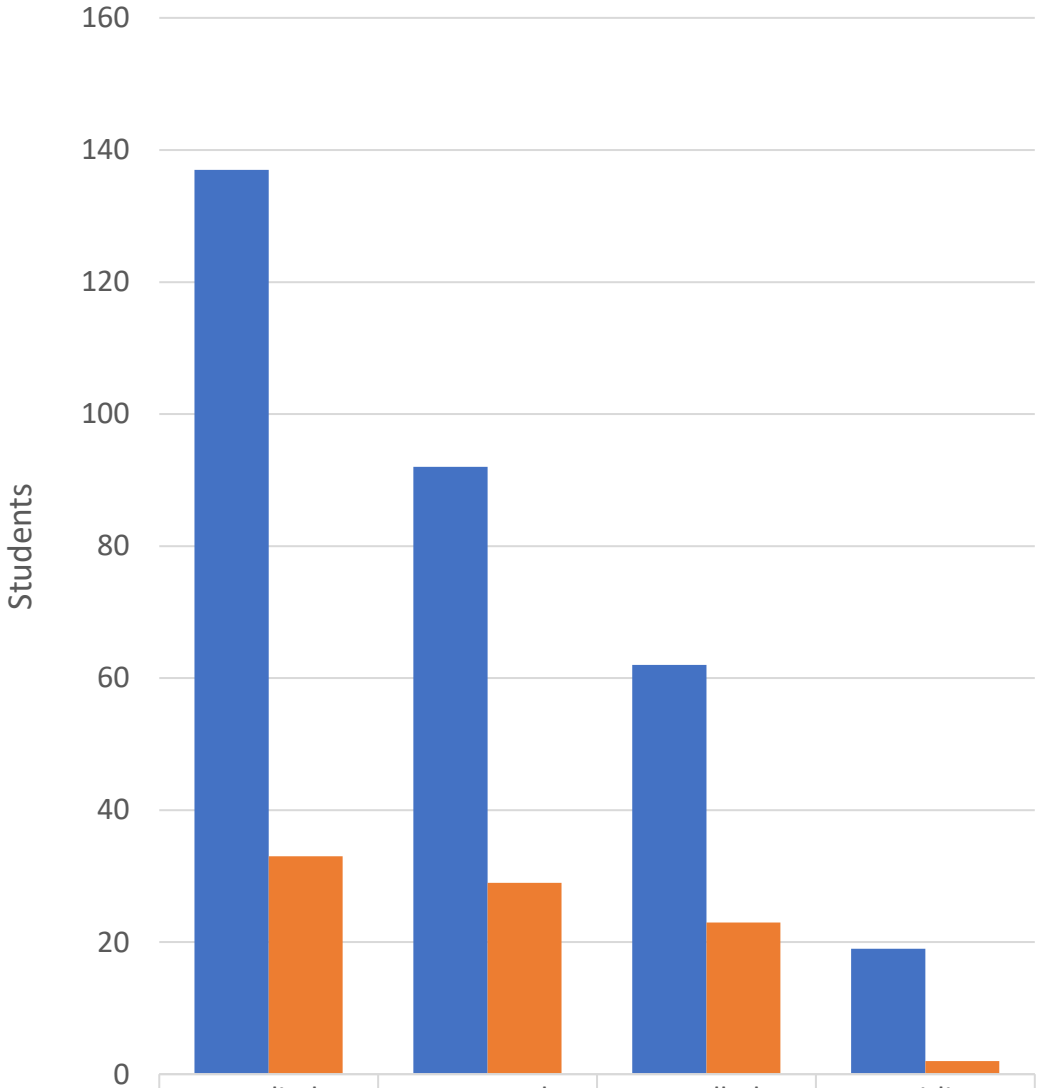
University of Mary Graduate Counseling Program

The following data was retrieved from the Fall 2022 and Spring 2023 Semesters.

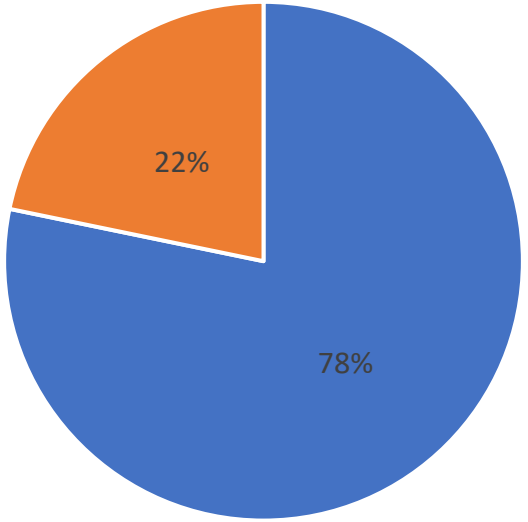
This data was reviewed by faculty, during the annual Counseling Program Data Retreat, on June 13, 2023.

MODALITY

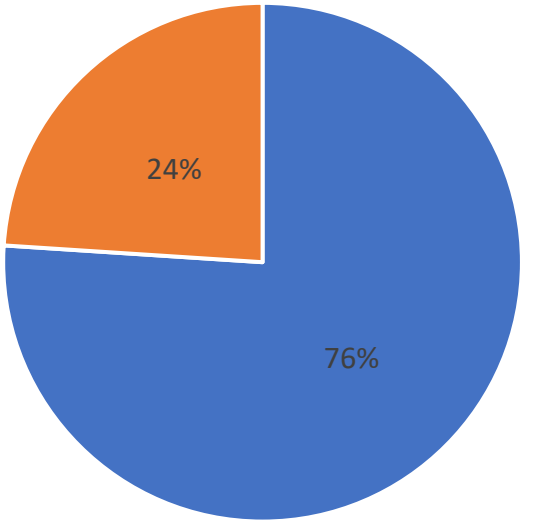


	Applied	Accepted	Enrolled	Waitlist
Online	137	92	62	19
Blended	33	29	23	2

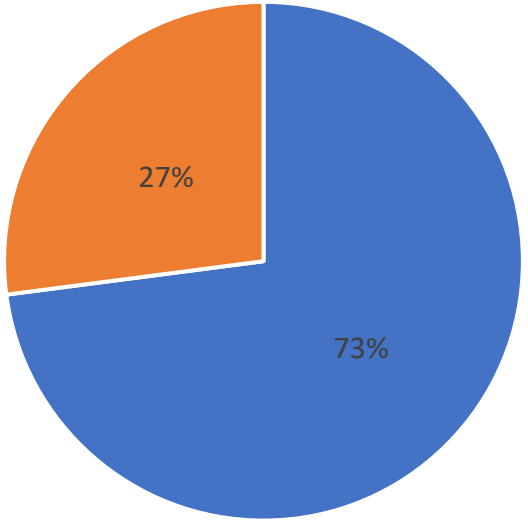
Applied



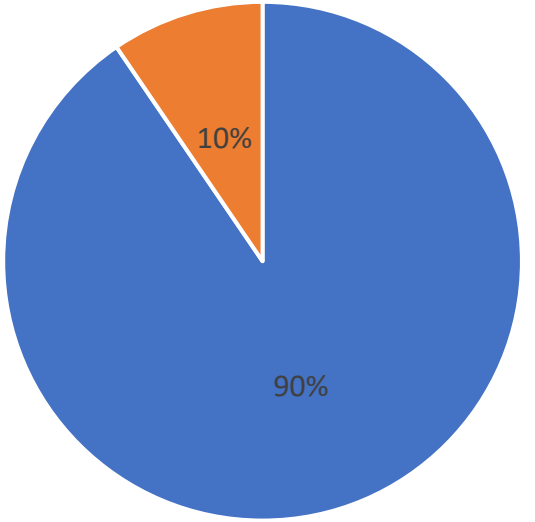
ACCEPTED



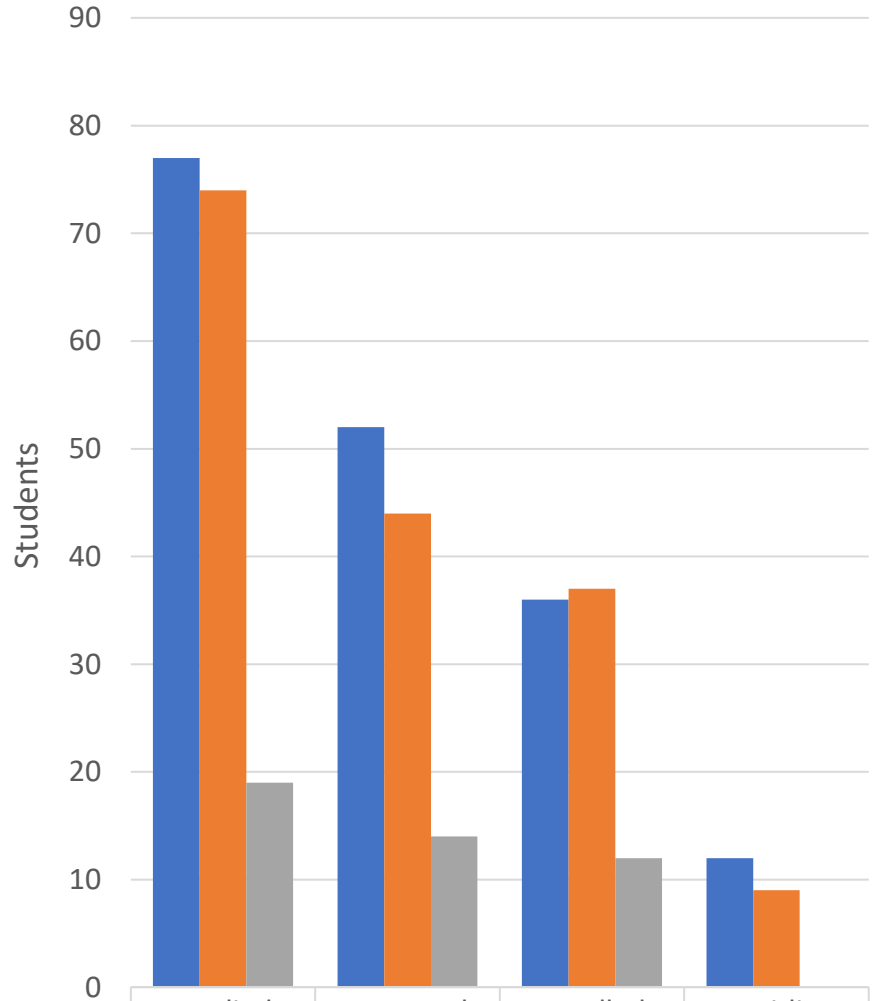
ENROLLED



WAITLISTED

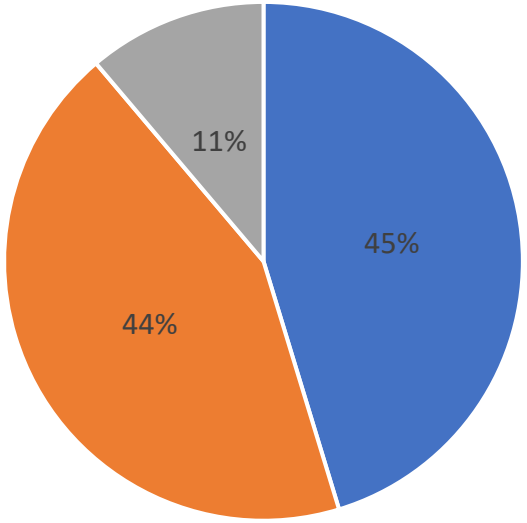


CONCENTRATION

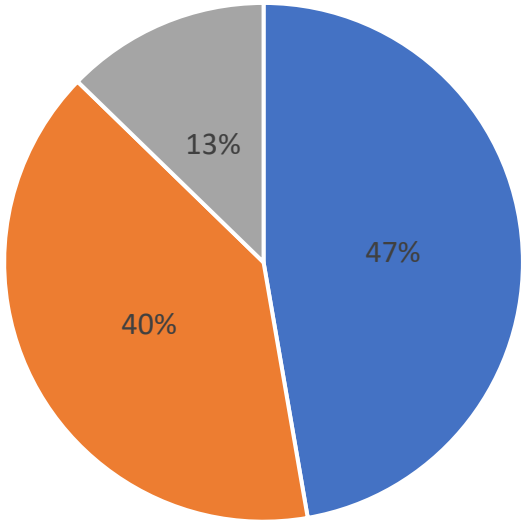


	Applied	Accepted	Enrolled	Waitlist
School Counseling	77	52	36	12
Clincial Mental Health Counseling	74	44	37	9
Non-Degree Seeking	19	14	12	0

