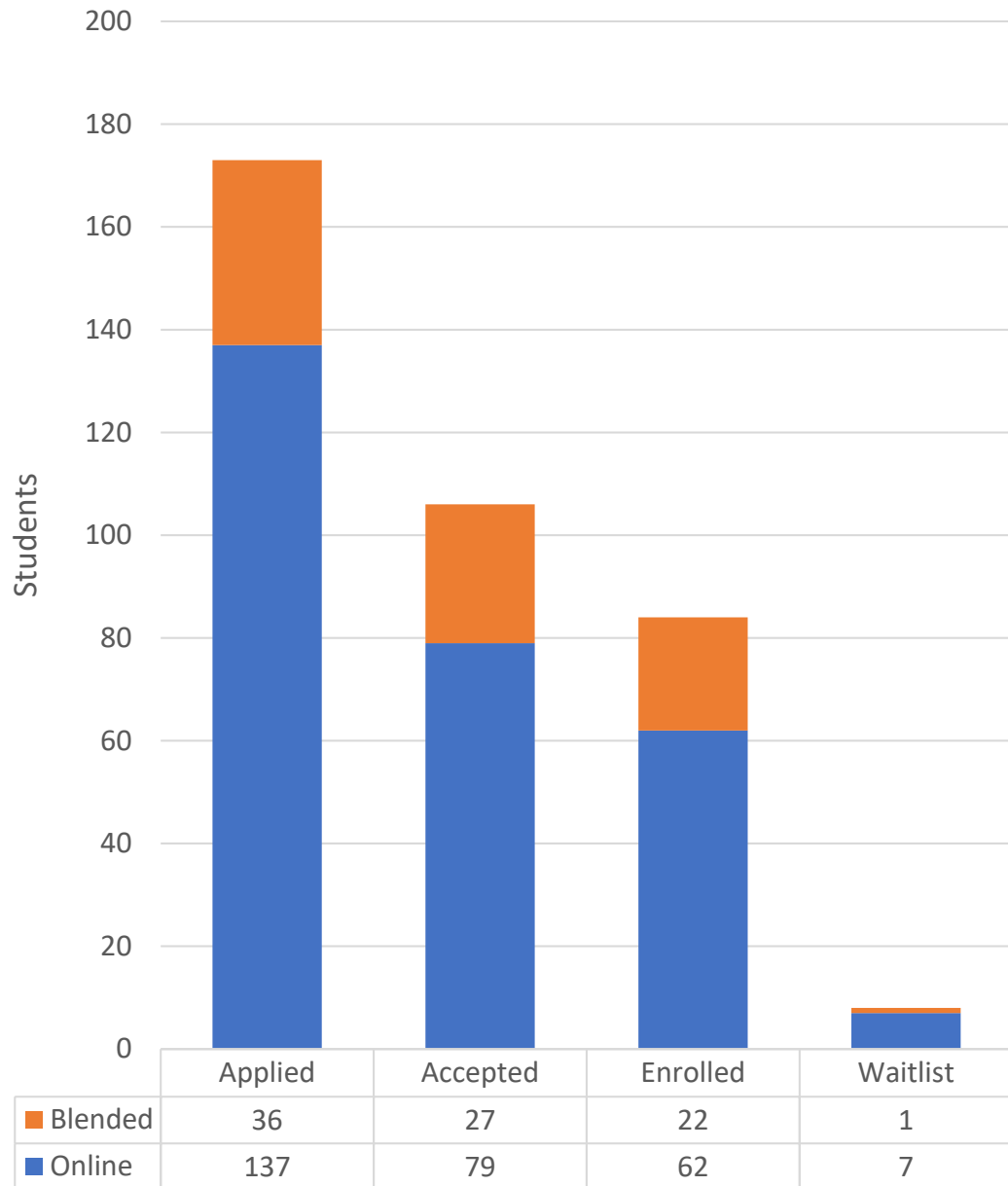
'Blended Z-Score', 'Online Z-Score', 'Total Z-Score'  
by 'Graduation Year'



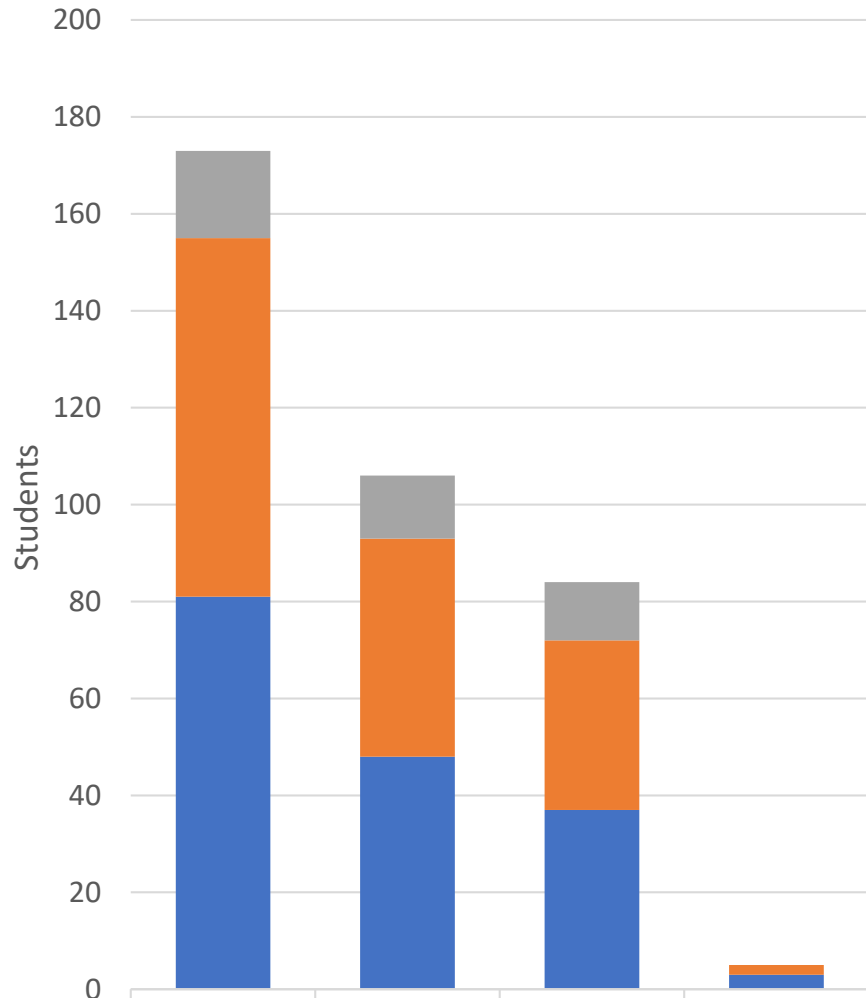
# Demographic Information



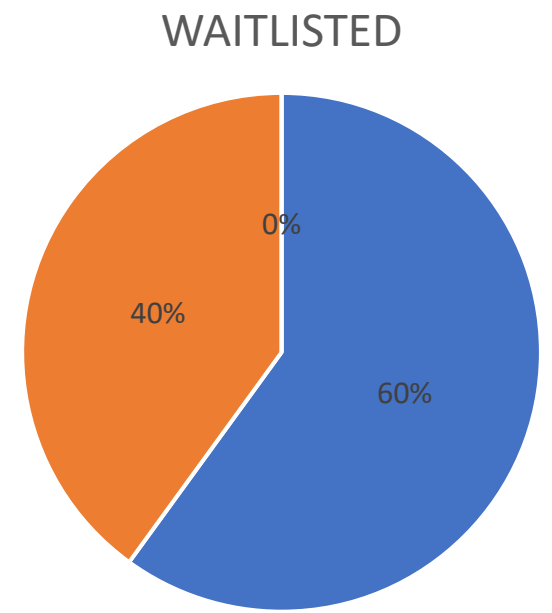
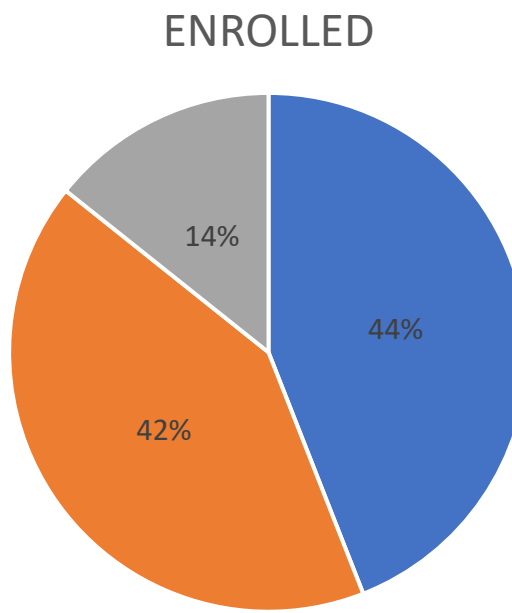
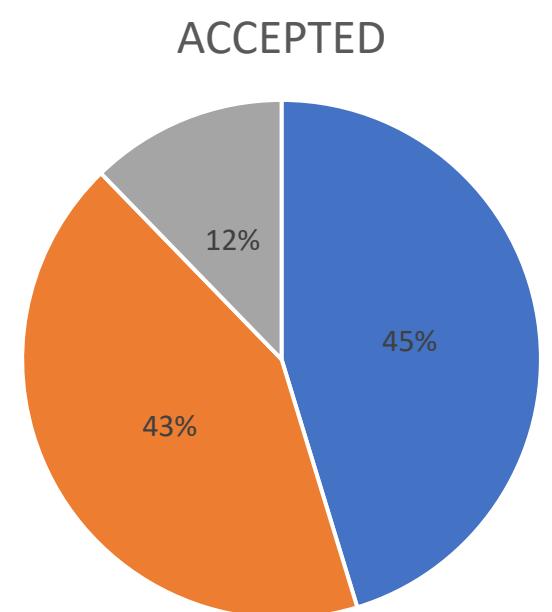
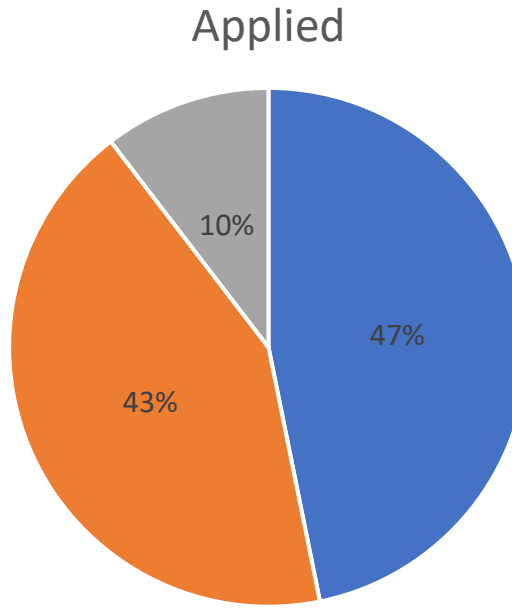
# MODALITY



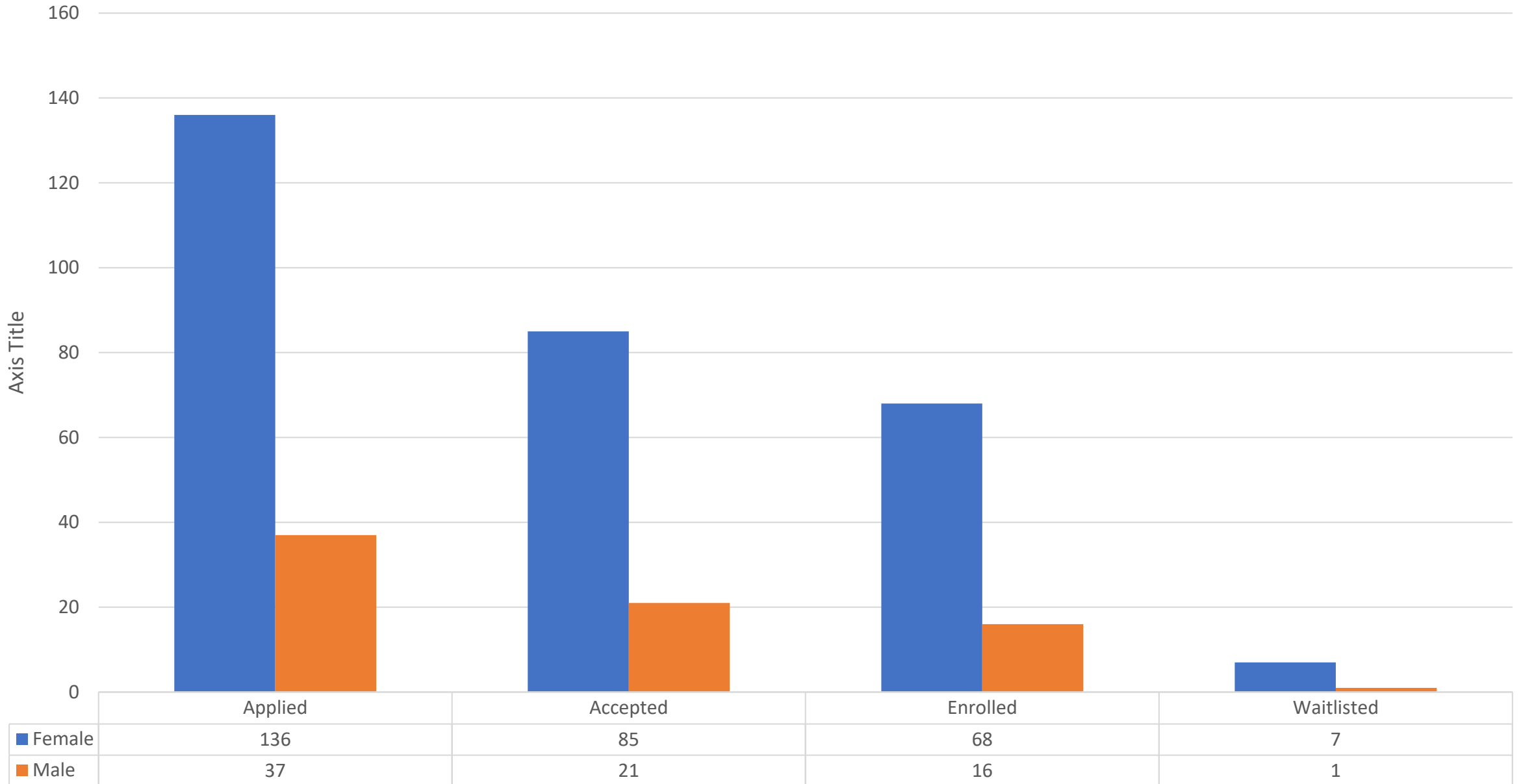
# CONCENTRATION



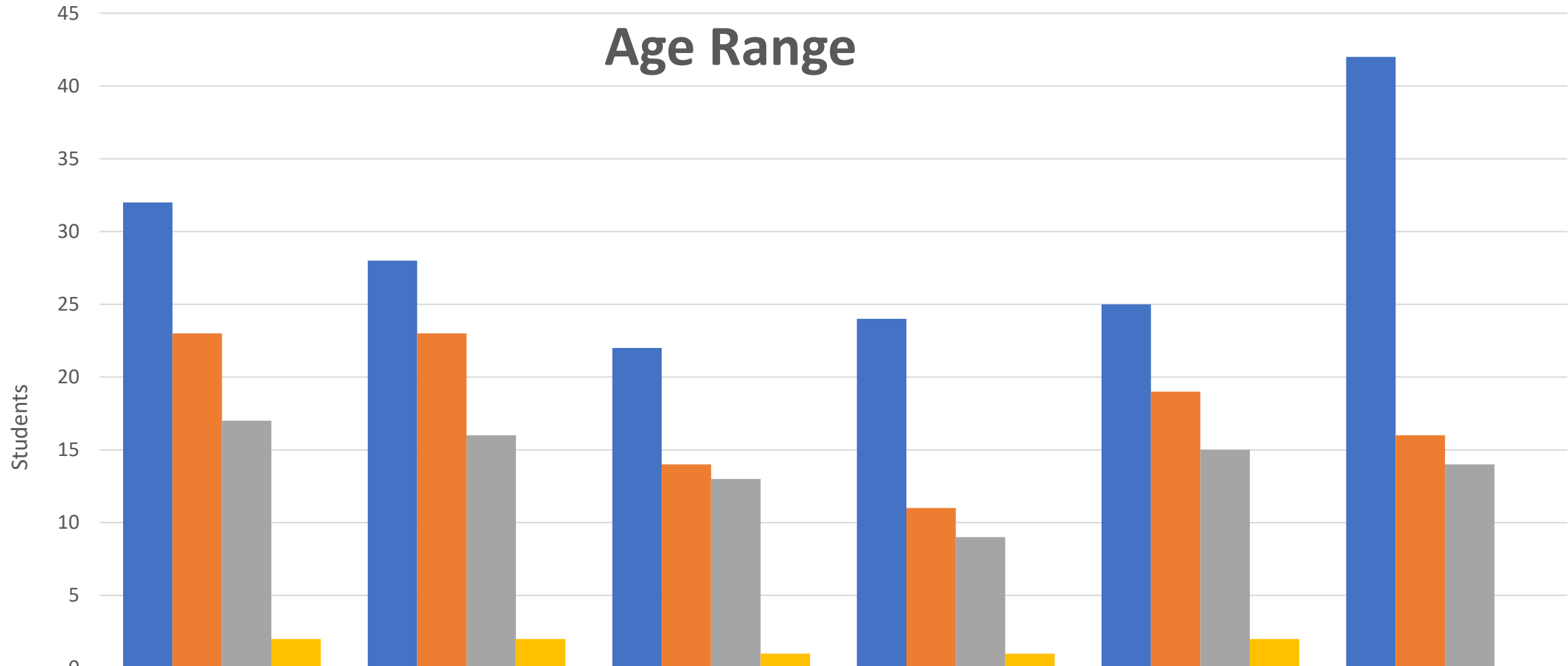
■ Non-Degree Seeking	18	13	12	0
■ School Counseling	74	45	35	2
■ Clinical Mental Health Counseling	81	48	37	3