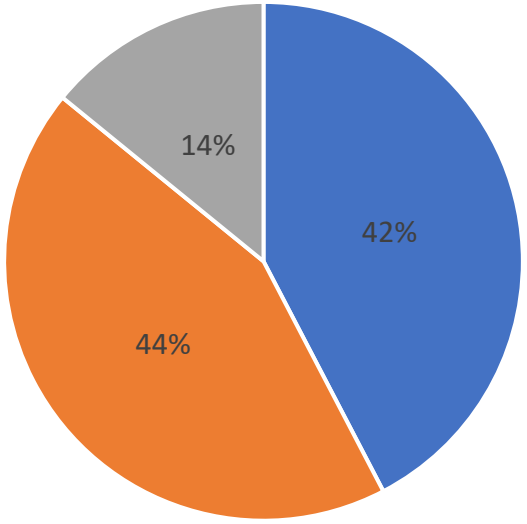
Applied



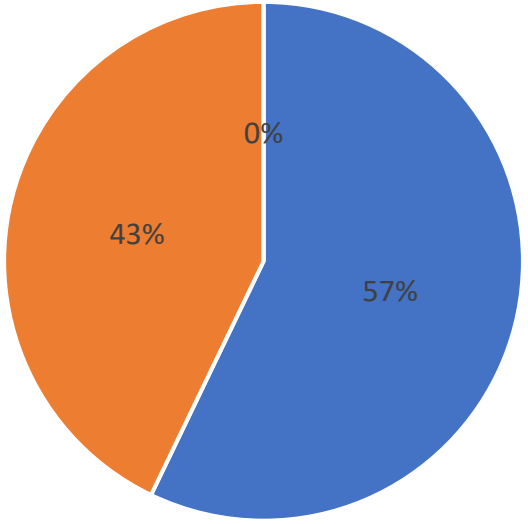
ACCEPTED



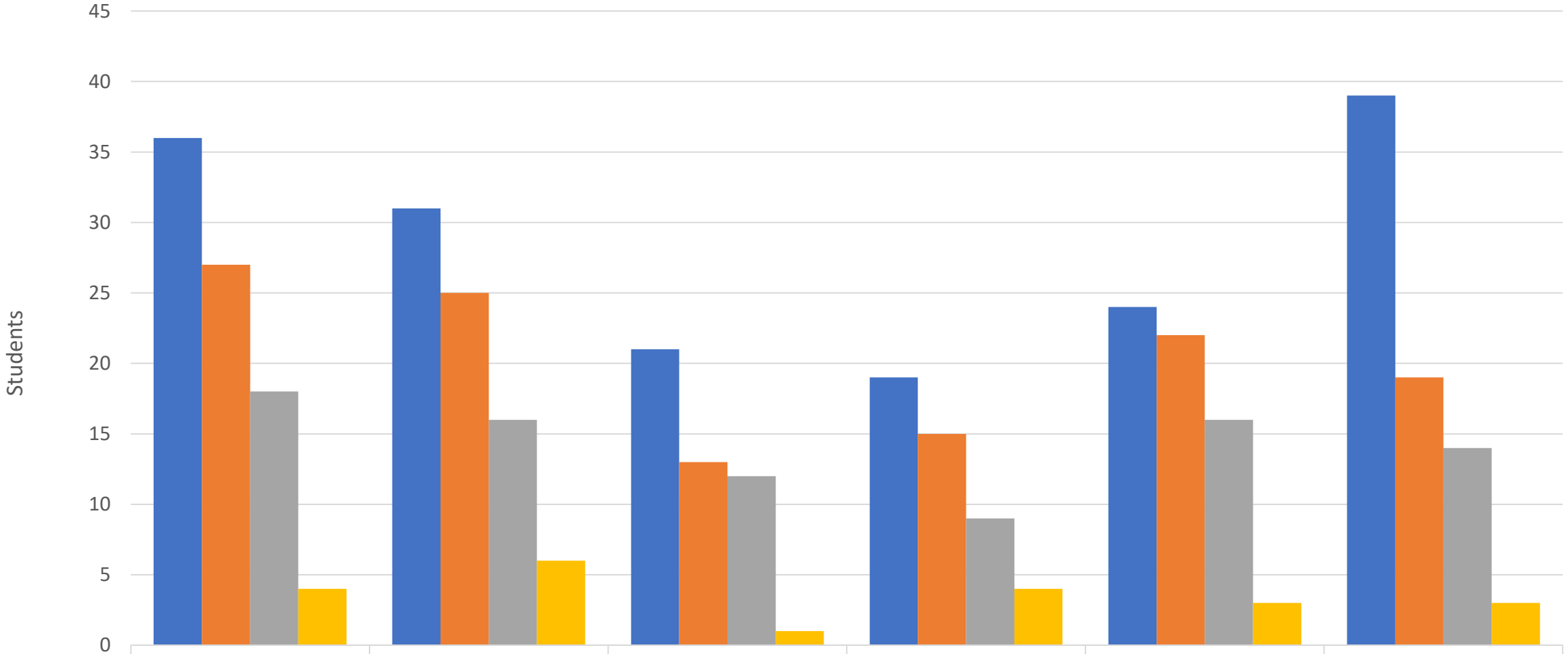
ENROLLED



WAITLISTED

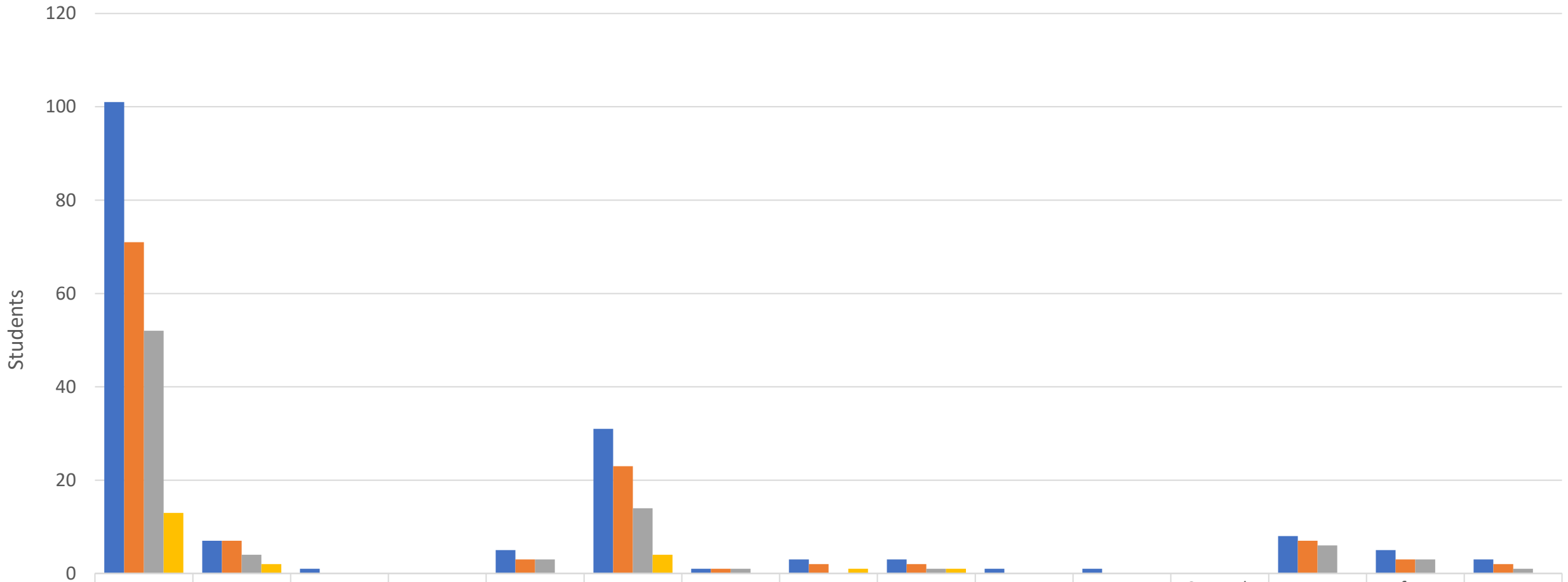


AGE RANGE



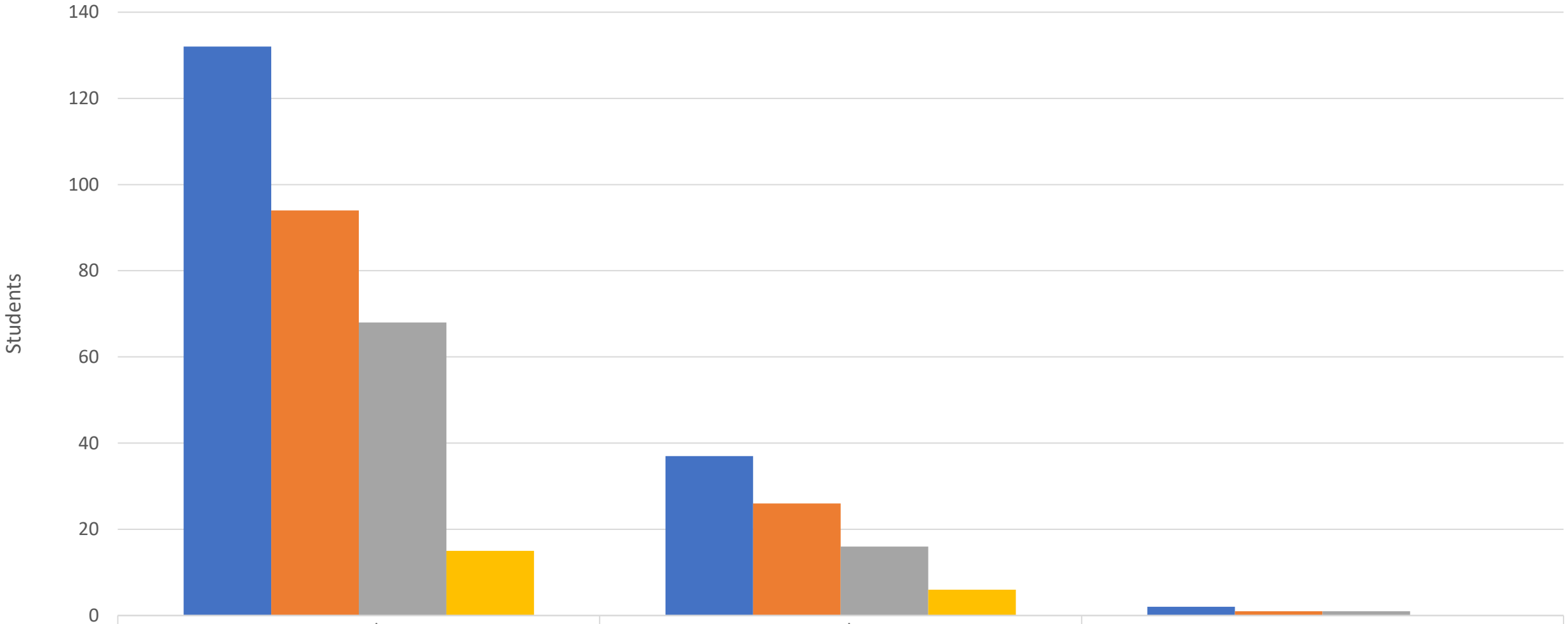
	20-24	25-29	30-34	35-39	40-44	45+
Applied	36	31	21	19	24	39
Accepted	27	25	13	15	22	19
Enrolled	18	16	12	9	16	14
Waitlisted	4	6	1	4	3	3

RELIGION



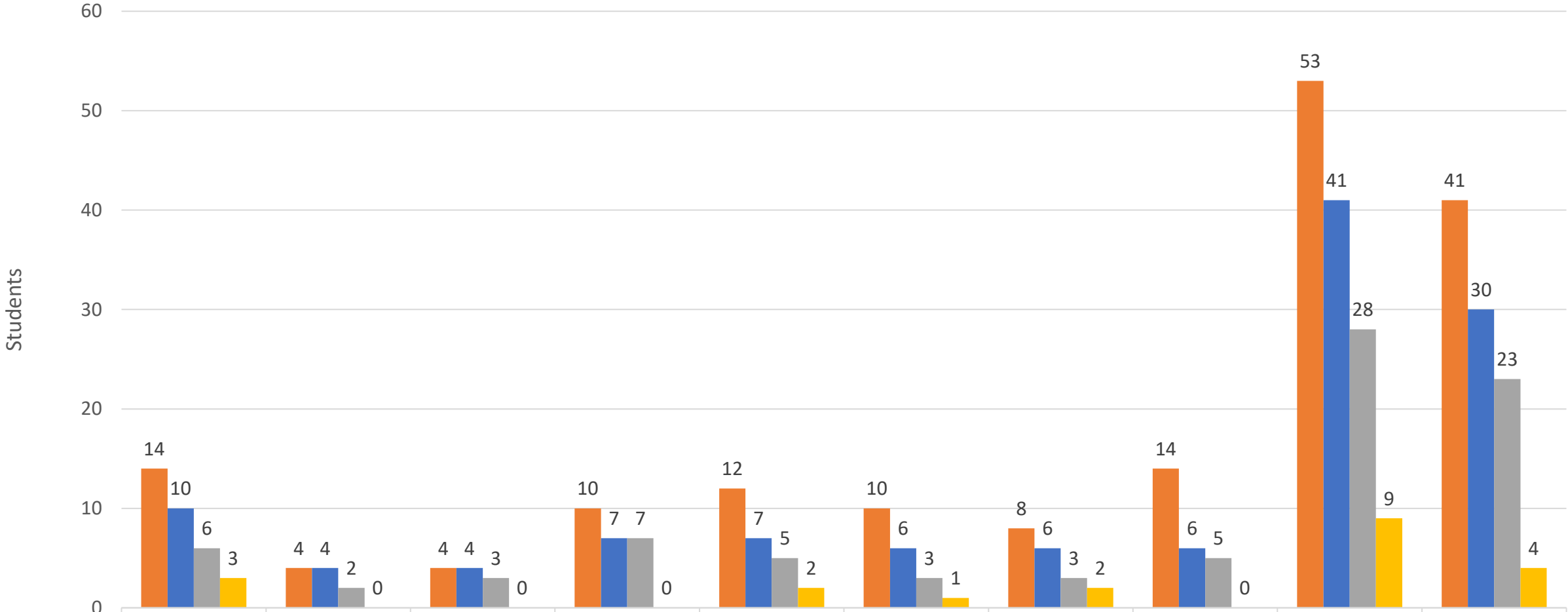
	Catholic	Baptist	Jewish	Buddhist	Assembly of God	Lutheran	Protestant	Methodist	Presbyterian	Muslim	Latter-Day-Saints	Seventh Day Adventist	other	Prefer Not To Respond	No Religious Preference
Applied	101	7	1	0	5	31	1	3	3	1	1	0	8	5	3
Accepted	71	7	0	0	3	23	1	2	2	0	0	0	7	3	2
Enrolled	52	4	0	0	3	14	1	0	1	0	0	0	6	3	1
Waitlisted	13	2	0	0	0	4	0	1	1	0	0	0	0	0	0

GENDER



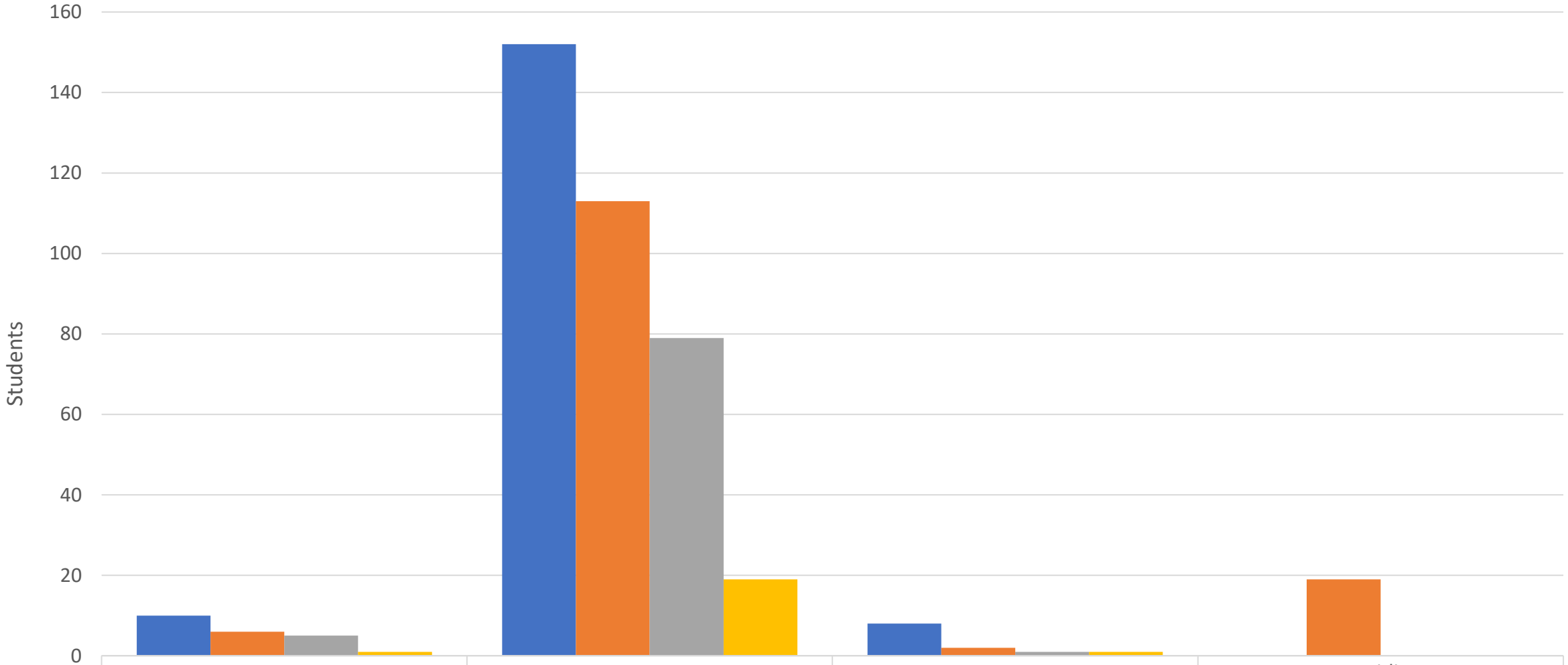
	Female	Male	No Response
Applied	132	37	2
Accepted	94	26	1
Enrolled	68	16	1
Waitlisted	15	6	0

FAMILY INCOME



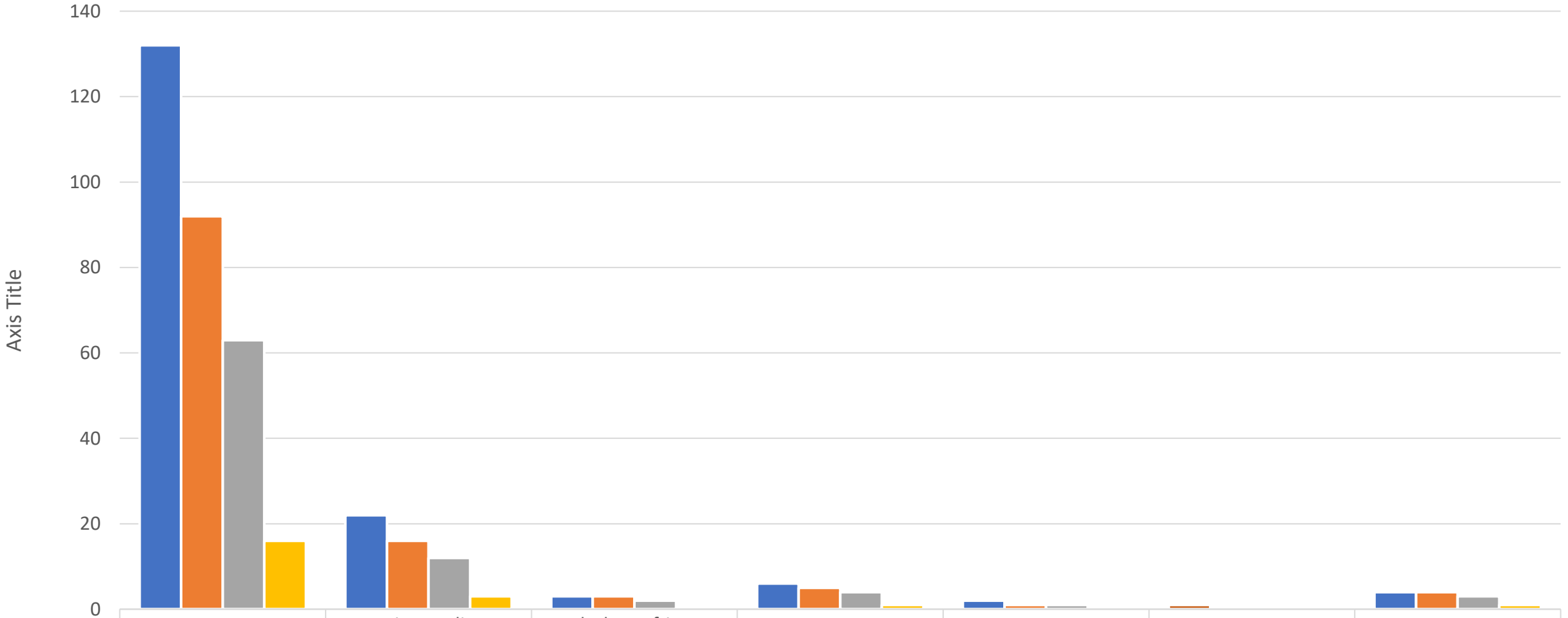
	$0-$26,515	$26,516-$34,335	$34,336-$42,455	$42,456-$49,975	$49,976-$57,795	$57,796-$65,615	$65,616-$73,435	$73,436-$81,225	$81,226+	Declined to Respond
Applied	14	4	4	10	12	10	8	14	53	41
Accepted	10	4	4	7	7	6	6	6	41	30
Enrolled	6	2	3	7	5	3	3	5	28	23
Waitlisted	3	0	0	0	2	1	2	0	9	4

HISPANIC



	Yes	No	No Response	Waitlist
Applied	10	152	8	0
Accepted	6	113	2	19
Enrolled	5	79	1	0
Waitlisted	1	19	1	0

RACE

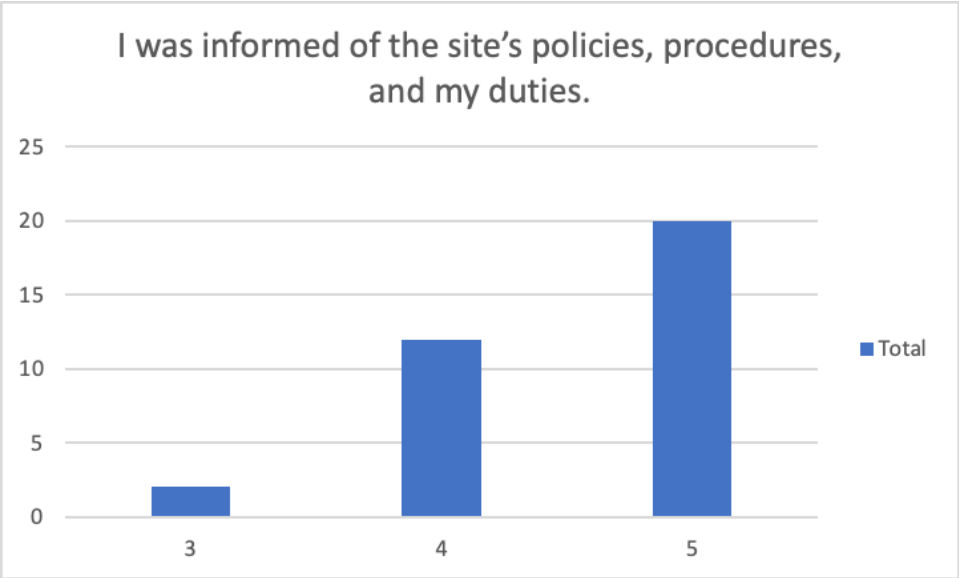


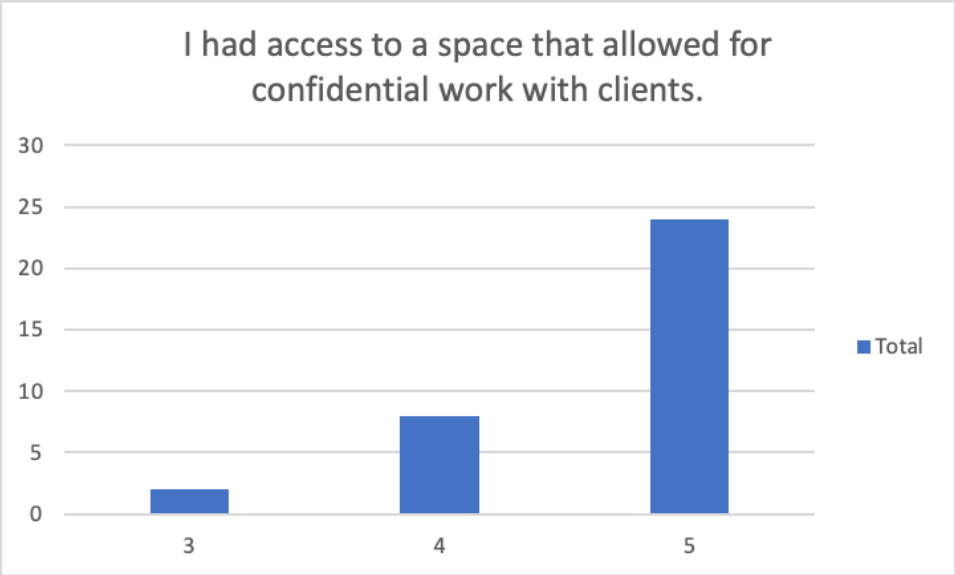
	White	American Indian or Alaska Native	Black or African American	Asian	Multiracial	Foreign National	Declined to Respond
Applied	132	22	3	6	2	1	4
Accepted	92	16	3	5	1	0	4
Enrolled	63	12	2	4	1	0	3
Waitlisted	16	3	0	1	0	0	1

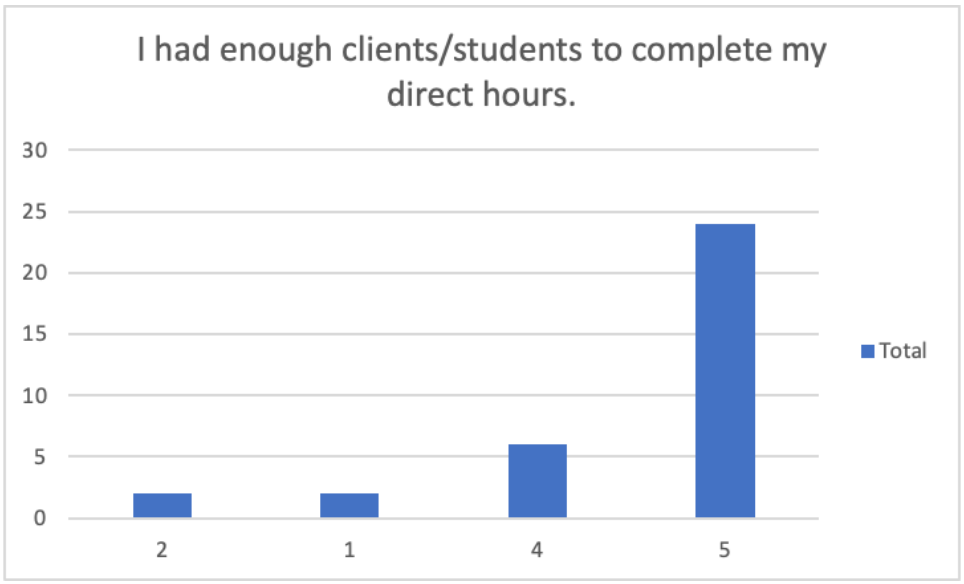
University of Mary Graduate Counseling Program

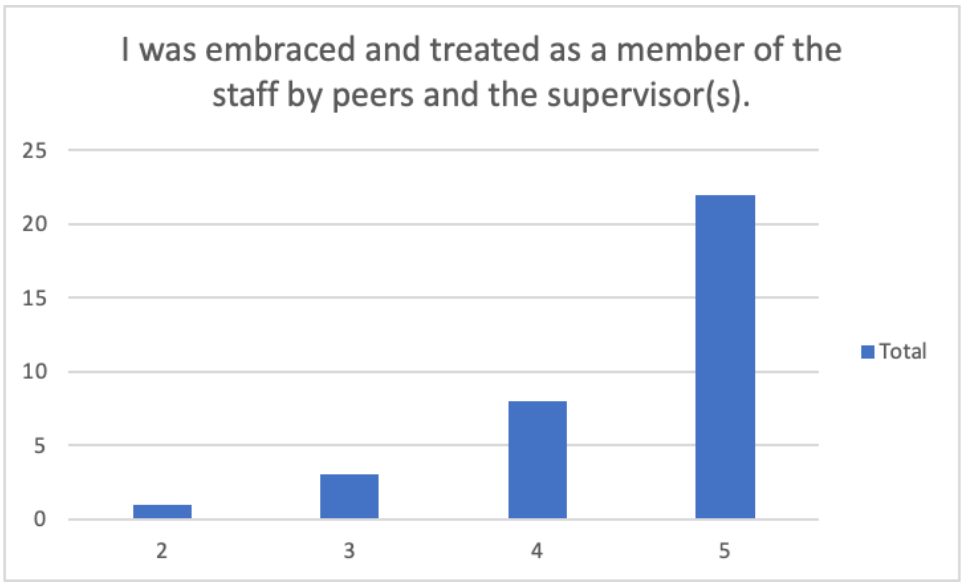
Practicum Student Site Evaluation during Spring 2023

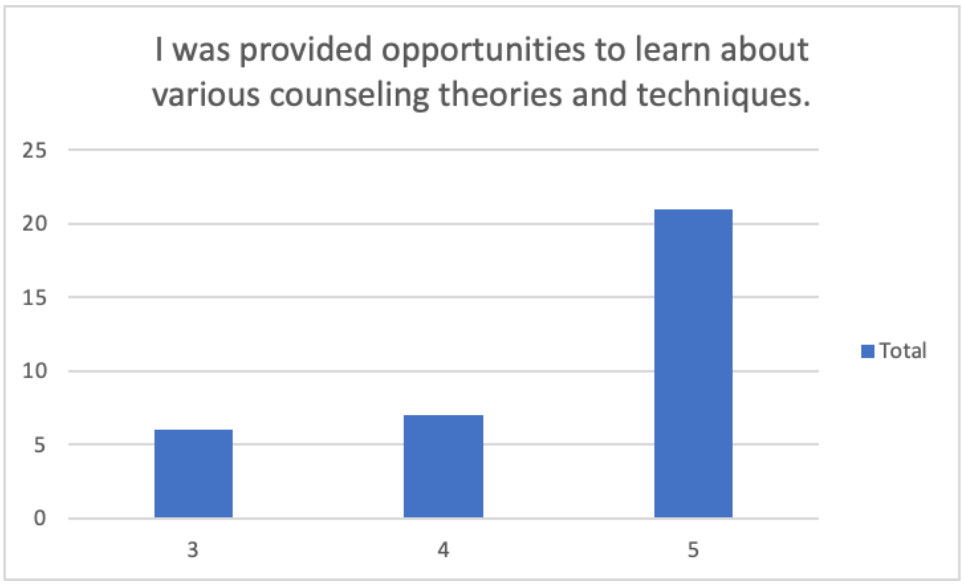
34 total responses

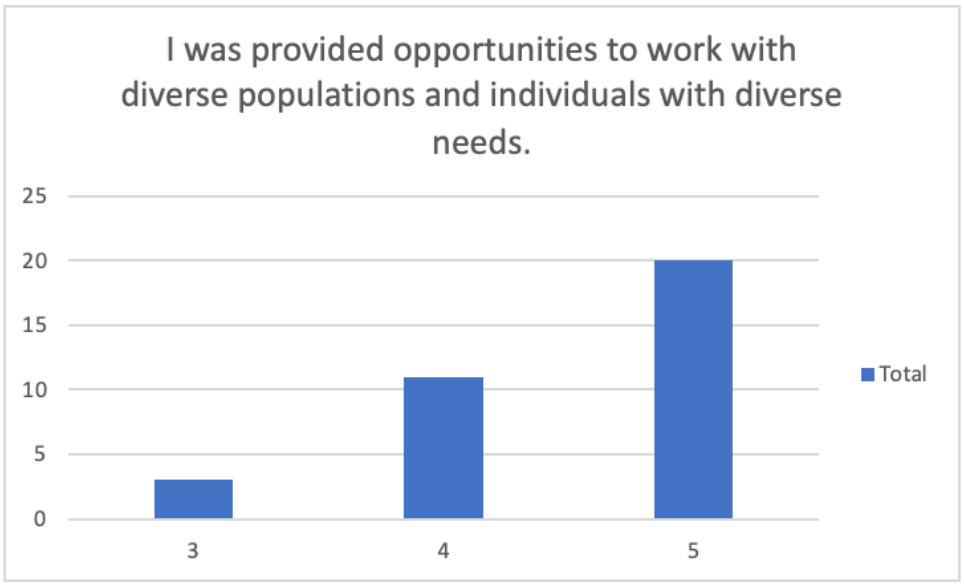


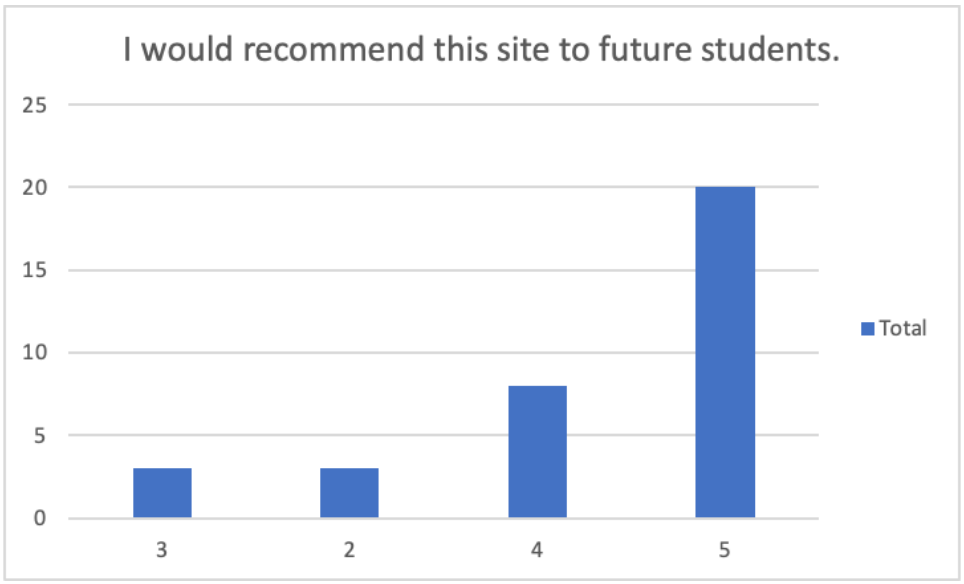


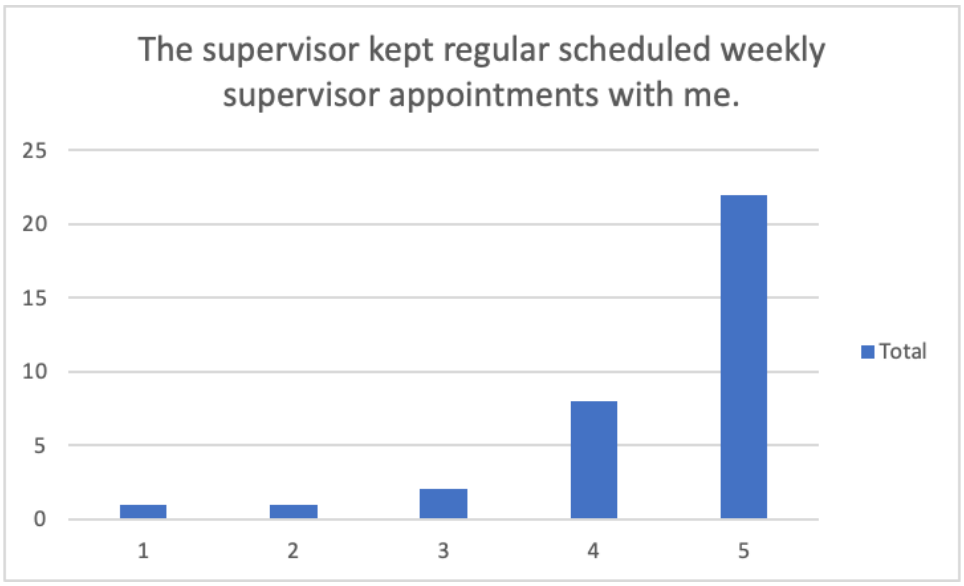

I had enough clients/students to complete my direct hours.
30
25
20
15
10
5
0
2
1
4
5
Total

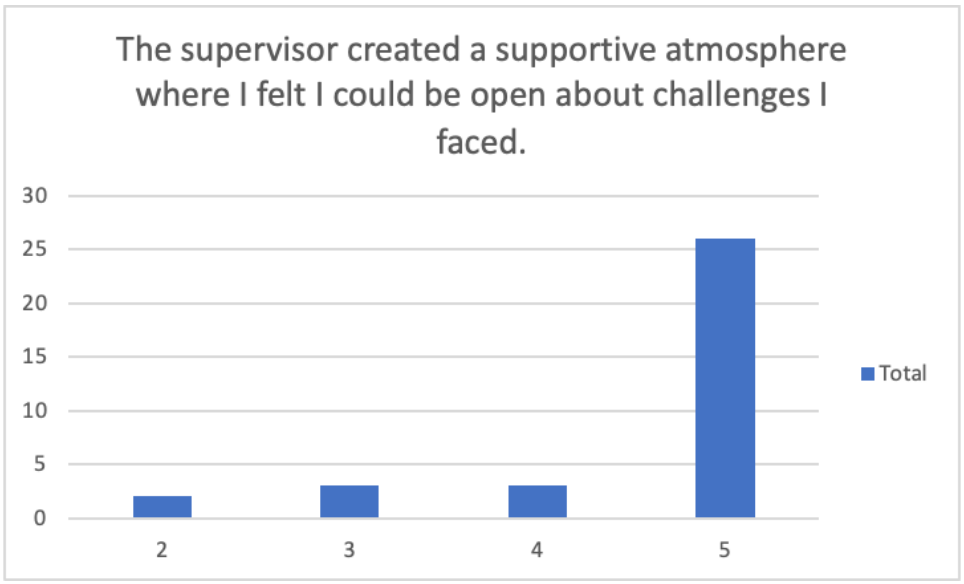

I was embraced and treated as a member of the staff by peers and the supervisor(s).
25
20
15
10
5
0
2
3
4
5
Total

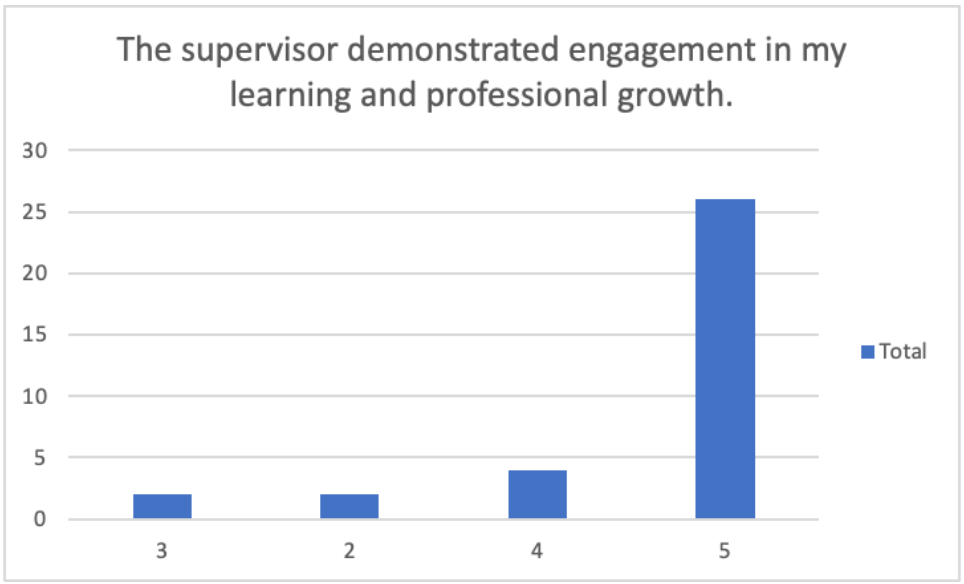

I was provided opportunities to learn about various counseling theories and techniques.
25
20
15
10
5
0
3
4
5
Total

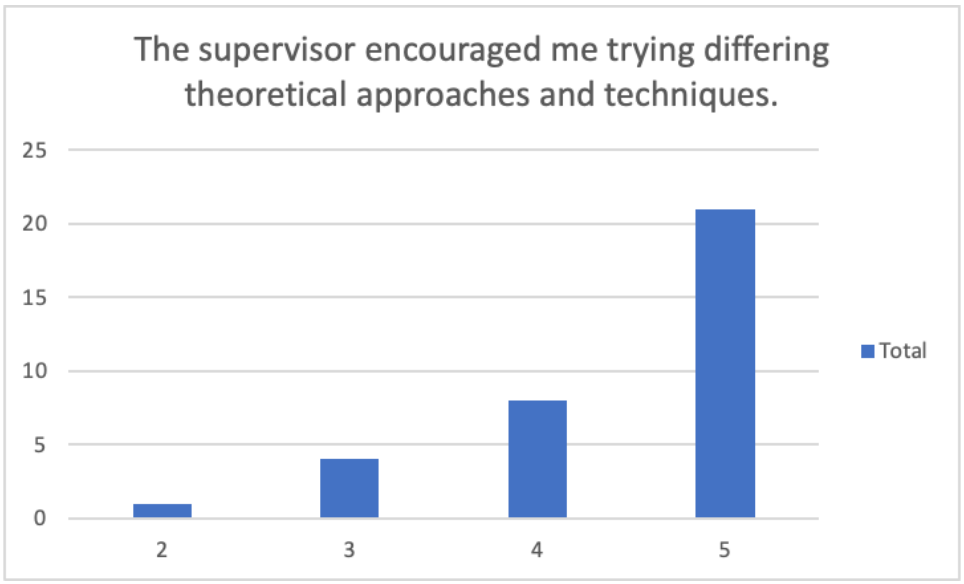

I was provided opportunities to work with diverse populations and individuals with diverse needs.
25
20
15
10
5
0
3
4
5
Total

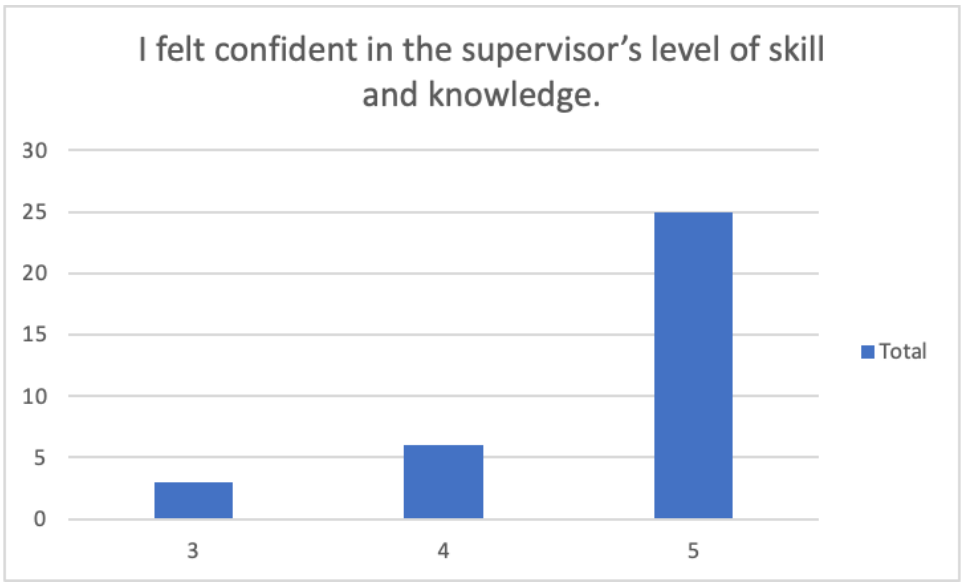

I would recommend this site to future students.
25
20
15
10
5
0
3
2
4
5
Total

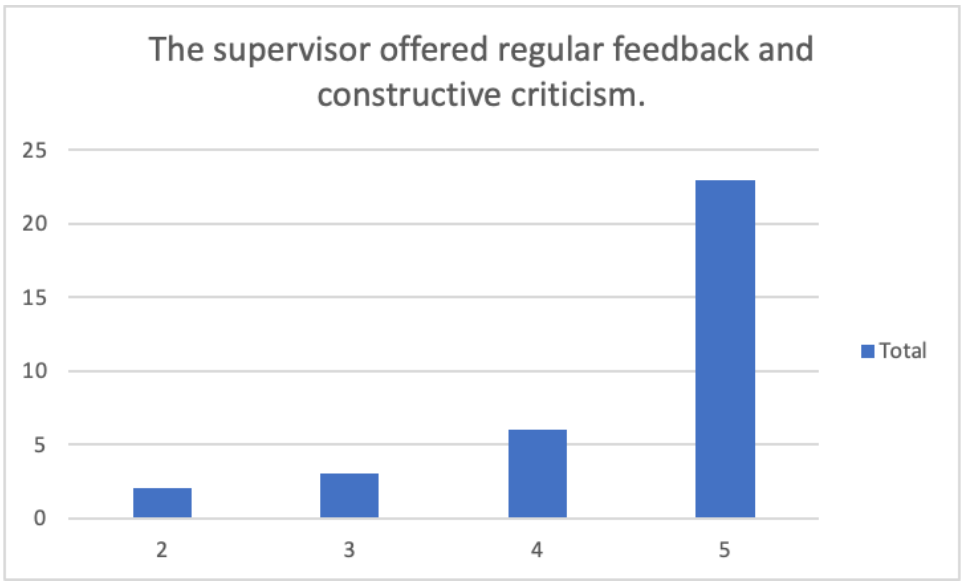

The supervisor kept regular scheduled weekly supervisor appointments with me.
25
20
15
10
5
0
1
2
3
4
5
Total

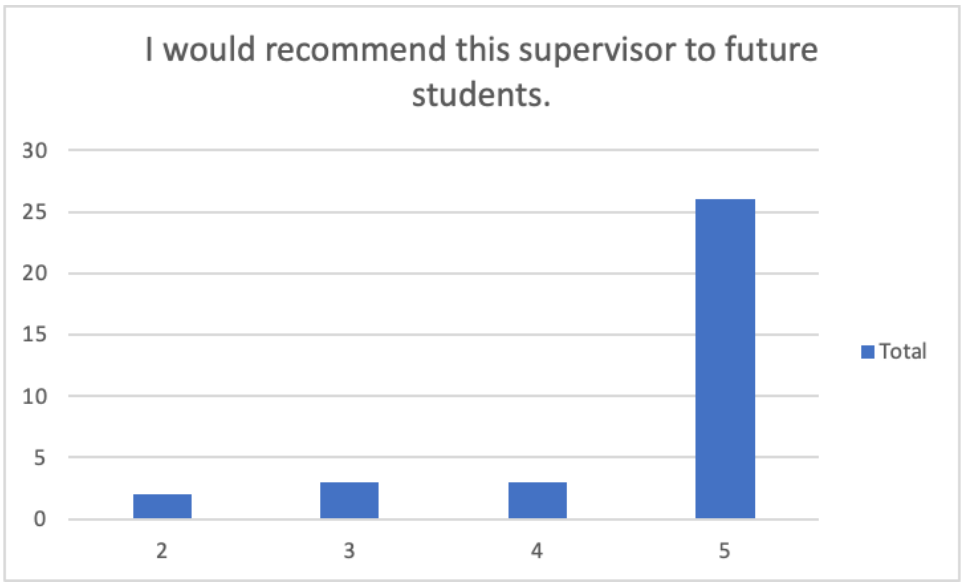

The supervisor created a supportive atmosphere where I felt I could be open about challenges I faced.
30
25
20
15
10
5
0
2
3
4
5
Total