# GENDER

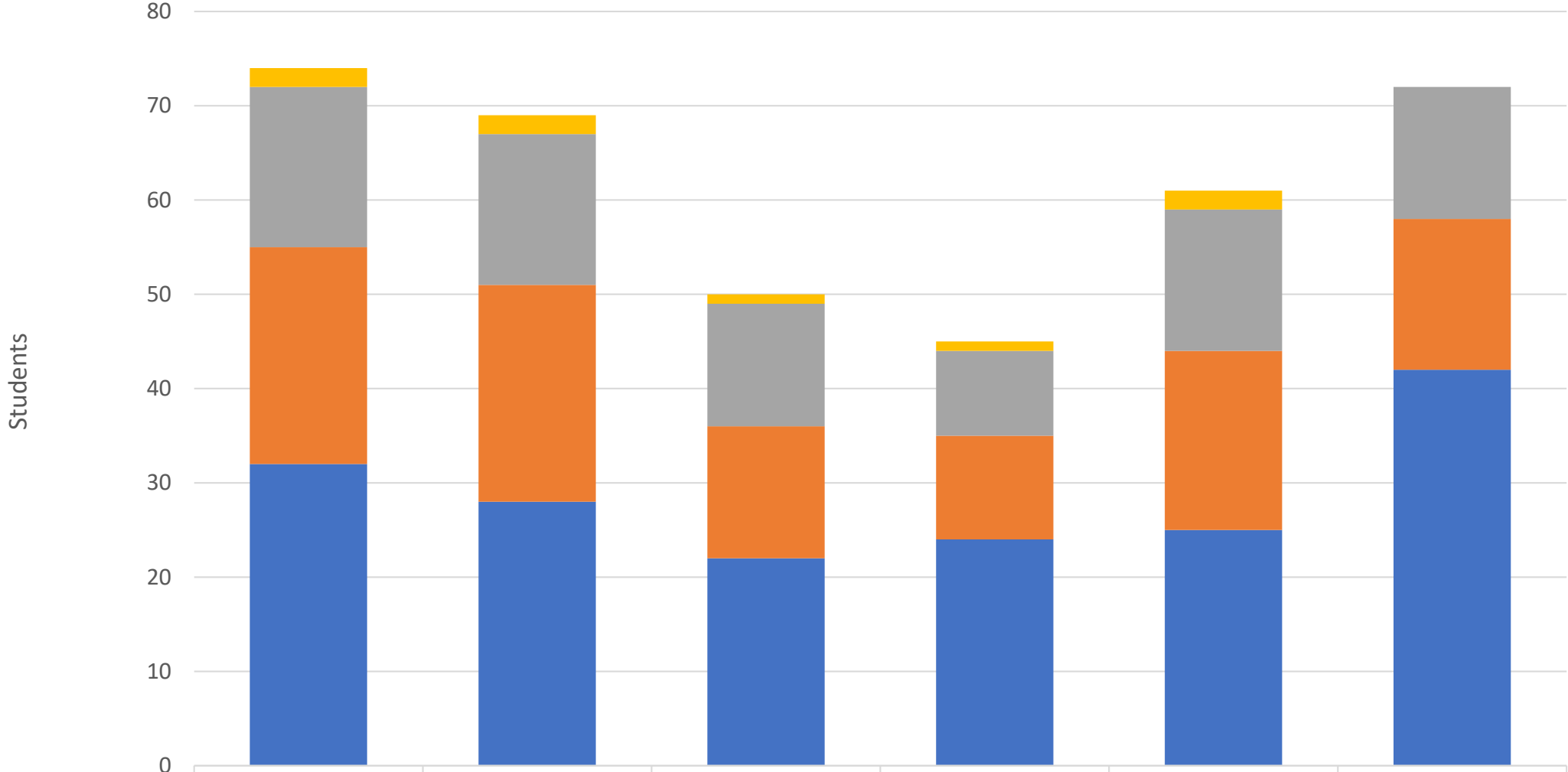


# Age Range



	20-24	25-29	30-34	35-39	40-44	45+
Applied	32	28	22	24	25	42
Accepted	23	23	14	11	19	16
Enrolled	17	16	13	9	15	14
Waitlisted	2	2	1	1	2	0