The supervisor demonstrated engagement in my learning and professional growth.
30
25
20
15
10
5
0
3
2
4
5
Total


The supervisor encouraged me trying differing theoretical approaches and techniques.
25
20
15
10
5
0
2
3
4
5
Total

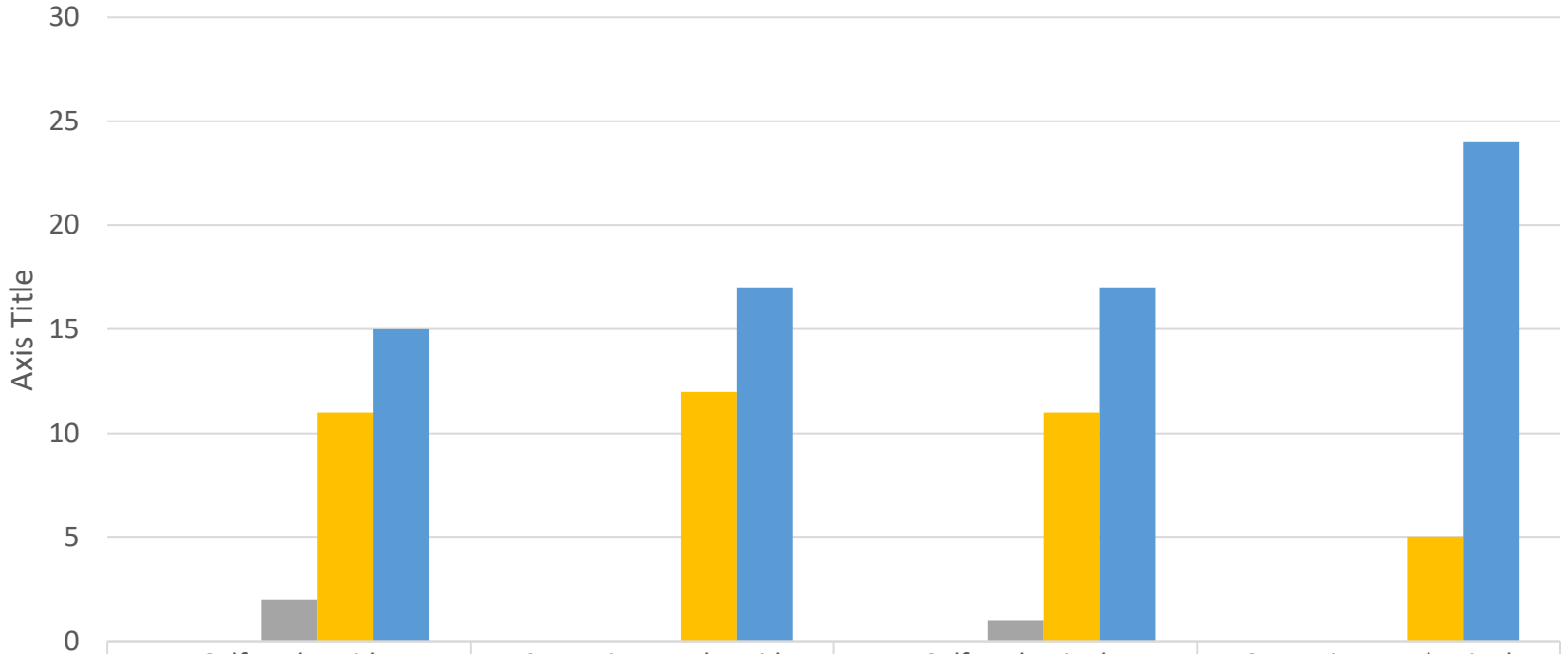

I felt confident in the supervisor's level of skill and knowledge.
30
25
20
15
10
5
0
3
4
5
Total


The supervisor offered regular feedback and constructive criticism.
25
20
15
10
5
0
2
3
4
5
Total


I would recommend this supervisor to future students.
30
25
20
15
10
5
0
2
3
4
5
Total

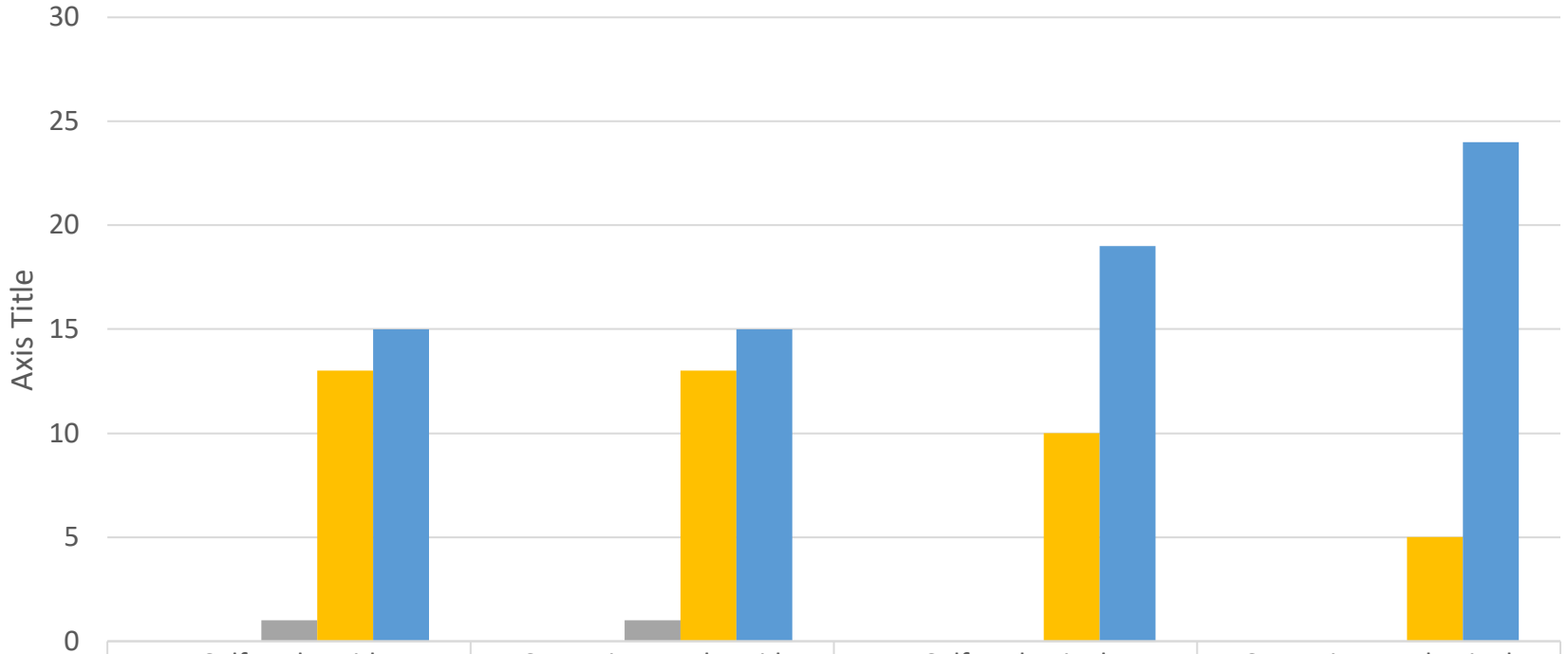
Rating	Title	Description
0	No Opportunity to Observe	The site supervisor is unable to assess due to not observing the competency by the student.
1	Inappropriate	Practicum student demonstrates harmful skills, knowledge, or dispositions related to the competency.
2	Unacceptable	Practicum student demonstrates 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.

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



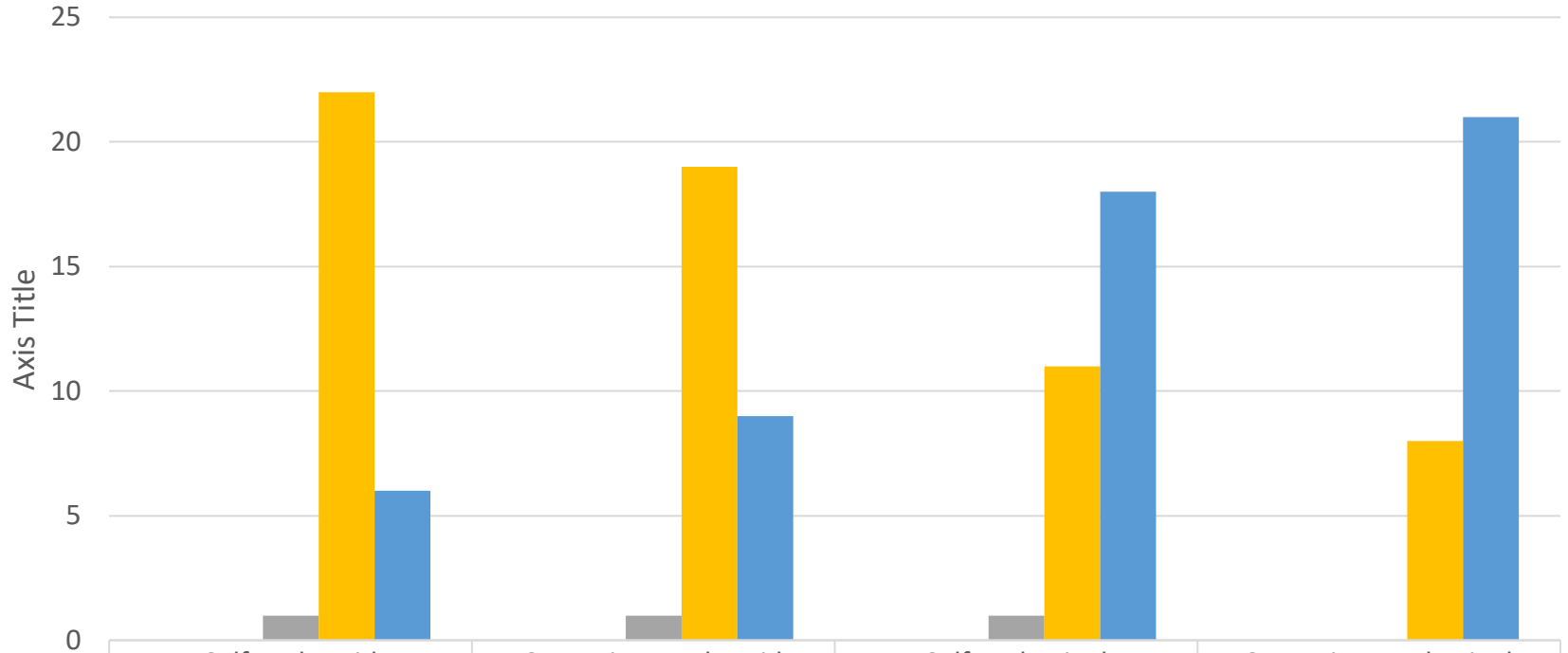
	Self Eval - Mid	Supervisor Eval - Mid	Self Eval - Final	Supervisor Eval - Final
1	0	0	0	0
2	0	0	0	0
3	2	0	1	0
4	11	12	11	5
5	15	17	17	24

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



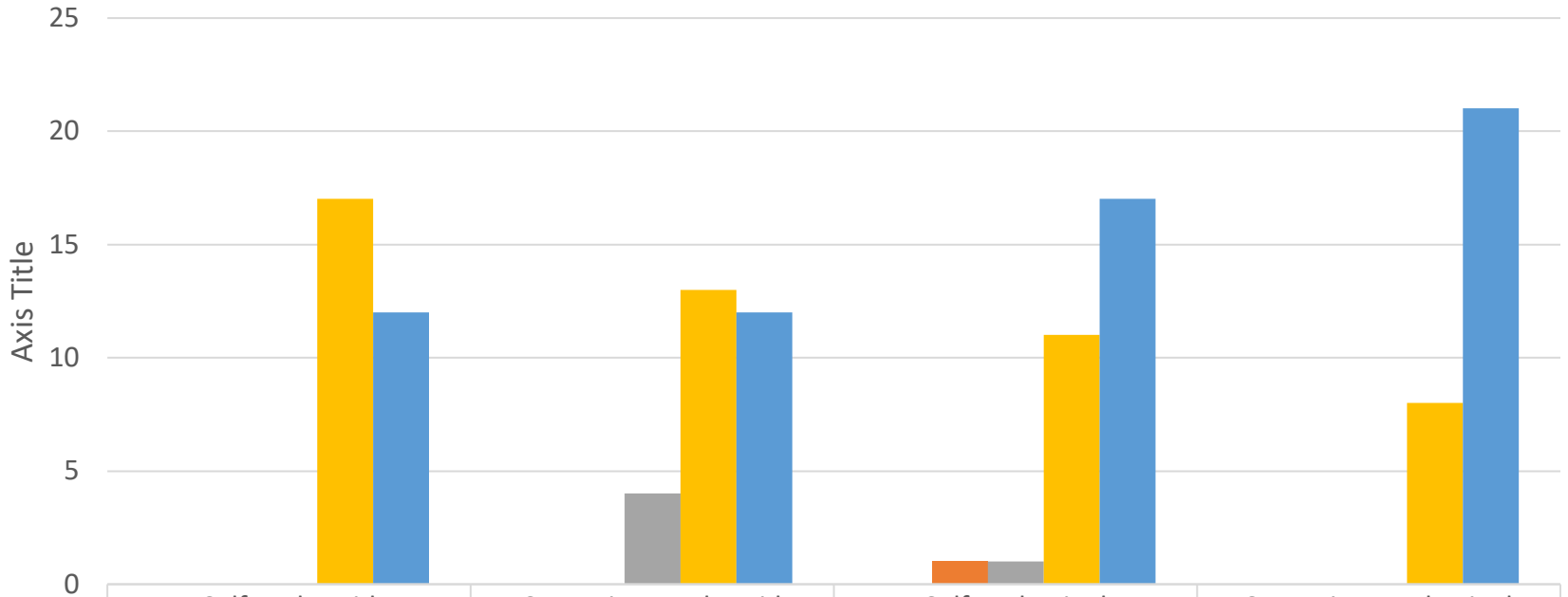
	Self Eval - Mid	Supervisor Eval - Mid	Self Eval - Final	Supervisor Eval - Final
1				
2				
3	1	1		
4	13	13	10	5
5	15	15	19	24

Internship student models appropriate counselor roles and responsibilities.



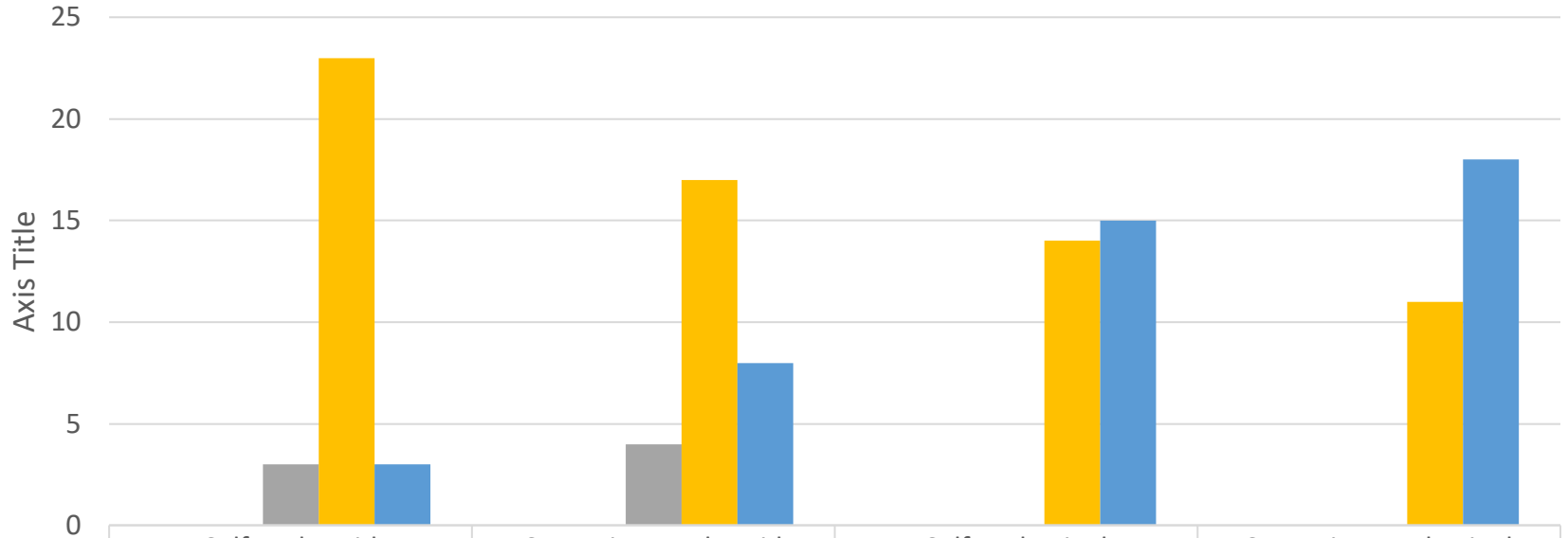
	Self Eval - Mid	Supervisor Eval - Mid	Self Eval - Final	Supervisor Eval - Final
1				
2				
3	1	1	1	
4	22	19	11	8
5	6	9	18	21

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



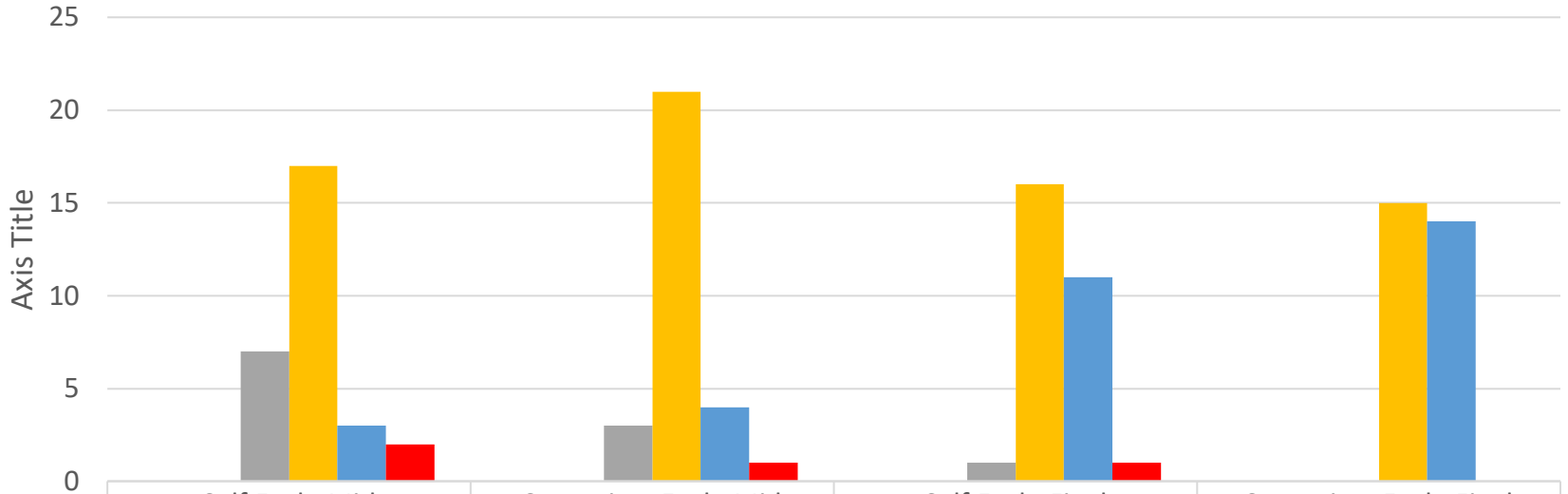
	Self Eval - Mid	Supervisor Eval - Mid	Self Eval - Final	Supervisor Eval - Final
1				
2			1	
3		4	1	
4	17	13	11	8
5	12	12	17	21

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).



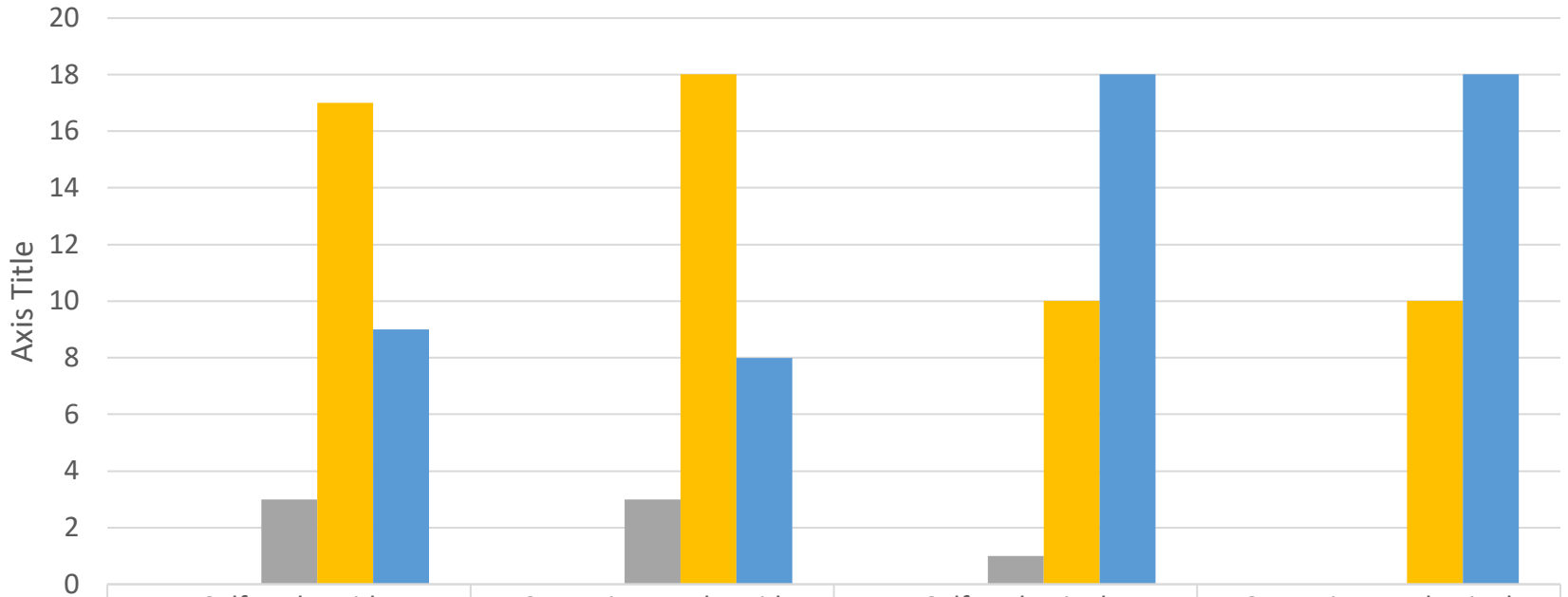
	Self Eval - Mid	Supervisor Eval - Mid	Self Eval - Final	Supervisor Eval - Final
1				
2				
3	3	4		
4	23	17	14	11
5	3	8	15	18

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.



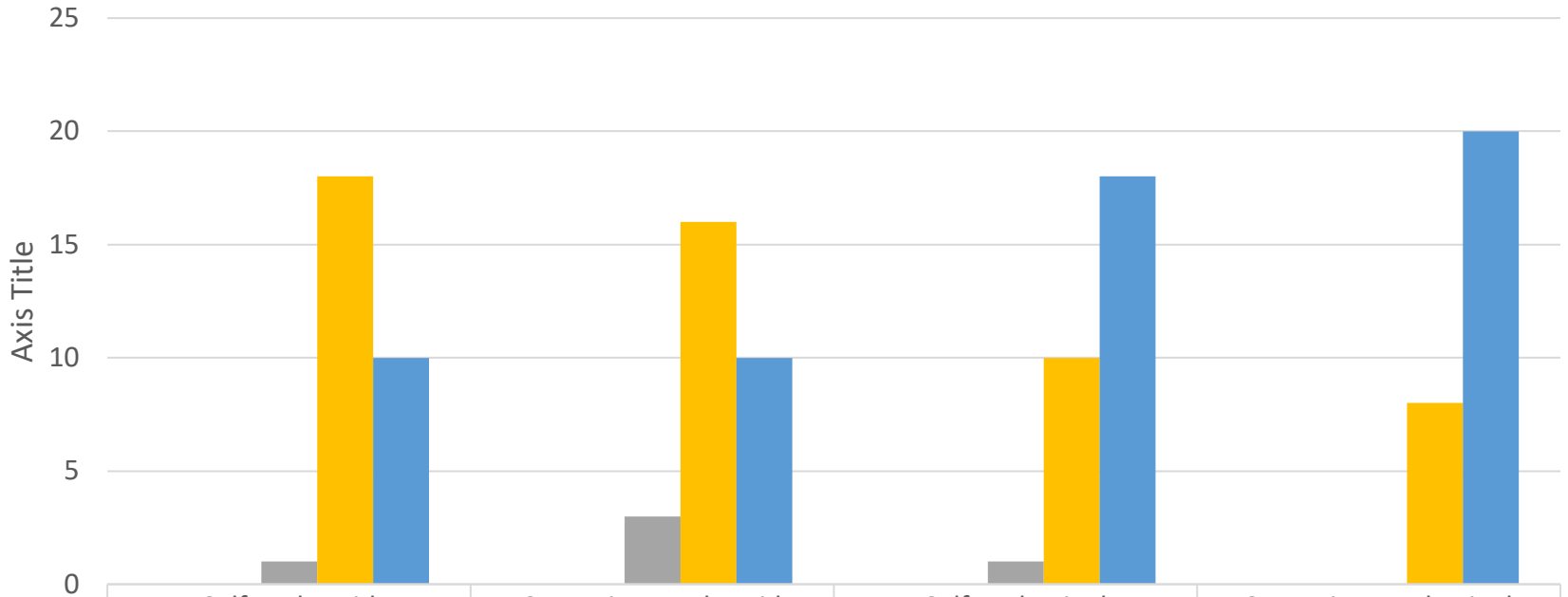
	Self Eval - Mid	Supervisor Eval - Mid	Self Eval - Final	Supervisor Eval - Final
1				
2				
3	7	3	1	
4	17	21	16	15
5	3	4	11	14
0	2	1	1	

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



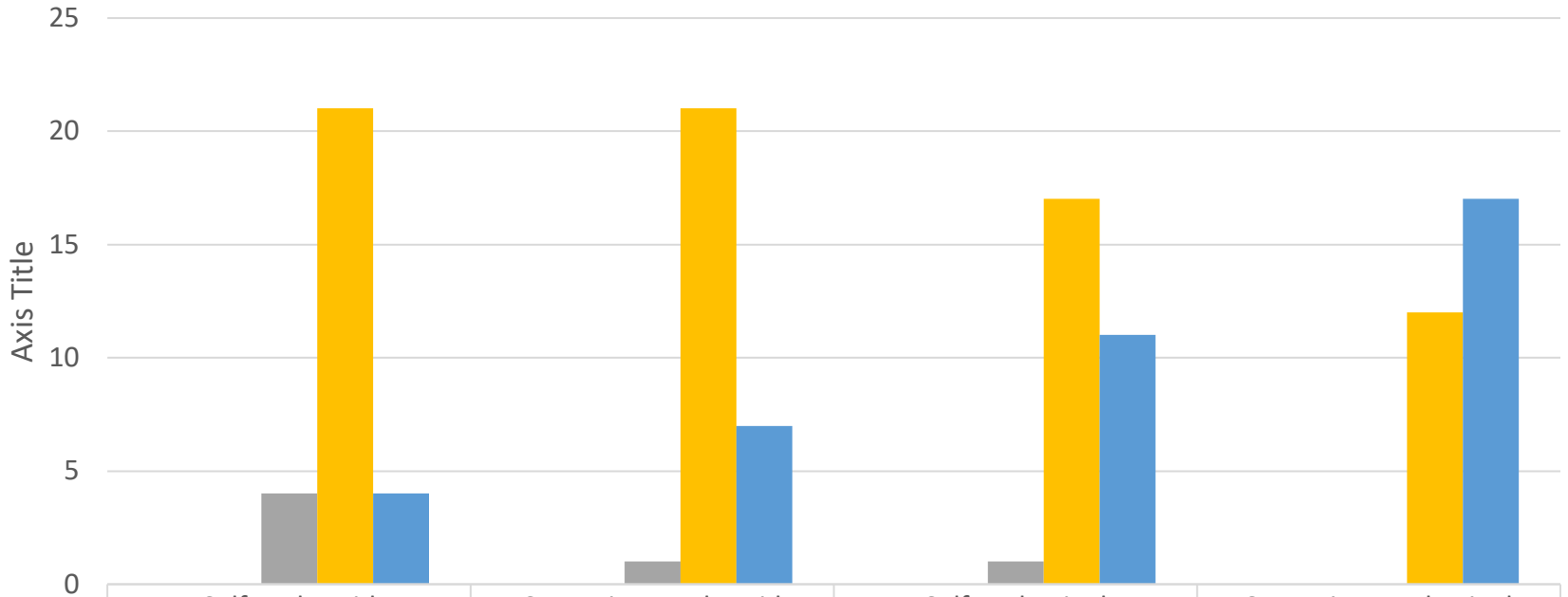
	Self Eval - Mid	Supervisor Eval - Mid	Self Eval - Final	Supervisor Eval - Final
1				
2				
3	3	3	1	
4	17	18	10	10
5	9	8	18	18

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



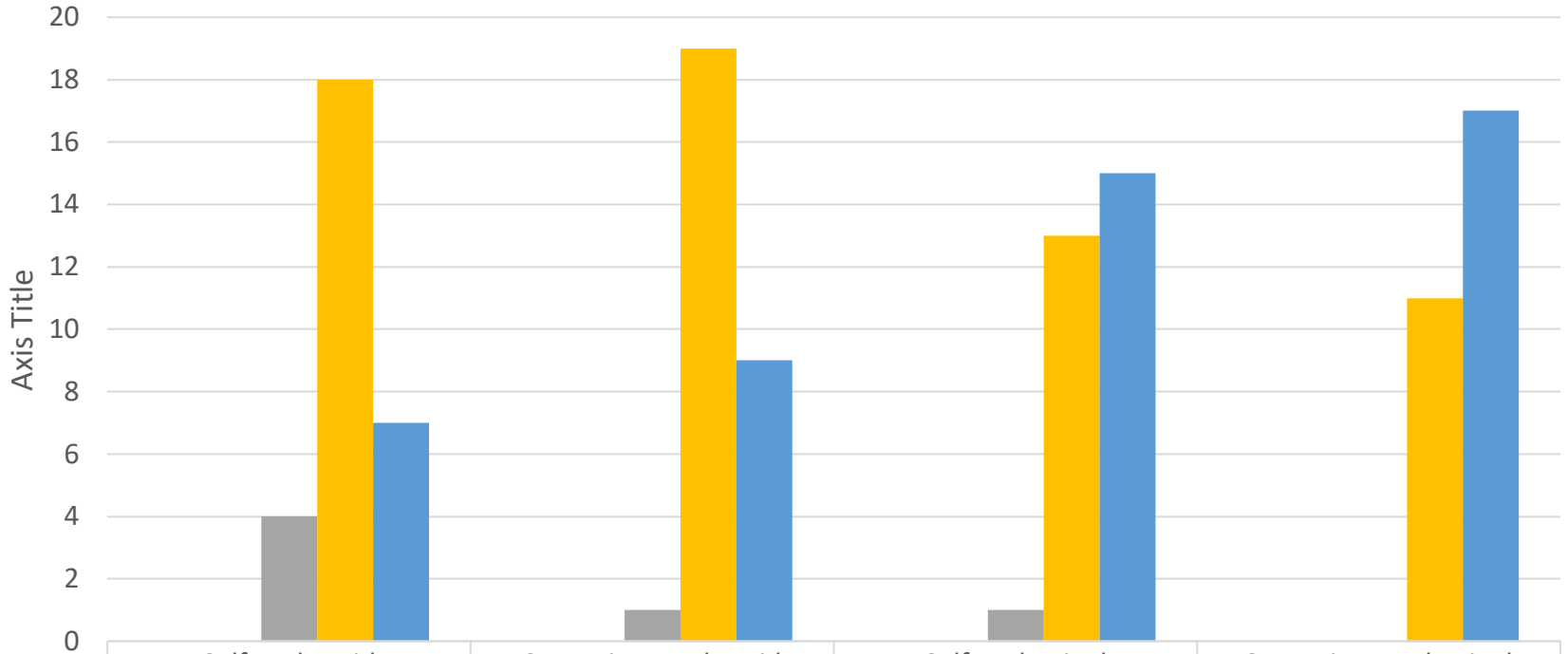
	Self Eval - Mid	Supervisor Eval - Mid	Self Eval - Final	Supervisor Eval - Final
1				
2				
3	1	3	1	
4	18	16	10	8
5	10	10	18	20

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



	Self Eval - Mid	Supervisor Eval - Mid	Self Eval - Final	Supervisor Eval - Final
1				
2				
3	4	1	1	
4	21	21	17	12
5	4	7	11	17

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

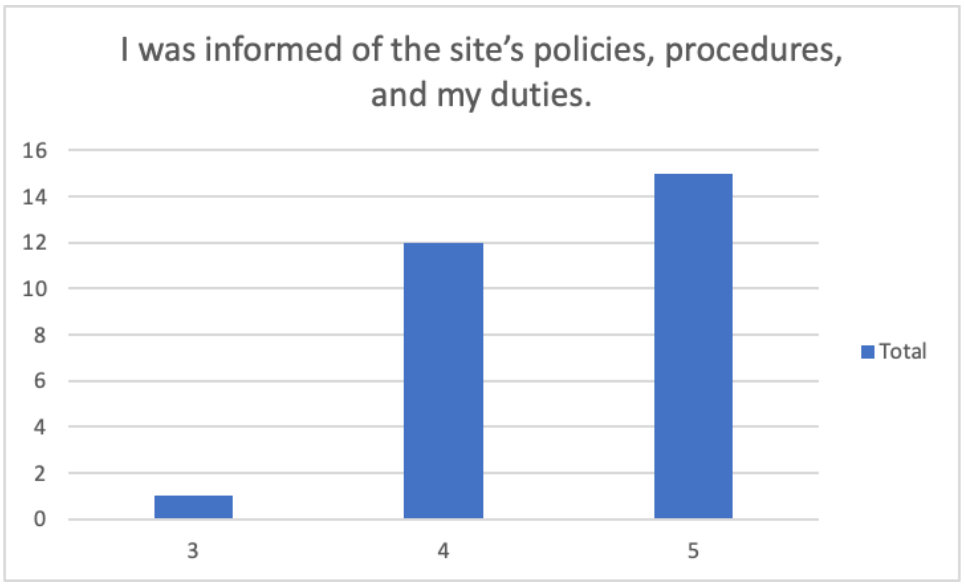


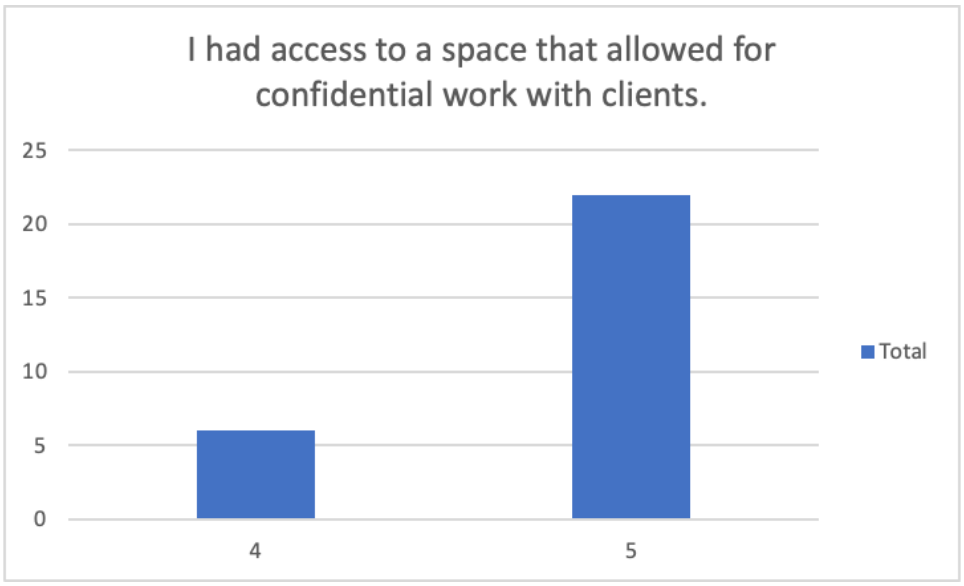
	Self Eval - Mid	Supervisor Eval - Mid	Self Eval - Final	Supervisor Eval - Final
1				
2				
3	4	1	1	
4	18	19	13	11
5	7	9	15	17

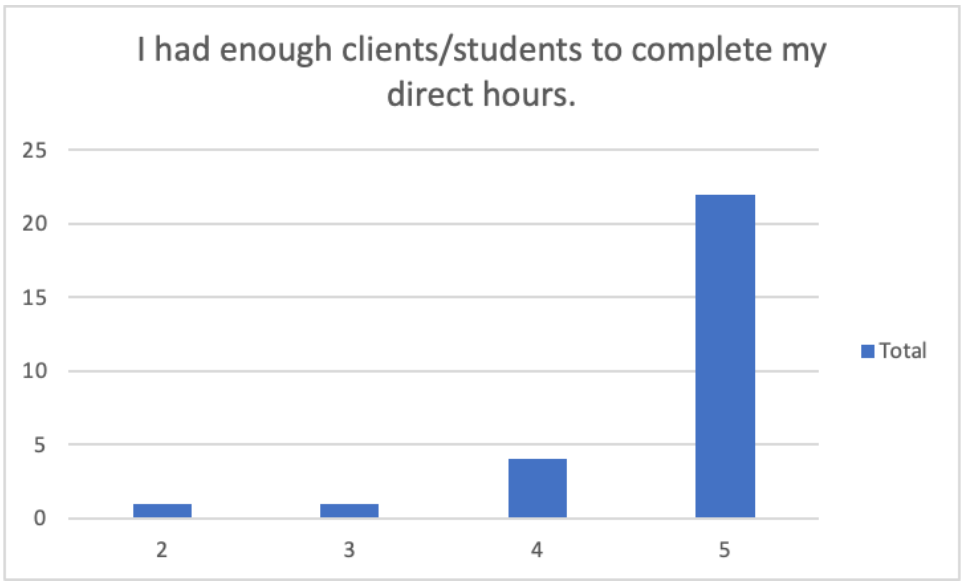
University of Mary Graduate Counseling Program

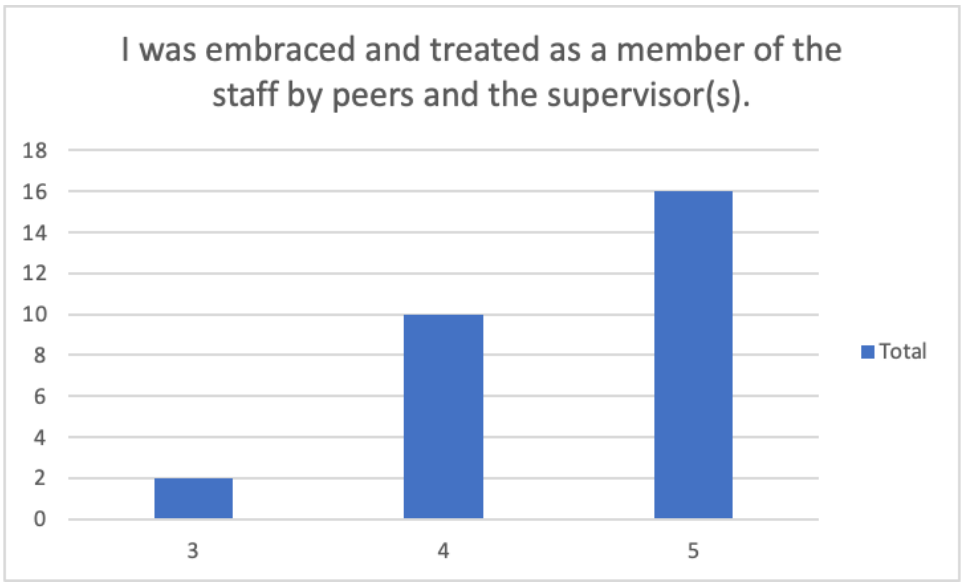
Practicum Student Site Evaluation during Spring 2023