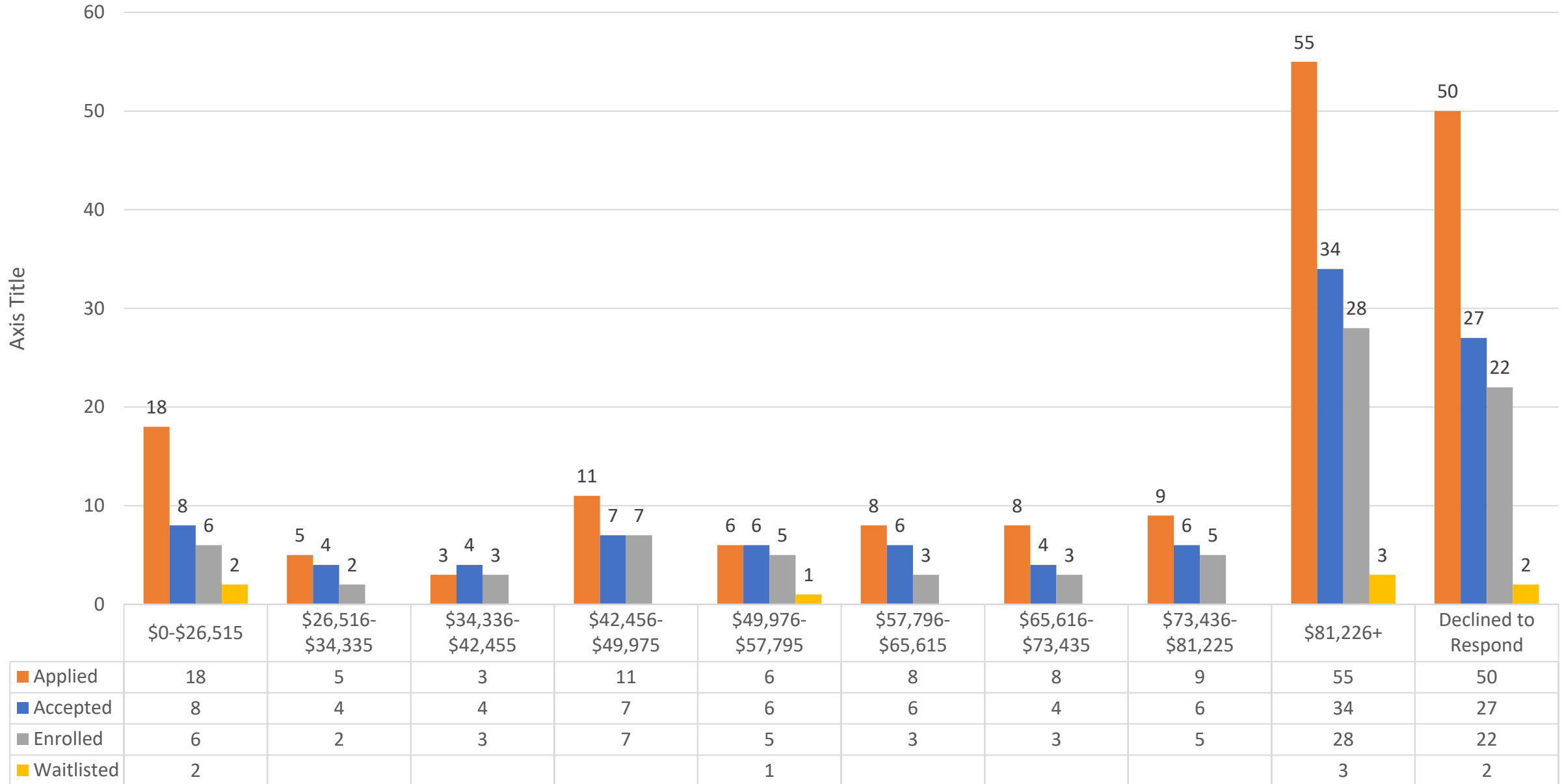
# AGE RANGE



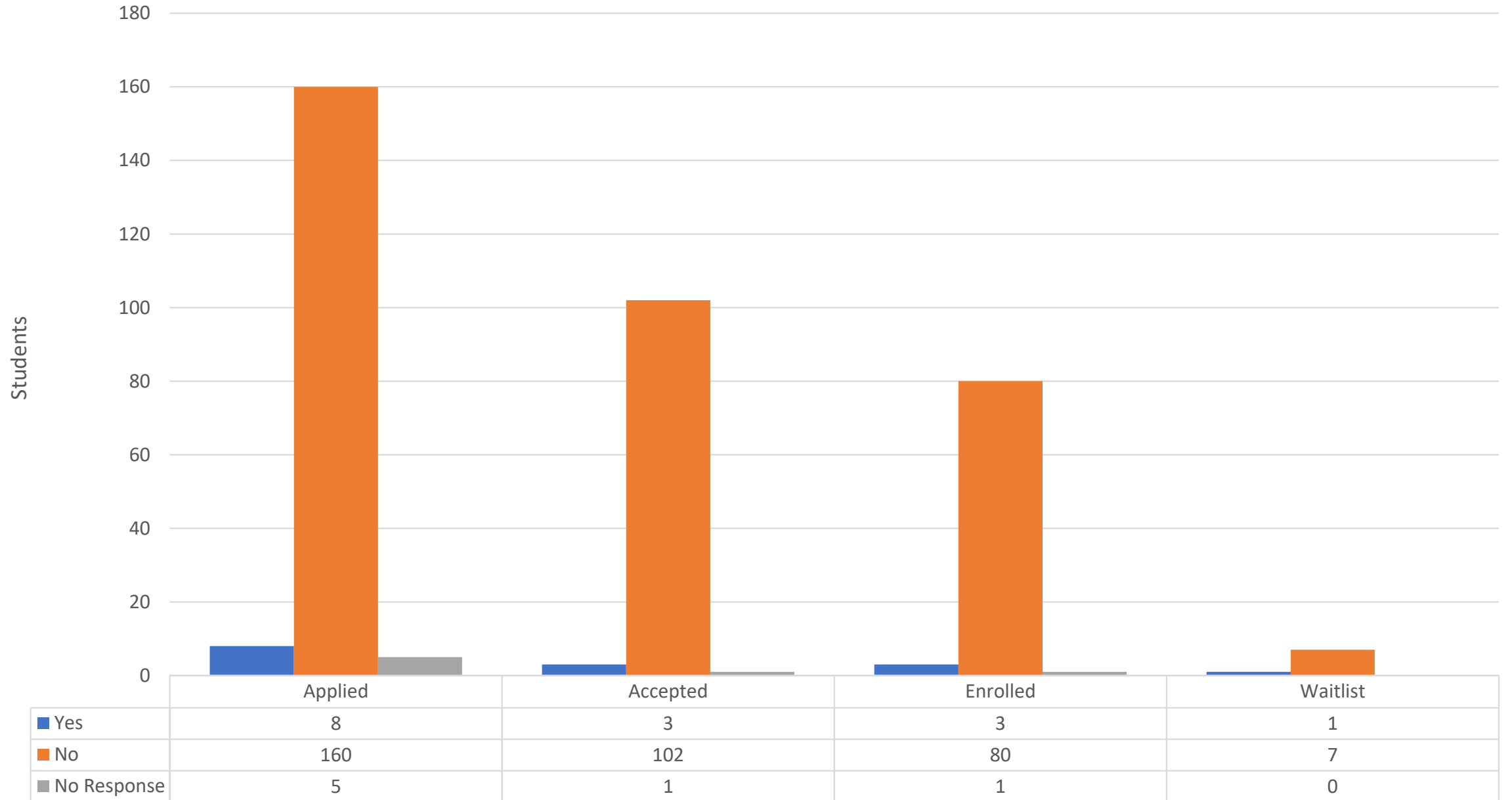
	20-24	25-29	30-34	35-39	40-44	45+
Waitlisted	2	2	1	1	2	0
Enrolled	17	16	13	9	15	14
Accepted	23	23	14	11	19	16
Applied	32	28	22	24	25	42