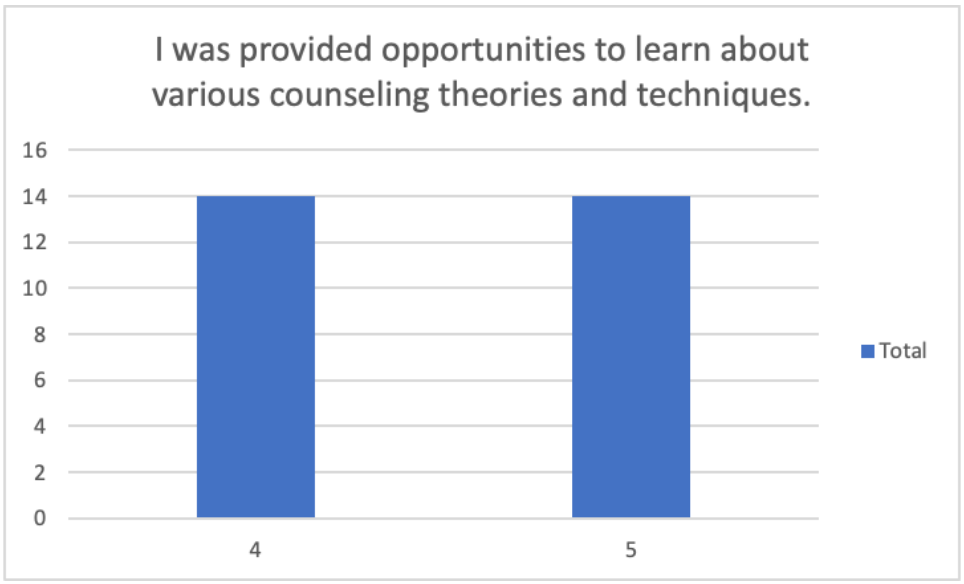
28 total responses

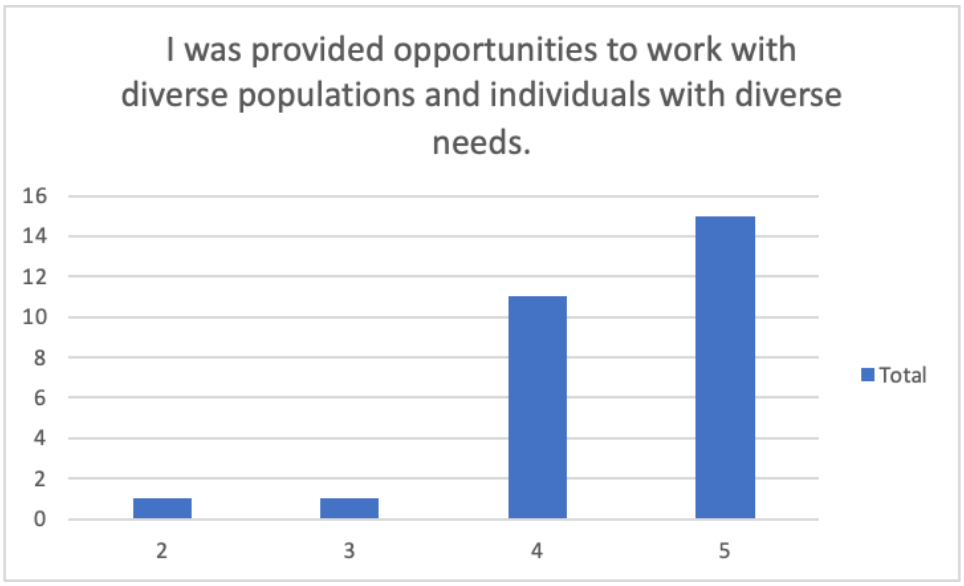


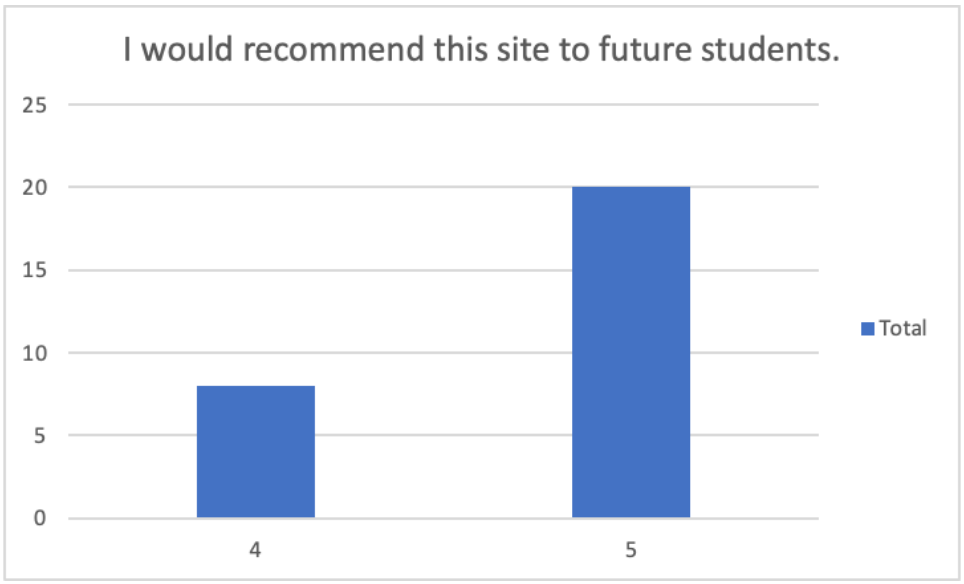


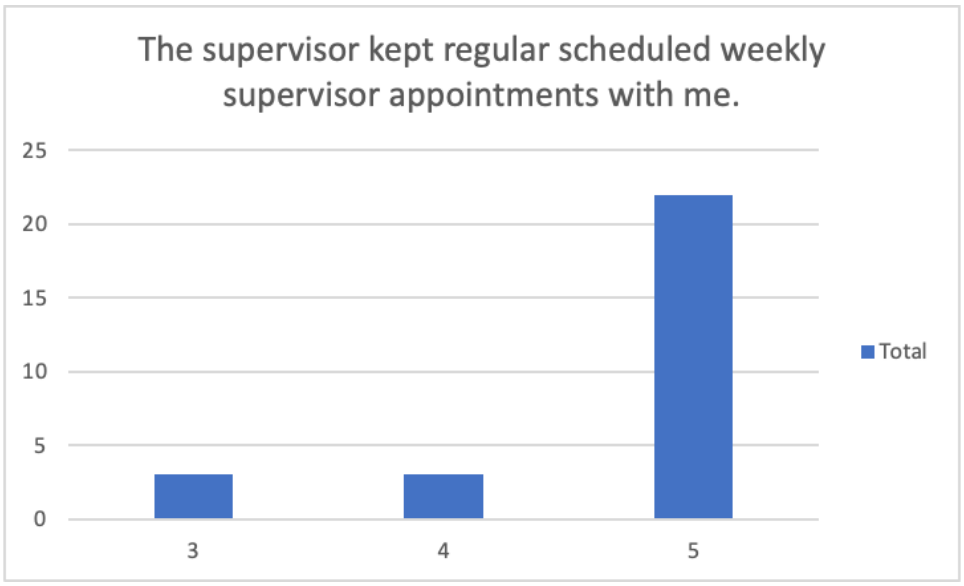

I had enough clients/students to complete my direct hours.
25
20
15
10
5
0
2
3
4
5
Total

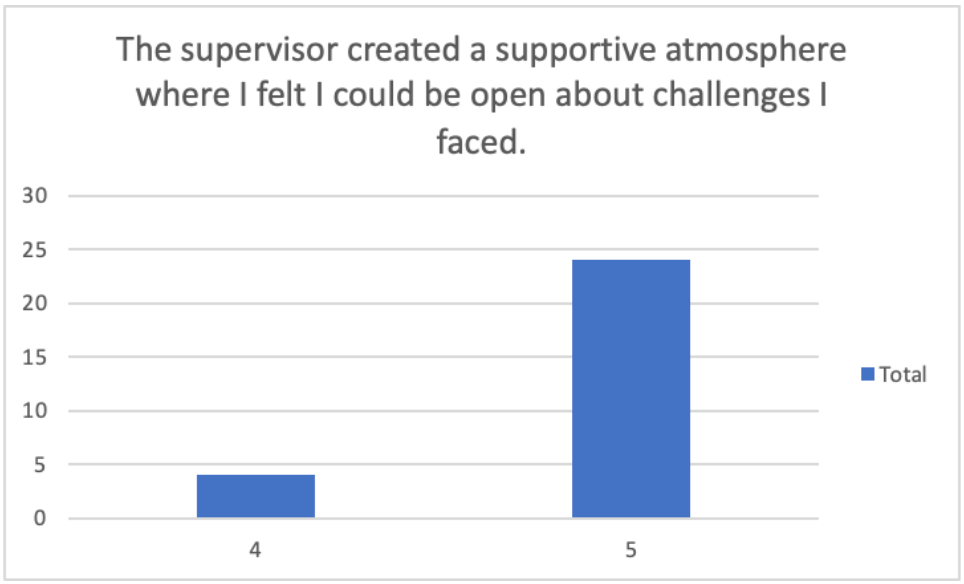

I was embraced and treated as a member of the staff by peers and the supervisor(s).
18
16
14
12
10
8
6
4
2
0
3
4
5
Total

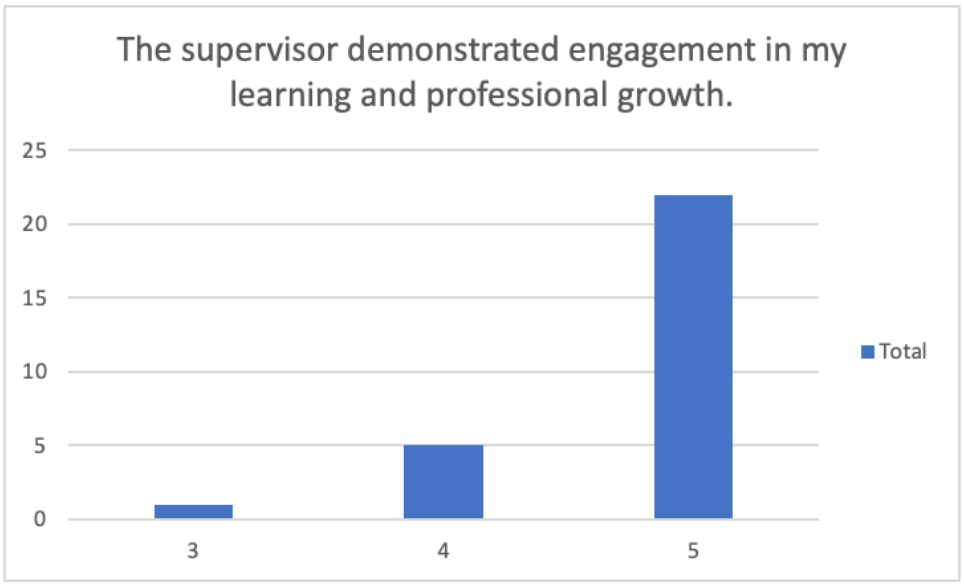

I was provided opportunities to learn about various counseling theories and techniques.
16
14
12
10
8
6
4
2
0
4
5
Total

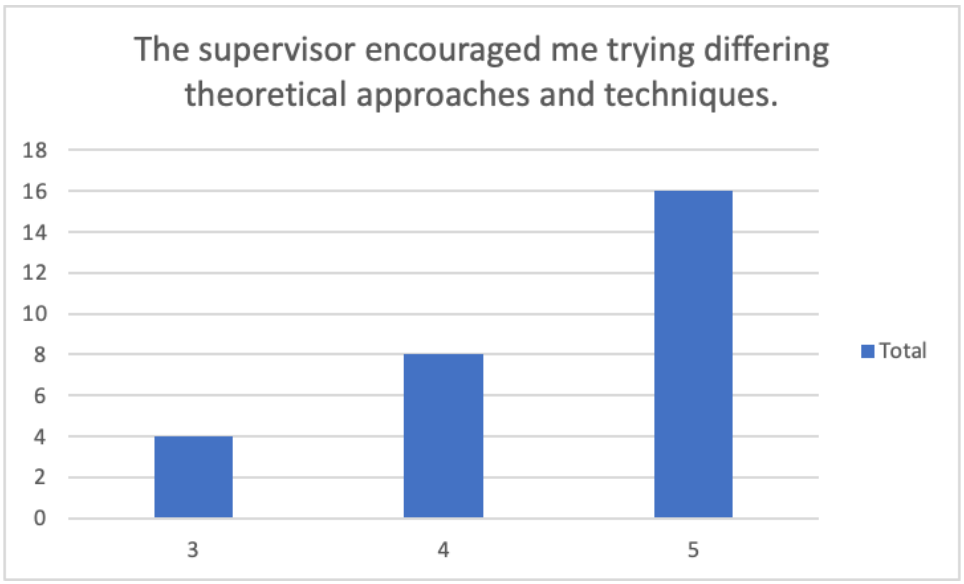

I was provided opportunities to work with diverse populations and individuals with diverse needs.
16
14
12
10
8
6
4
2
0
2
3
4
5
Total

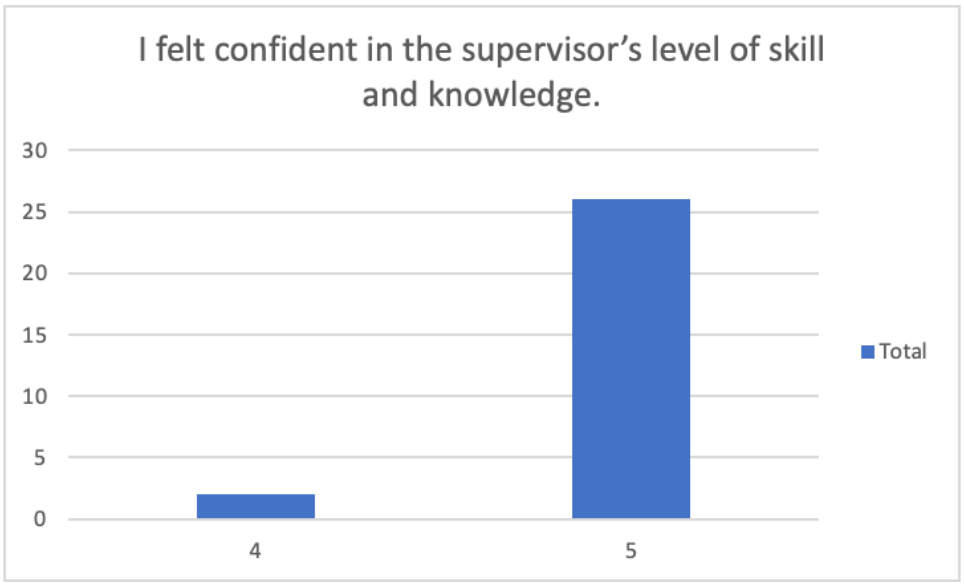

I would recommend this site to future students.
25
20
15
10
5
0
4
5
Total

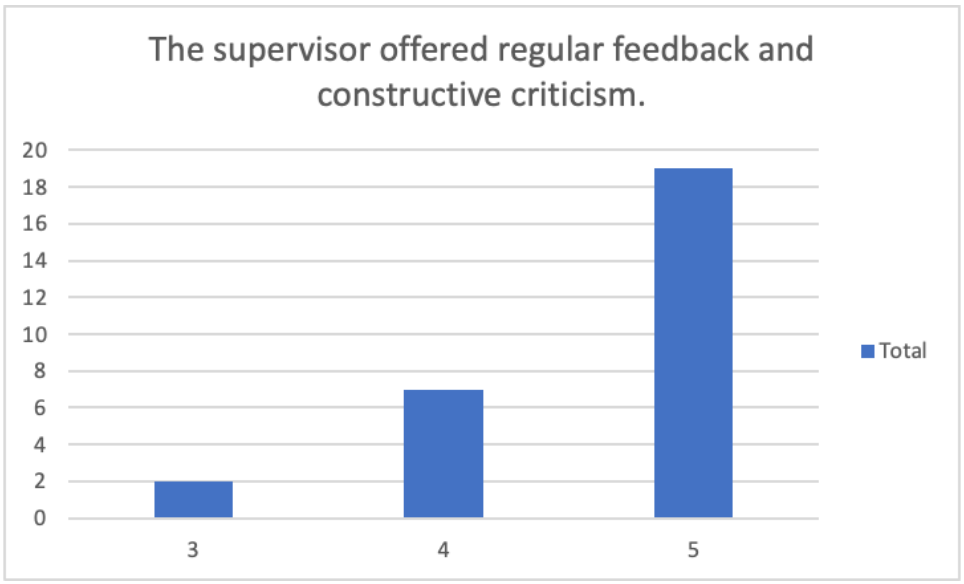

The supervisor kept regular scheduled weekly supervisor appointments with me.
25
20
15
10
5
0
3
4
5
Total

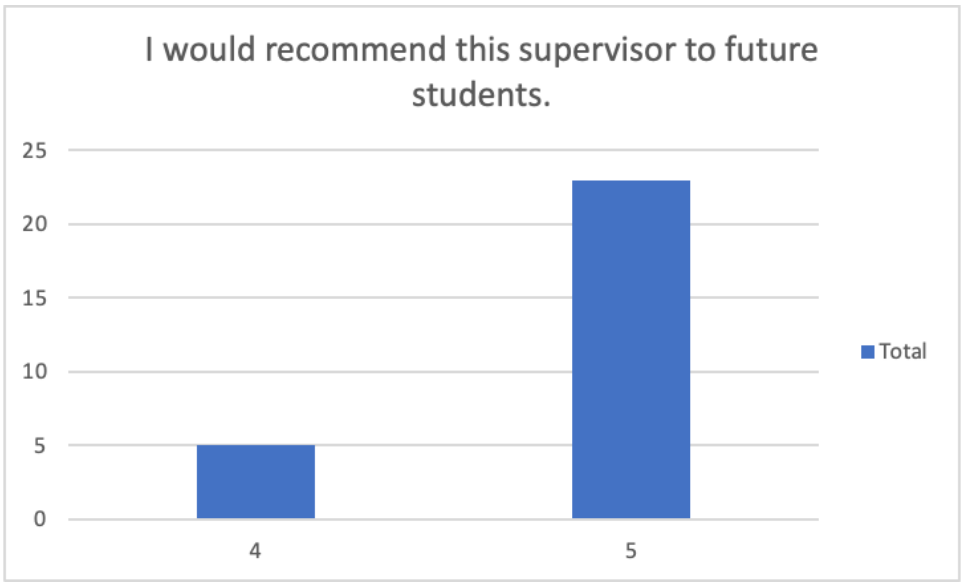

The supervisor created a supportive atmosphere where I felt I could be open about challenges I faced.
30
25
20
15
10
5
0
4
5
Total


The supervisor demonstrated engagement in my learning and professional growth.
25
20
15
10
5
0
3
4
5
Total


The supervisor encouraged me trying differing theoretical approaches and techniques.
18
16
14
12
10
8
6
4
2
0
3
4
5
Total


I felt confident in the supervisor's level of skill and knowledge.
30
25
20
15
10
5
0
4
5
Total


The supervisor offered regular feedback and constructive criticism.
20
18
16
14
12
10
8
6
4
2
0
3
4
5
Total


I would recommend this supervisor to future students.
25
20
15
10
5
0
4
5
Total

Data Retreat

2021 Cohort

Advanced Competency

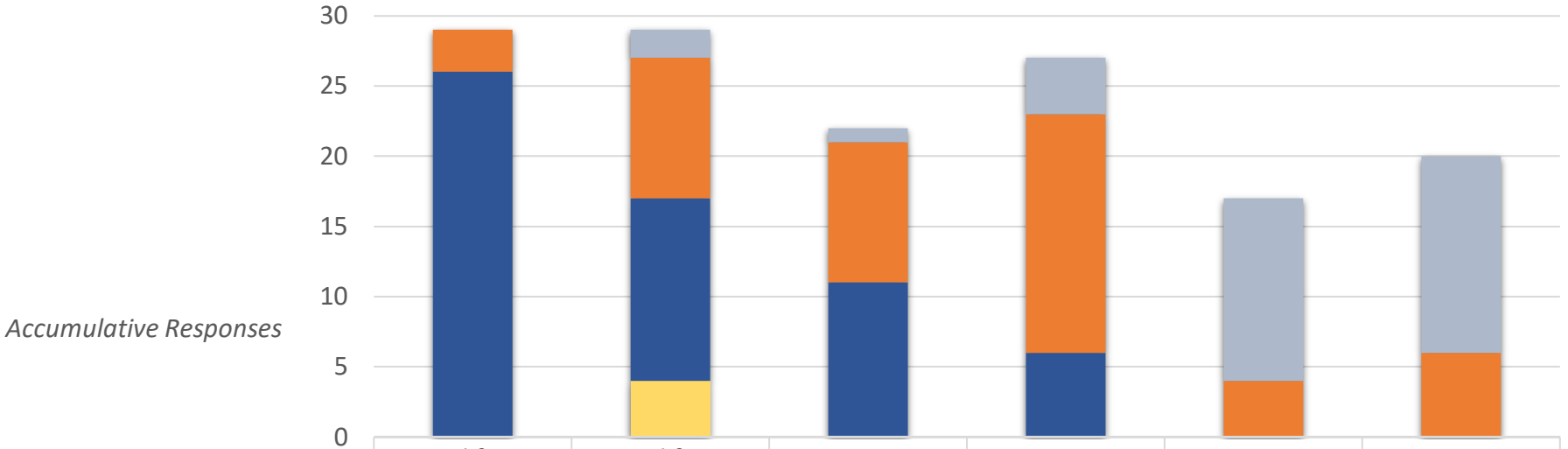
Shows Competency

Developing Towards Competency

Unacceptable

Inappropriate

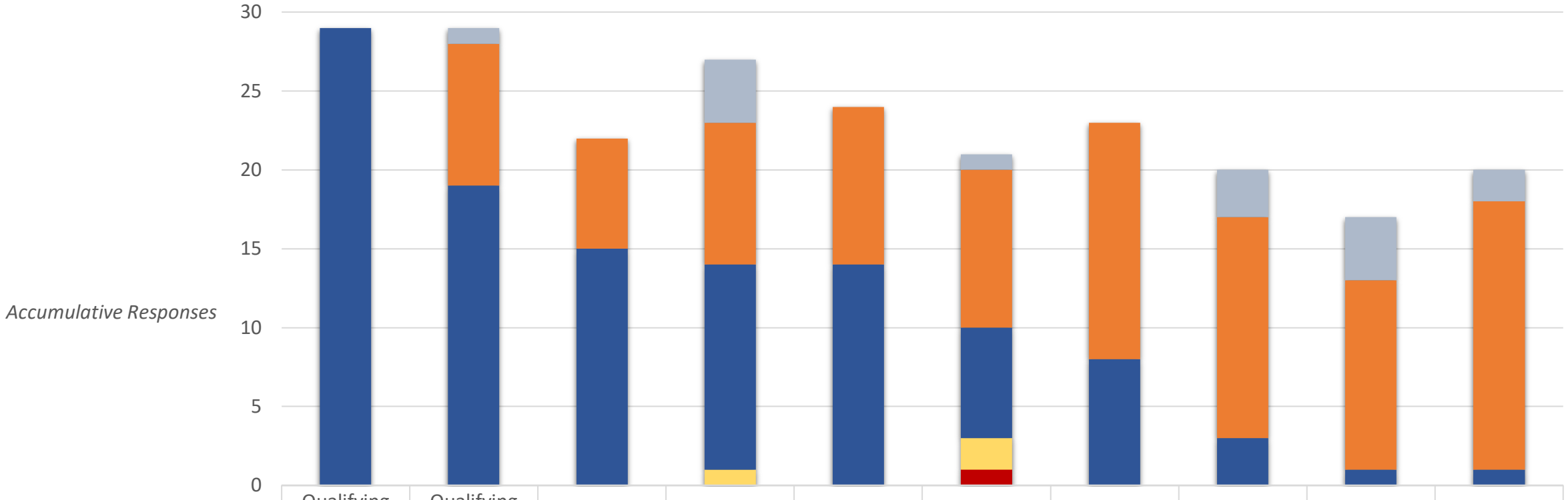
Student fully immerses themselves in opportunities for personal and professional growth.



	Qualifying Conference (Faculty)	Qualifying Conference (Student)	Semester 2 (Faculty)	Semester 2 (Student)	Semester 5 (Faculty)*	Semester 5 (Student)
Advanced Competency	0	2	1	4	13	14
Shows Competency	3	10	10	17	4	6
Developing Towards Competency	26	13	11	6	0	0
Unacceptable	0	4	0	0	0	0
Inappropriate	0	0	0	0	0	0

* Notes incomplete data

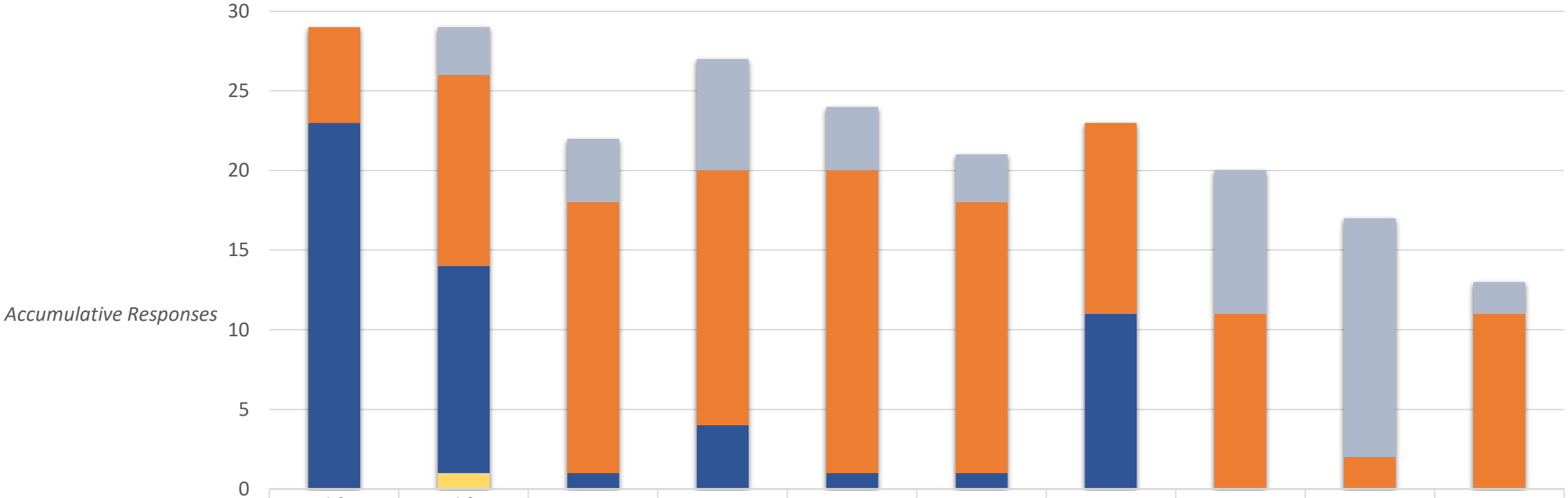
Student demonstrates insight and awareness through active pursuit of overall wellness and consistency of self-care.



	Qualifying Conference (Faculty)	Qualifying Conference (Student)	Semester 2 (Faculty)	Semester 2 (Student)	Semester 3 (Faculty)	Semester 3 (Student)	Semester 4 (Faculty)	Semester 4 (Student)	Semester 5 (Faculty)	Semester 5 (Student)
Advanced Competency	0	1	0	4	0	1	0	3	4	2
Shows Competency	0	9	7	9	10	10	15	14	12	17
Developing Towards Competency	29	19	15	13	14	7	8	3	1	1
Unacceptable	0	0	0	1	0	2	0	0	0	0
Inappropriate	0	0	0	0	0	1	0	0	0	0

* Notes incomplete data

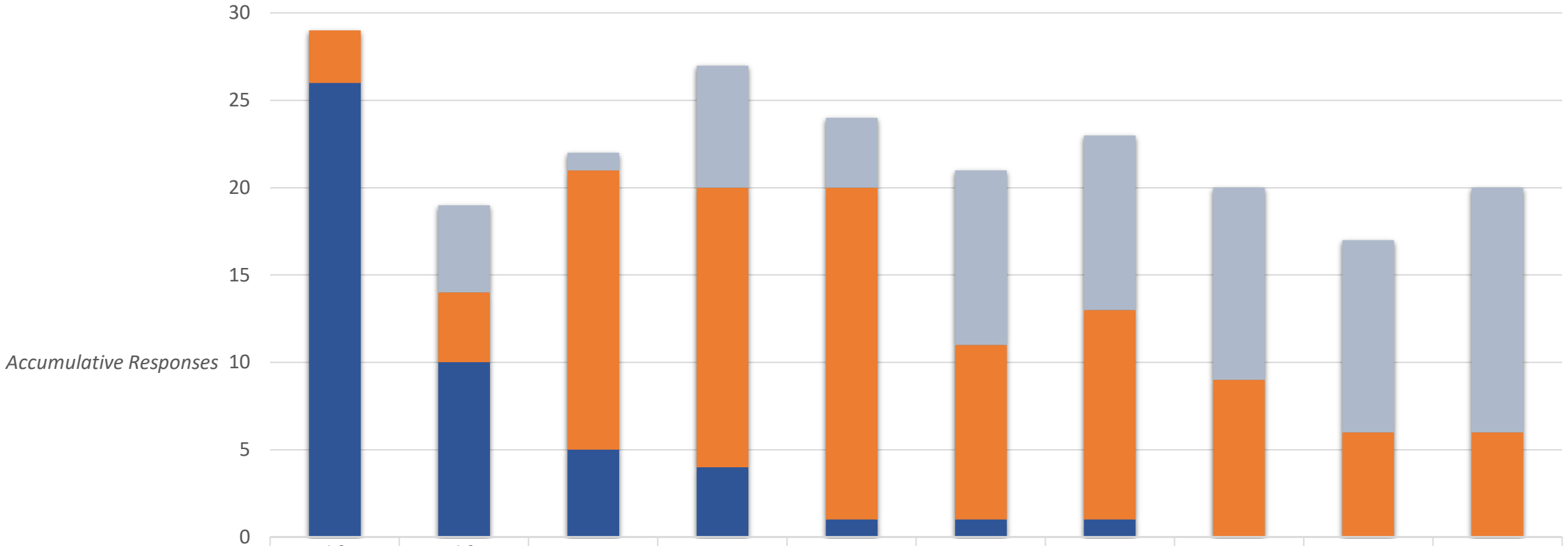
Student embodies Benedictine values of the University of Mary through their actions and attitude



	Qualifying Conference (Faculty)	Qualifying Conference (Student)	Semester 2 (Faculty)	Semester 2 (Student)	Semester 3 (Faculty)	Semester 3 (Student)	Semester 4 (Faculty)	Semester 4 (Student)	Semester 5 (Faculty)	Semester 5 (Student)
Advanced Competency	0	3	4	7	4	3	0	9	15	2
Shows Competency	6	12	17	16	19	17	12	11	2	11
Developing Towards Competency	23	13	1	4	1	1	11	0	0	0
Unacceptable	0	1	0	0	0	0	0	0	0	0
Inappropriate	0	0	0	0	0	0	0	0	0	0

* Notes incomplete data

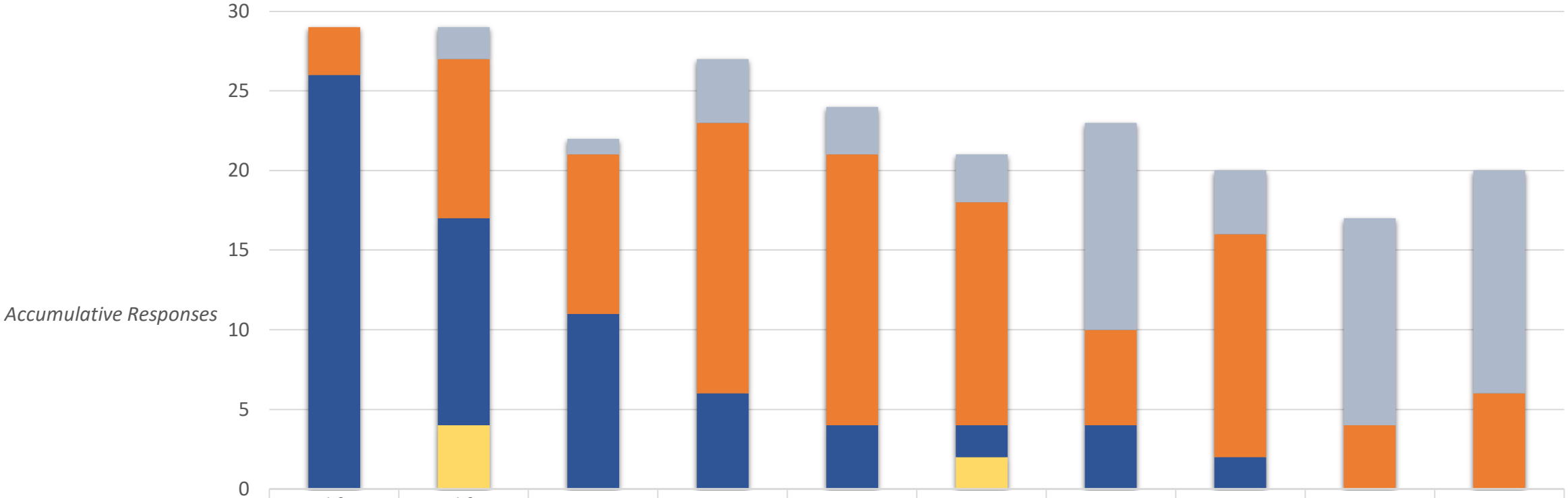
Student demonstrates appropriate interpersonal behaviors with peers and faculty.



	Qualifying Conference (Faculty)	Qualifying Conference (Student)	Semester 2 (Faculty)	Semester 2 (Student)	Semester 3 (Faculty)	Semester 3 (Student)	Semester 4 (Faculty)	Semester 4 (Student)	Semester 5 (Faculty)	Semester 5 (Student)
Advanced Competency	0	5	1	7	4	10	10	11	11	14
Shows Competency	3	4	16	16	19	10	12	9	6	6
Developing Towards Competency	26	10	5	4	1	1	1	0	0	0
Unacceptable	0	0	0	0	0	0	0	0	0	0
Inappropriate	0	0	0	0	0	0	0	0	0	0

* Notes incomplete data

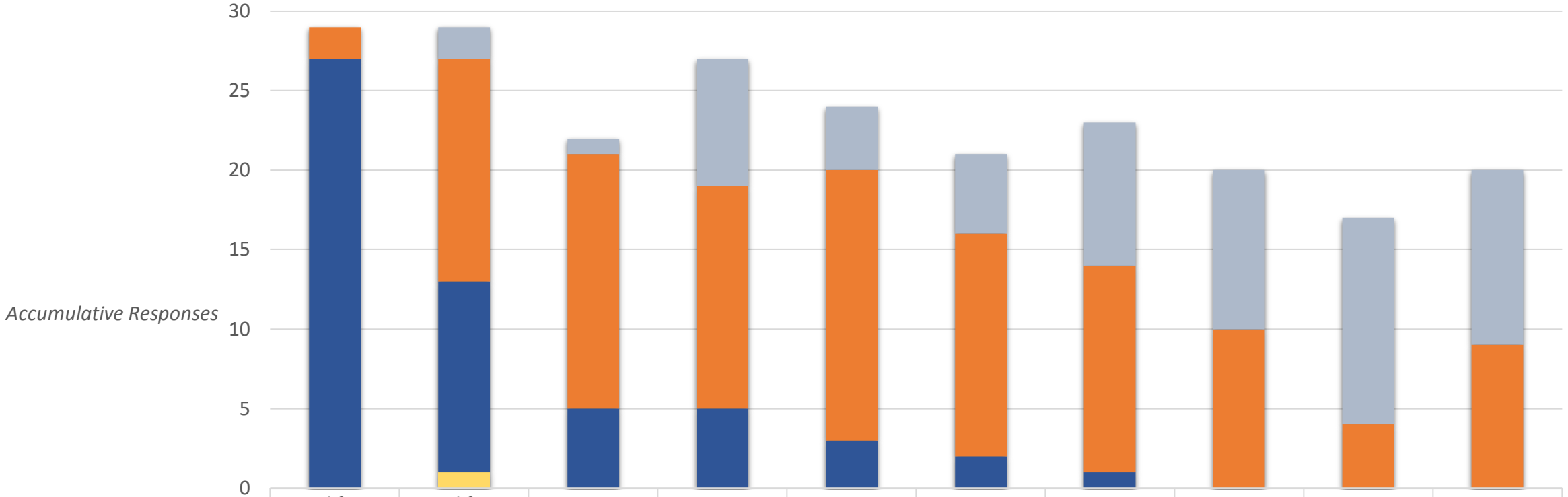
Student fully immerses themselves in opportunities for personal and professional growth.



	Qualifying Conference (Faculty)	Qualifying Conference (Student)	Semester 2 (Faculty)	Semester 2 (Student)	Semester 3 (Faculty)	Semester 3 (Student)	Semester 4 (Faculty)	Semester 4 (Student)	Semester 5 (Faculty)	Semester 5 (Student)
Advanced Competency	0	2	1	4	3	3	13	4	13	14
Shows Competency	3	10	10	17	17	14	6	14	4	6
Developing Towards Competency	26	13	11	6	4	2	4	2	0	0
Unacceptable	0	4	0	0	0	2	0	0	0	0
Inappropriate	0	0	0	0	0	0	0	0	0	0

* Notes incomplete data

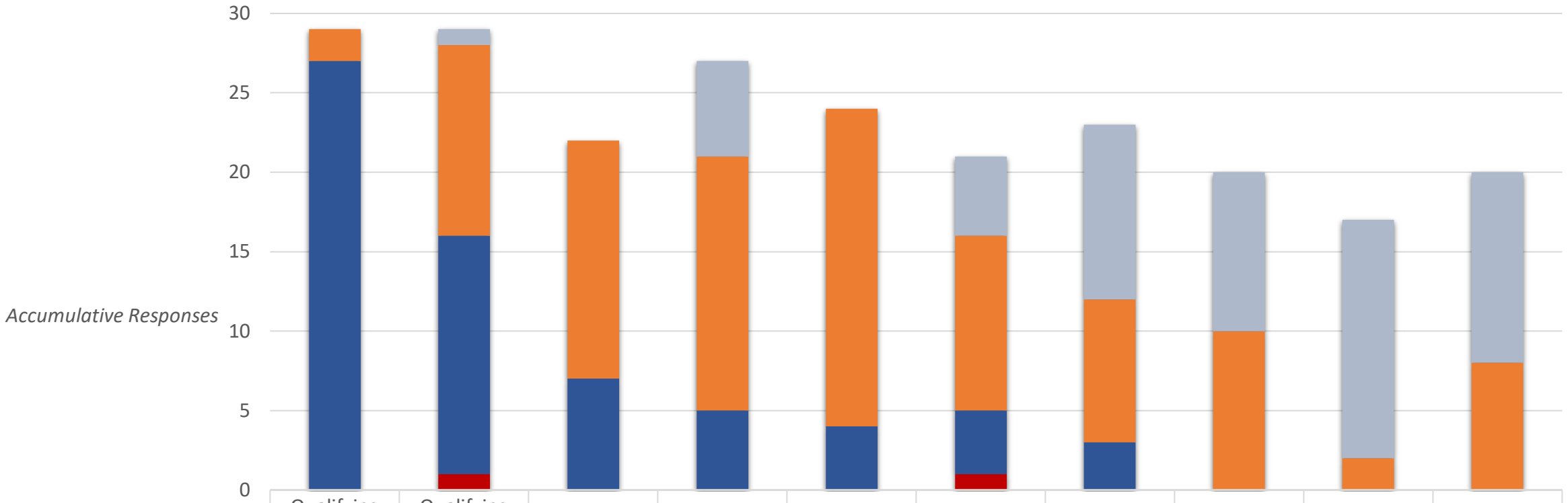
Student presents self in a professional manner through respectful and articulate communication.