# FAMILY INCOME

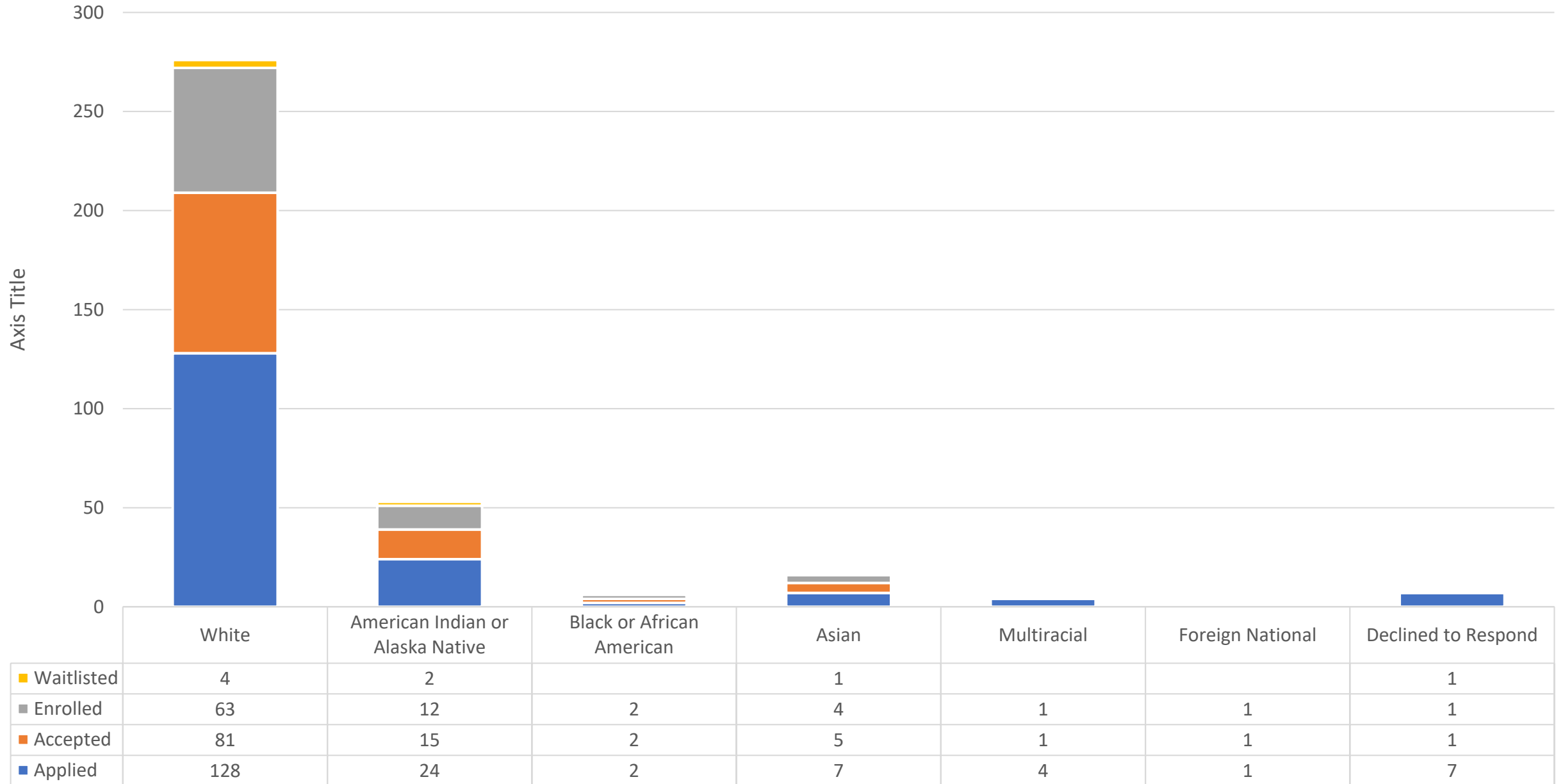


# HISPANIC





# RACE

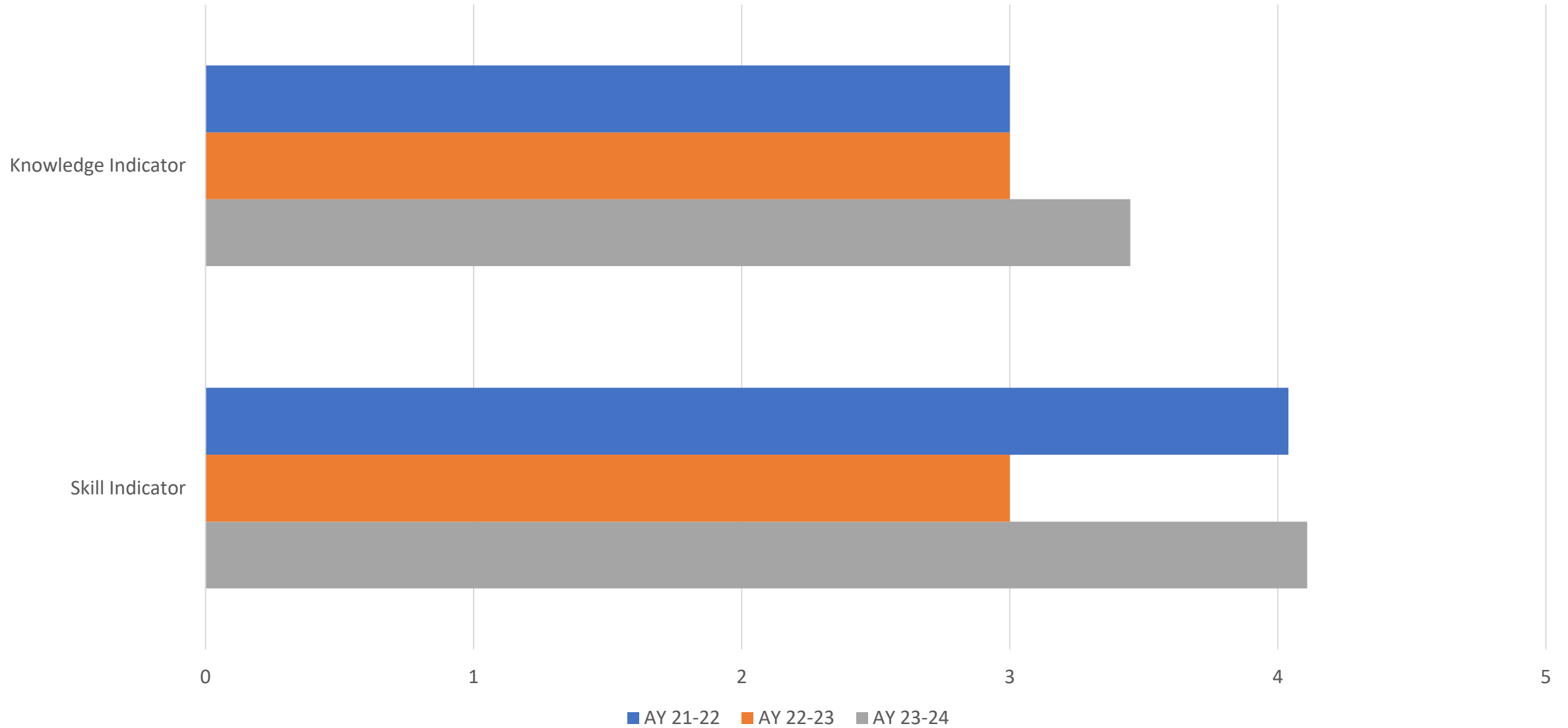


# Observations Notes and Action Items

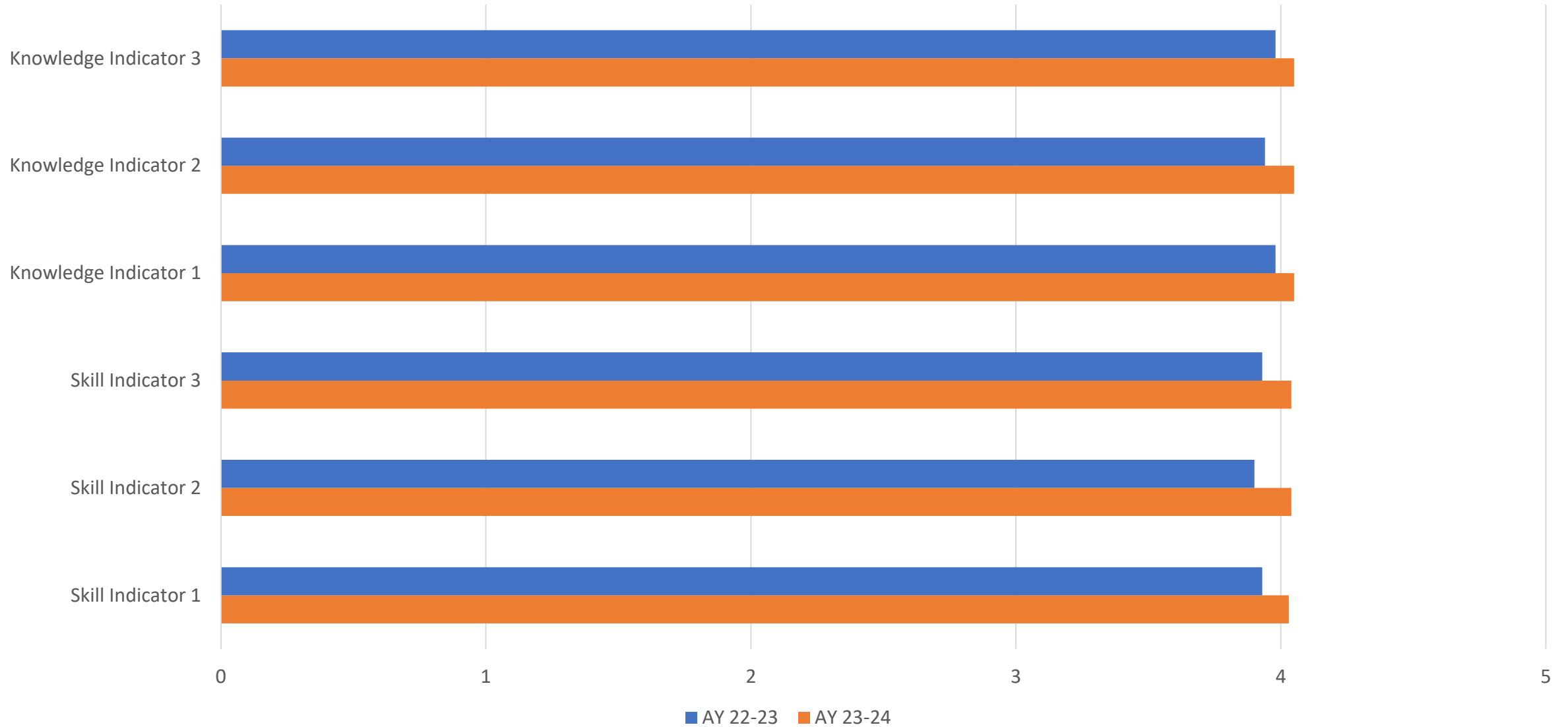
# Key Performance Indicators

University of Mary  
Graduate Counseling Department  
August 2024

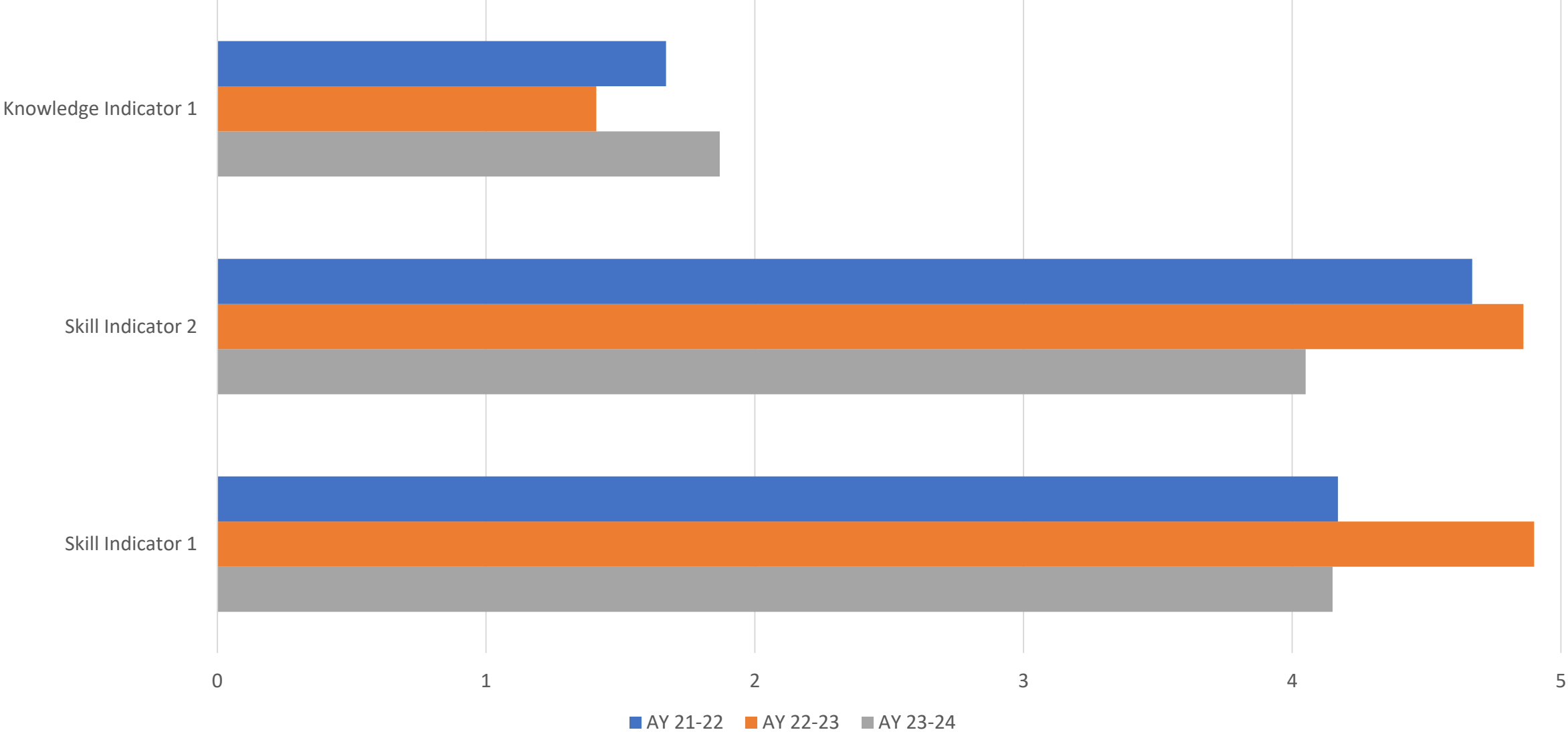
# Professional Counseling Orientation and Ethical Practice



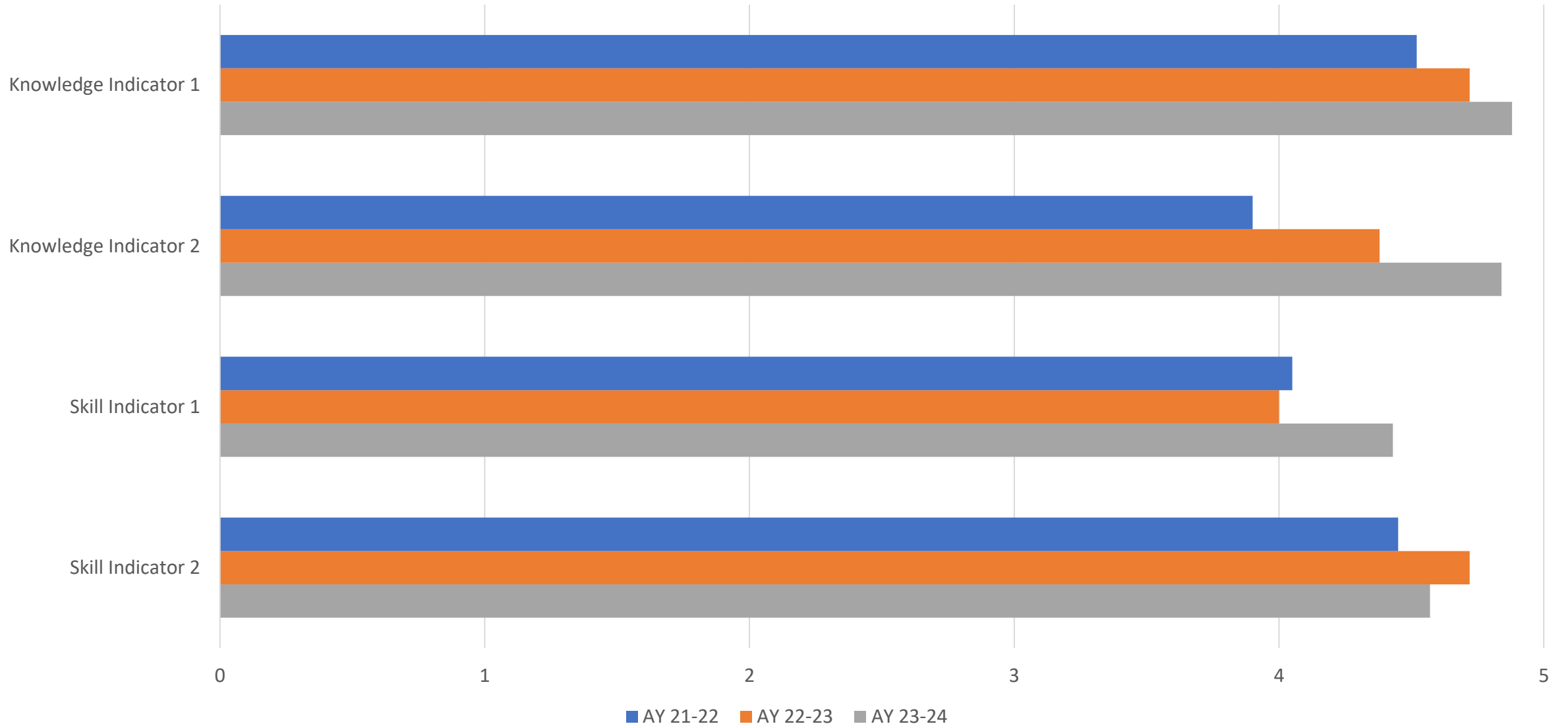
## Social & Cultural Diversity



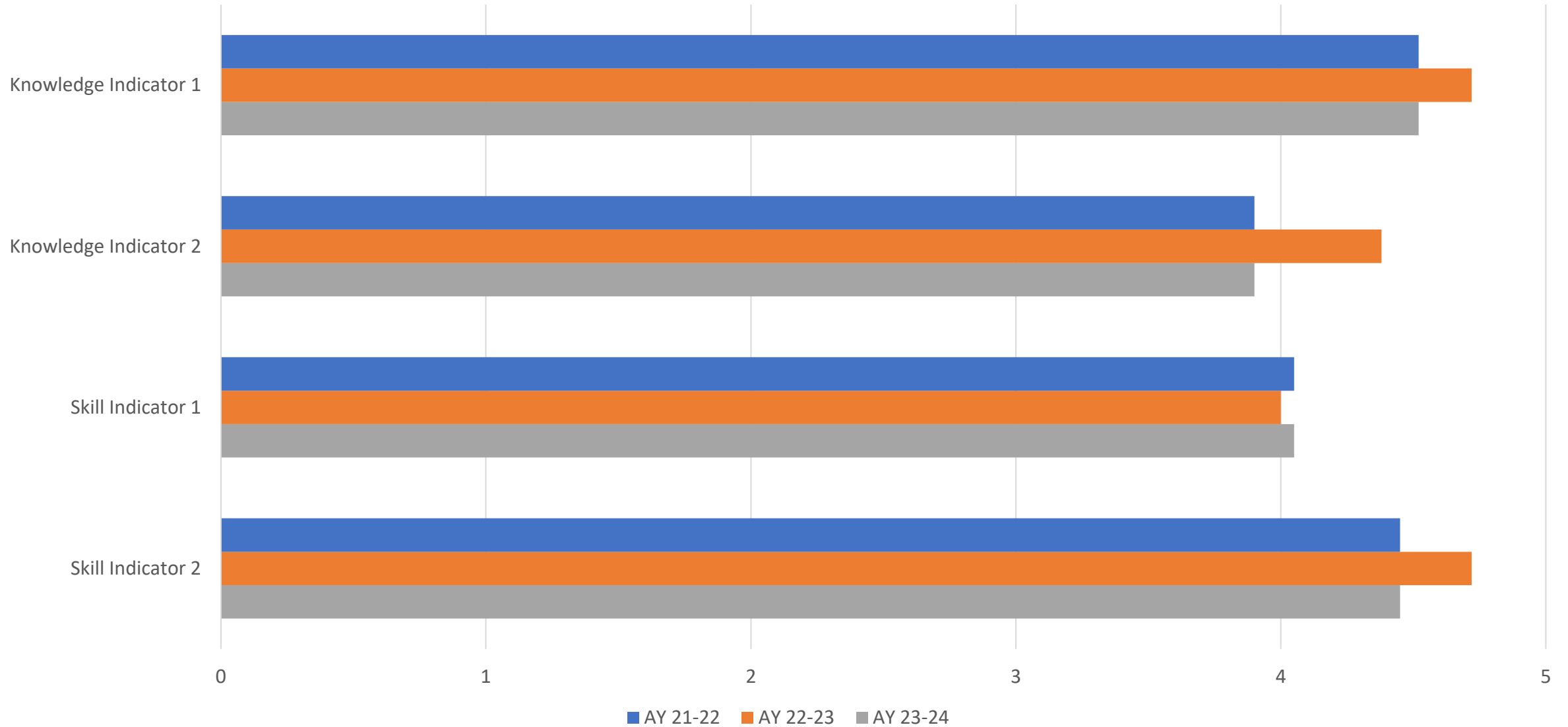
# Human Growth & Development



## Research & Program Evaluation

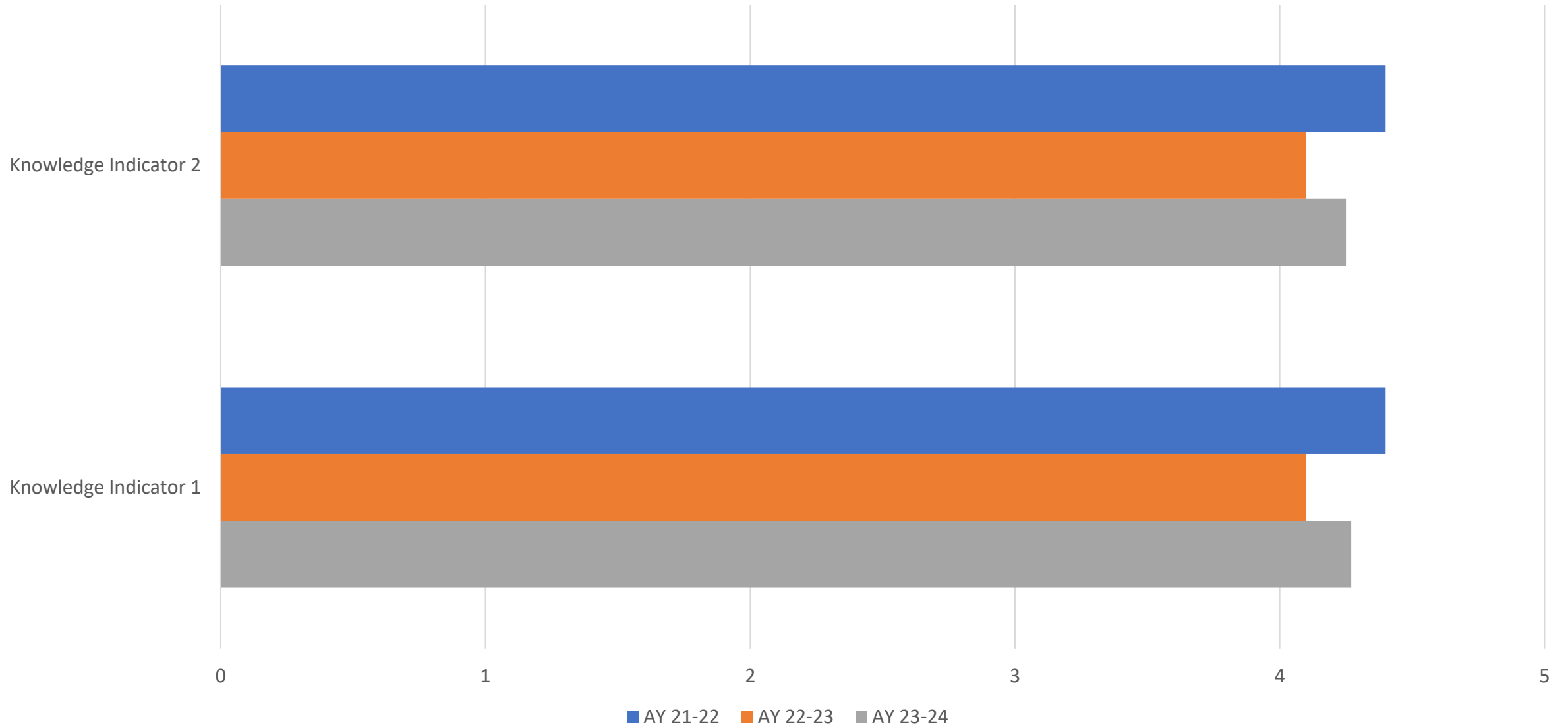


## Counseling & Helping Relationships

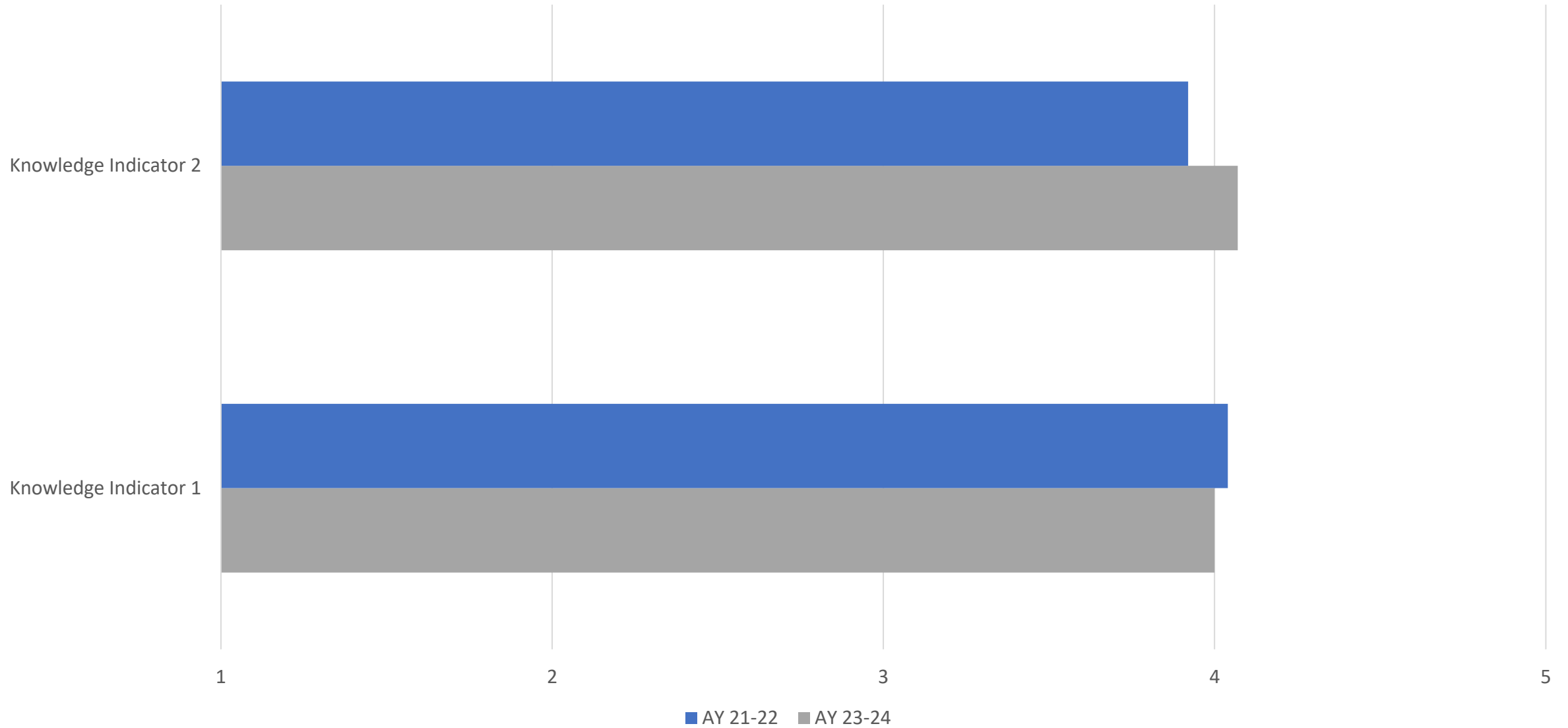




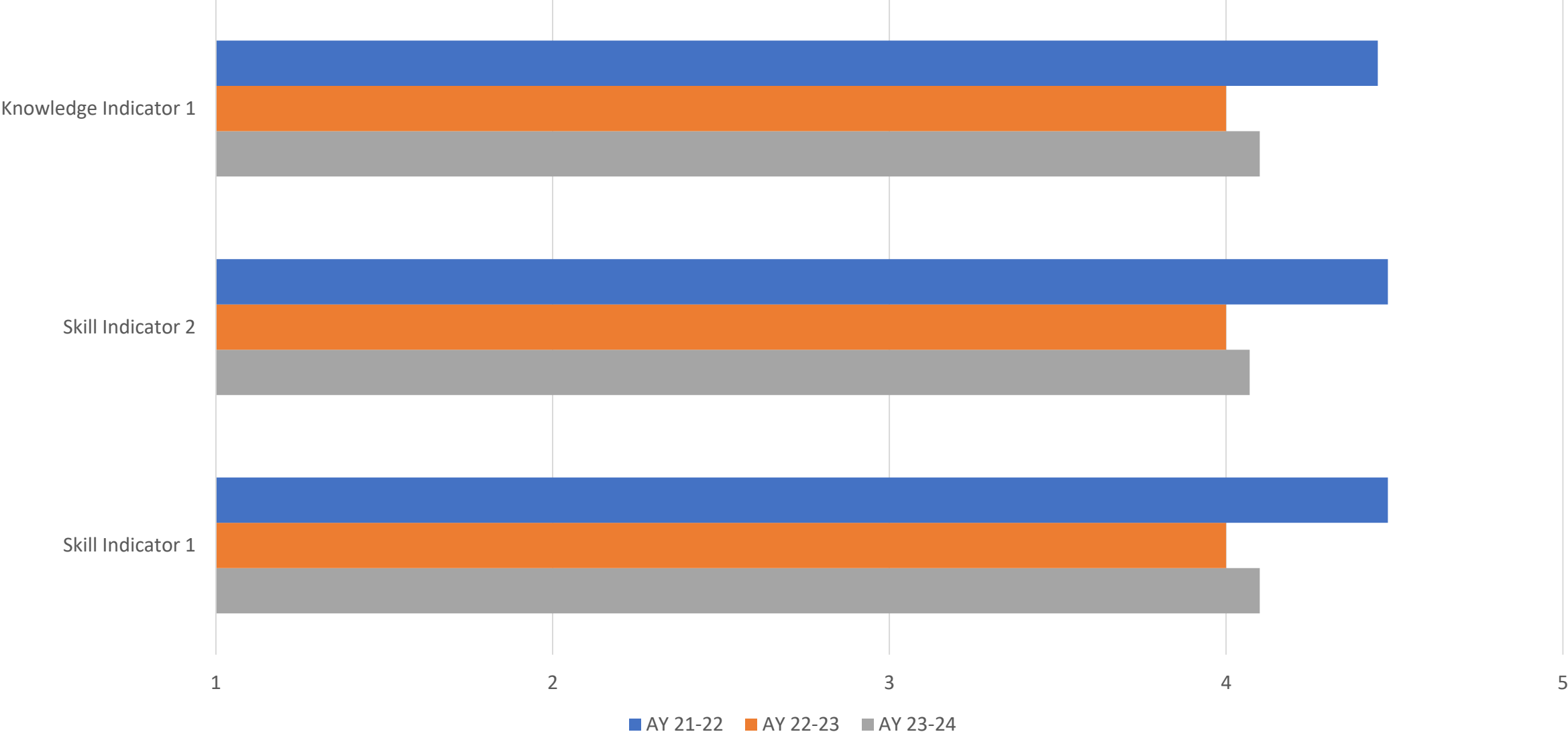
# Group Counseling & Group Work



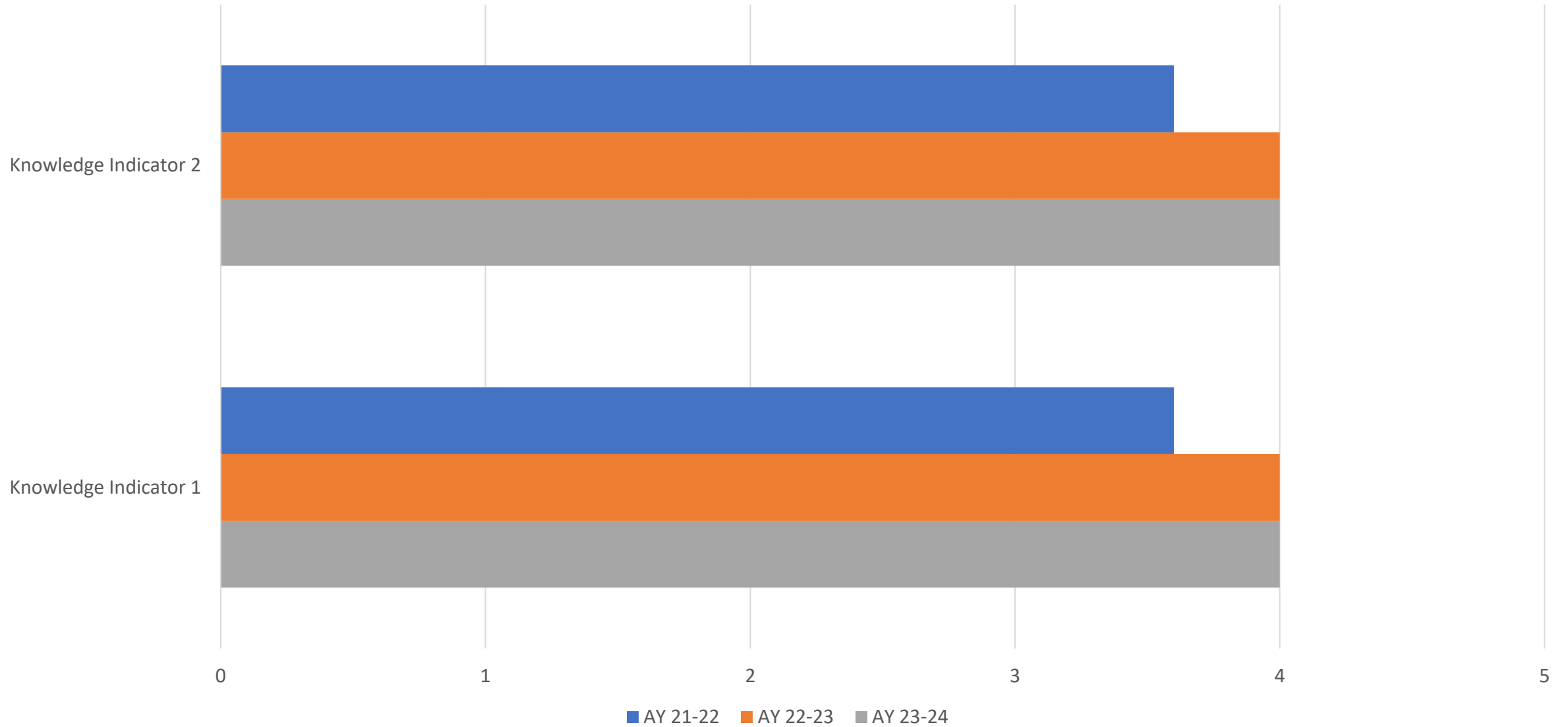
## Assessment and Testing



# Clinical Mental Health



# School Counseling



# 2023-2024 AY Observation Notes and Action Items

## Program Evaluation – Student Feedback

- Observations: The cohort model positively impacts students' experiences in the program and increases retention. Based on the student feedback, students said they would highly recommend the program to others.
- Action Items: Students desire more guidance on state licensure outside of North Dakota. Thus, additional information will be integrated into future courses and advising meetings to support this need.

## Program Evaluation – Academic Quality Indicators

- The faculty conducted a trend analysis over the past three years of student learning outcome data and reviewed the aggregate reports for all key performance indicators for students in both the School Counseling and Clinical Mental Health Counseling programs.
  - Observations: The vast majority of students are meeting the minimum thresholds expected in developmentally appropriate ways throughout the program. There were no notable concerns; therefore, no changes were recommended in this area.

## Professional Dispositions

- Observations: Overall, students are experiencing growth through the program in developmentally appropriate ways.
- Action Items: The faculty discussed ways to provide more support for students who are struggling and adjusted the student support form to ensure better communication and tracking across the board since the program is growing.

## Practicum Evaluation

- Observations: Students completed their practicum with overall satisfaction and required benchmark scoring.
- Action Items: Additional support, including resources of videos and articles will be provided for instructors and supervisors to help ensure clarity and proficiency in completing practicum evaluations.

## Internship Evaluation

- Observations: Overall, evaluations are going well. At some internship sites, students may not be able to lead or co-lead a counseling or psychoeducational group.
- Action Items: Students can complete group work in person or via Zoom, and the faculty will provide alternative options during internships to ensure the requirement for group work is fulfilled.

## Student Evaluation of Supervisors

- Observations: Site evaluations suggest potentially identifying and adjusting placements due to level of difficulty or experience.
- Action Items: Site evaluations will be generated with a list of topics for site check-ins to help students and supervisors discuss site evaluations more thoroughly.

### **Site Supervisor Feedback**

- Observations: Feedback for site supervisors is positive.
- Action Item: No changes are needed at this time.

### **CECE/CPCE Scores**

- Observations: CPCE scores decreased slightly from 2021. Students have requested additional review opportunities to prepare better.
- Action Items: Students will complete the CECE exam in January and are encouraged to begin studying in the fall. Additional resources will be provided for students to use when prepping for the comprehensive exams.

### **Demographic Information**

- Observations: A variety of populations are applying for the program and diversity within the program is increasing.
- Action Items: Additional support will be provided for those who may struggle with technology during the admissions process.

### **Graduate Counseling Advisory Committee Recommendations**

- Strengthen Communication with UMary Feeder Majors
- Expand Opportunities for Independent Practice During Internships
- Increase Emphasis on Counseling Skills Across Courses

### **Additional Programmatic Changes**

- The faculty created a new requirement for North Dakota school counselors who are working full-time on a temporary license to receive supervision during every semester in the program.
- We updated our 2025 program of study to include a Pre-Practicum course to meet the new 2024 CACREP *Program Training Requirement*. *Beginning July 1, 2026, programs, regardless of program delivery method, require and deliver an in-person, synchronous experience to observe and assess counseling skills and professional dispositions for all students at least at two points throughout the student's program of study of which one occurs prior to the practicum.*