	Qualifying Conference (Faculty)	Qualifying Conference (Student)	Semester 2 (Faculty)	Semester 2 (Student)	Semester 3 (Faculty)	Semester 3 (Student)	Semester 4 (Faculty)	Semester 4 (Student)	Semester 5 (Faculty)	Semester 5 (Student)
Advanced Competency	0	2	1	8	4	5	9	10	13	11
Shows Competency	2	14	16	14	17	14	13	10	4	9
Developing Towards Competency	27	12	5	5	3	2	1	0	0	0
Unacceptable	0	1	0	0	0	0	0	0	0	0
Inappropriate	0	0	0	0	0	0	0	0	0	0

* Notes incomplete data

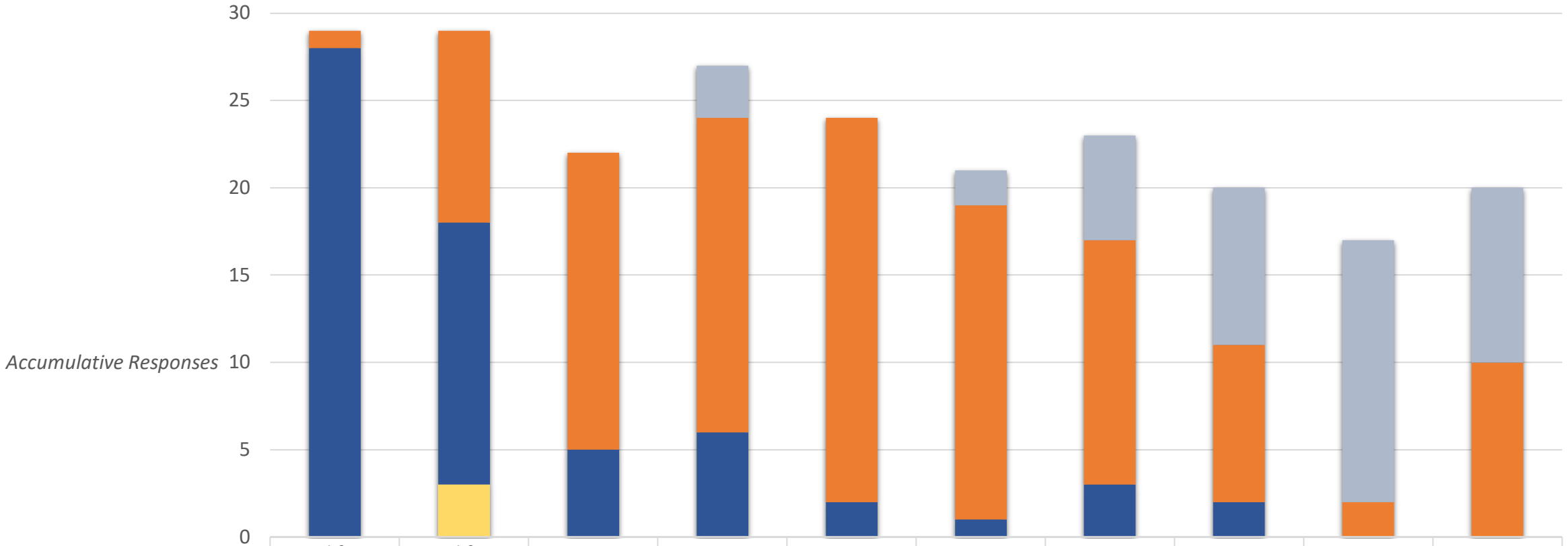
Student takes ownership for the learning experience through demonstration of a growth mindset when faced with adversity.



	Qualifying Conference (Faculty)	Qualifying Conference (Student)	Semester 2 (Faculty)	Semester 2 (Student)	Semester 3 (Faculty)	Semester 3 (Student)	Semester 4 (Faculty)	Semester 4 (Student)*	Semester 5 (Faculty)	Semester 5 (Student)
Advanced Competency	0	1	0	6	0	5	11	10	15	12
Shows Competency	2	12	15	16	20	11	9	10	2	8
Developing Towards Competency	27	15	7	5	4	4	3	0	0	0
Unacceptable	0	0	0	0	0	0	0	0	0	0
Inappropriate	0	1	0	0	0	1	0	0	0	0

* Notes incomplete data

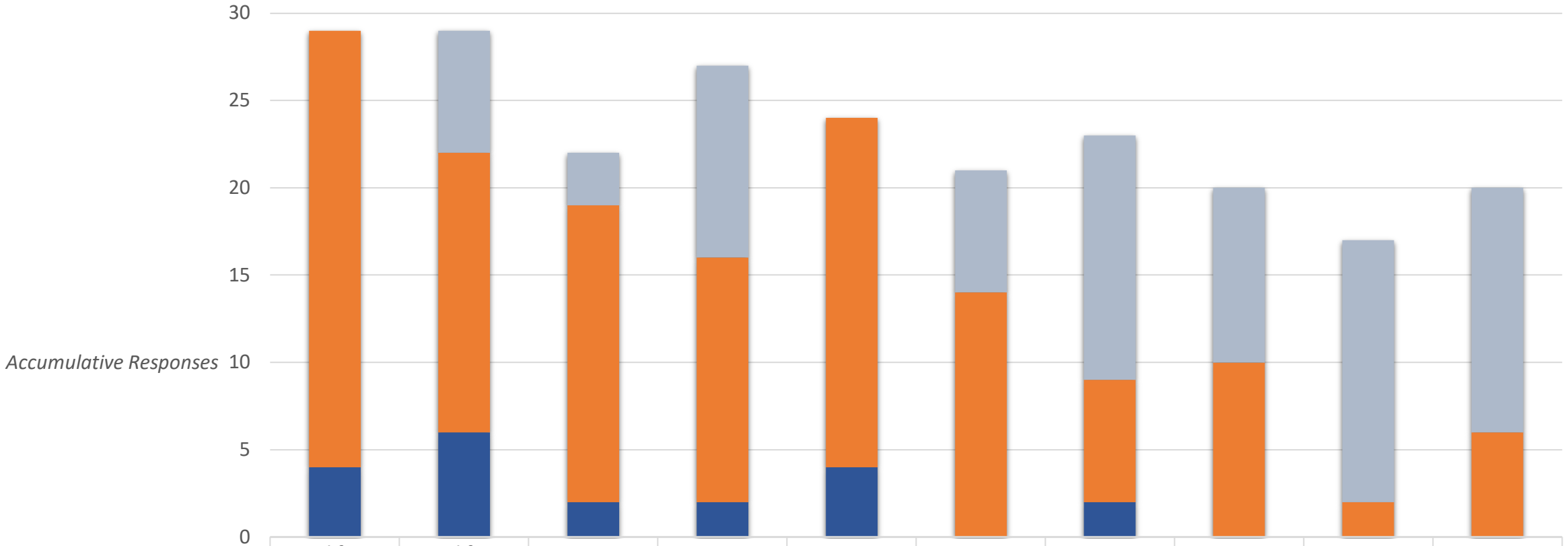
Student seeks and integrates feedback from peers, faculty, and supervisors.



	Qualifying Conference (Faculty)	Qualifying Conference (Student)	Semester 2 (Faculty)	Semester 2 (Student)	Semester 3 (Faculty)	Semester 3 (Student)	Semester 4 (Faculty)	Semester 4 (Student)	Semester 5 (Faculty)	Semester 5 (Student)
Advanced Competency	0	0	0	3	0	2	6	9	15	10
Shows Competency	1	11	17	18	22	18	14	9	2	10
Developing Towards Competency	28	15	5	6	2	1	3	2	0	0
Unacceptable	0	3	0	0	0	0	0	0	0	0
Inappropriate	0	0	0	0	0	0	0	0	0	0

* Notes incomplete data

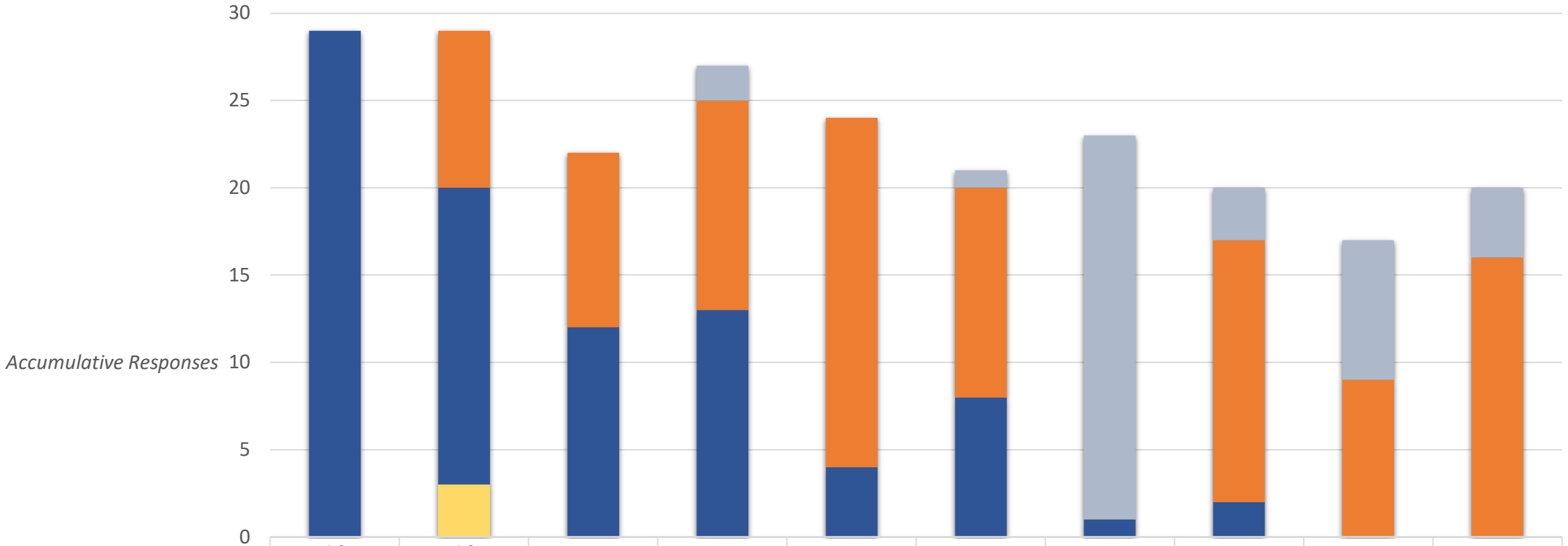
Student demonstrates integrity by following the University of Mary Honor Code.



	Qualifying Conference (Faculty)	Qualifying Conference (Student)	Semester 2 (Faculty)	Semester 2 (Student)	Semester 3 (Faculty)	Semester 3 (Student)	Semester 4 (Faculty)	Semester 4 (Student)	Semester 5 (Faculty)	Semester 5 (Student)
Advanced Competency	0	7	3	11	0	7	14	10	15	14
Shows Competency	25	16	17	14	20	14	7	10	2	6
Developing Towards Competency	4	6	2	2	4	0	2	0	0	0
Unacceptable	0	0	0	0	0	0	0	0	0	0
Inappropriate	0	0	0	0	0	0	0	0	0	0

* Notes incomplete data

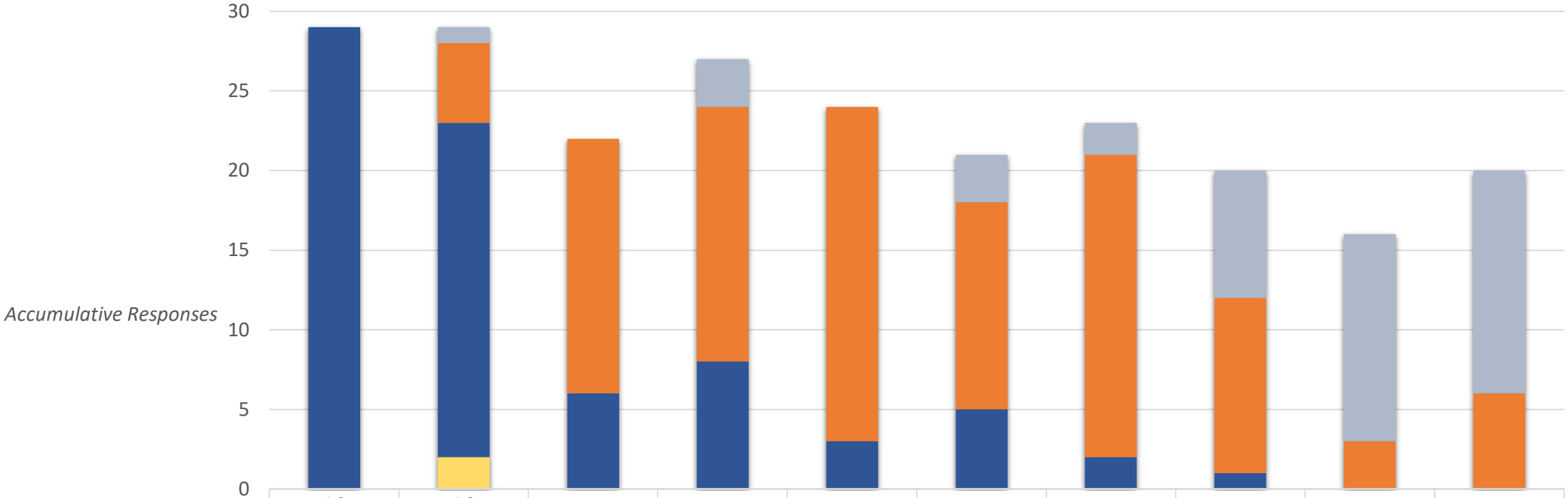
Student demonstrates appropriate levels of confidence and self-acceptance.



	Qualifying Conference (Faculty)	Qualifying Conference (Student)	Semester 2 (Faculty)	Semester 2 (Student)	Semester 3 (Faculty)	Semester 3 (Student)	Semester 4 (Faculty)	Semester 4 (Student)	Semester 5 (Faculty)	Semester 5 (Student)
Advanced Competency	0	0	0	2	0	1	22	3	8	4
Shows Competency	0	9	10	12	20	12	0	15	9	16
Developing Towards Competency	29	17	12	13	4	8	1	2	0	0
Unacceptable	0	3	0	0	0	0	0	0	0	0
Inappropriate	0	0	0	0	0	0	0	0	0	0

* Notes incomplete data

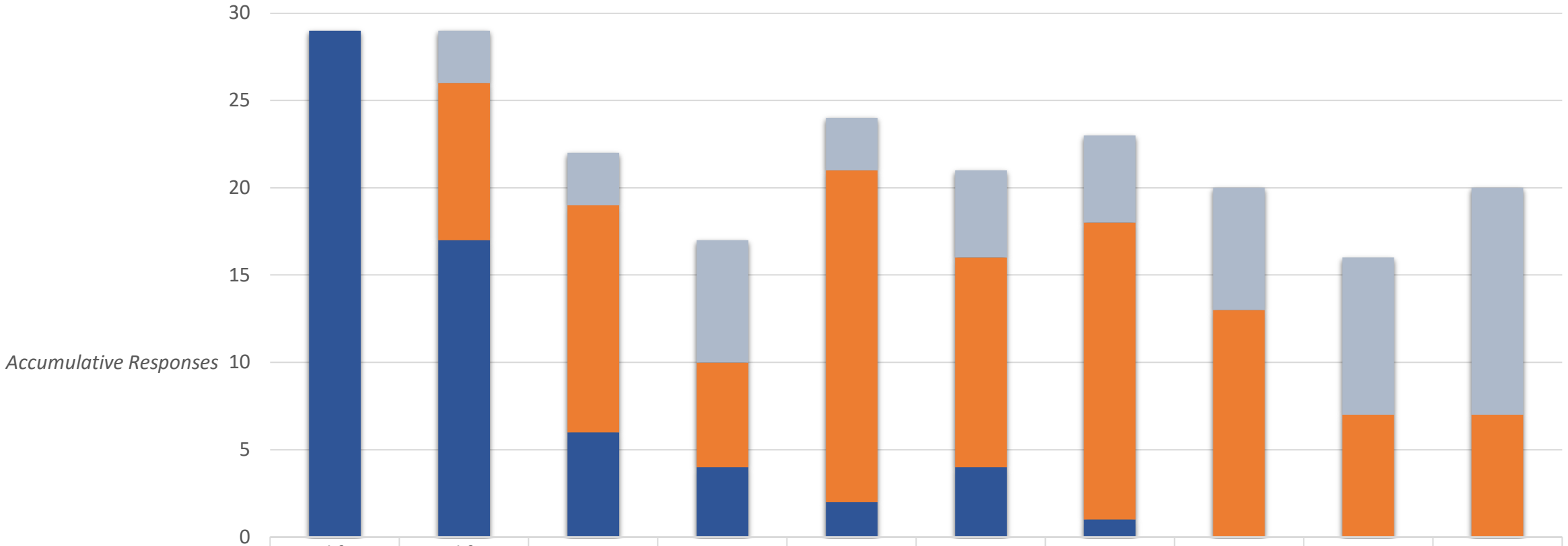
Student demonstrates an awareness of their own belief systems, values, needs and limitations.



	Qualifying Conference (Faculty)	Qualifying Conference (Student)	Semester 2 (Faculty)	Semester 2 (Student)	Semester 3 (Faculty)	Semester 3 (Student)	Semester 4 (Faculty)	Semester 4 (Student)	Semester 5 (Faculty)*	Semester 5 (Student)
Advanced Competency	0	1	0	3	0	3	2	8	13	14
Shows Competency	0	5	16	16	21	13	19	11	3	6
Developing Towards Competency	29	21	6	8	3	5	2	1	0	0
Unacceptable	0	2	0	0	0	0	0	0	0	0
Inappropriate	0	0	0	0	0	0	0	0	0	0

* Notes incomplete data

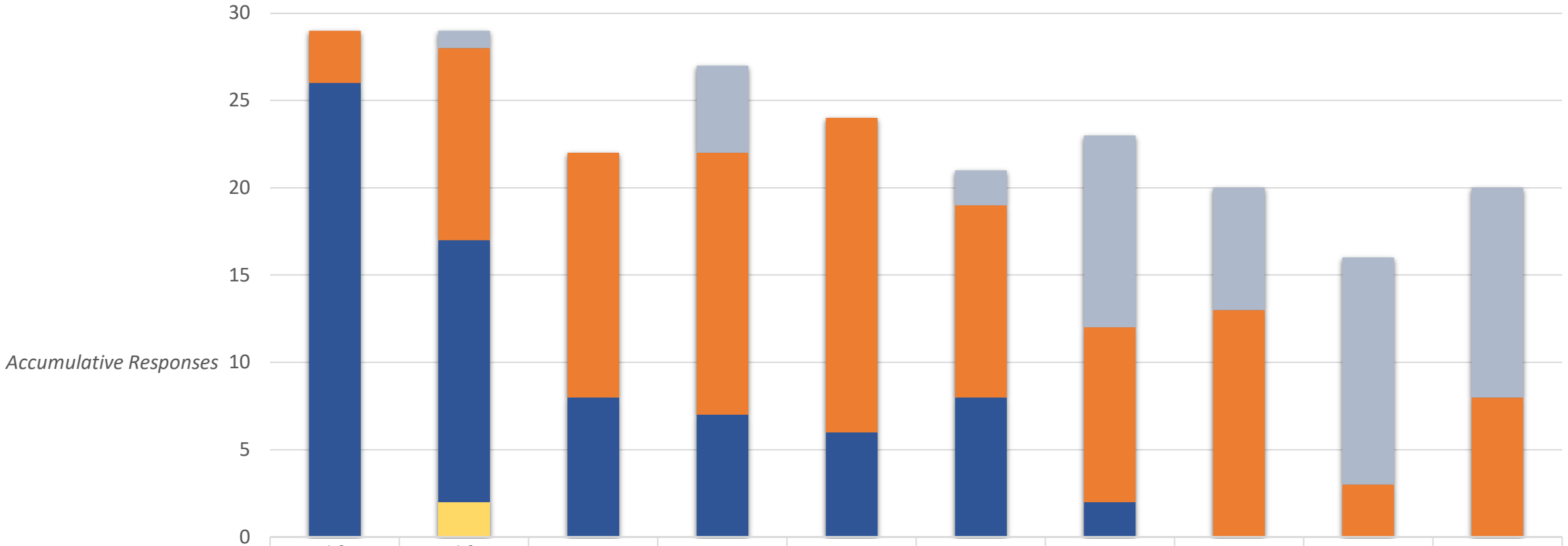
Student acknowledges and respects social and cultural differences.



	Qualifying Conference (Faculty)	Qualifying Conference (Student)	Semester 2 (Faculty)	Semester 2 (Student)	Semester 3 (Faculty)	Semester 3 (Student)	Semester 4 (Faculty)	Semester 4 (Student)	Semester 5 (Faculty)*	Semester 5 (Student)
Advanced Competency	0	3	3	7	3	5	5	7	9	13
Shows Competency	0	9	13	6	19	12	17	13	7	7
Developing Towards Competency	29	17	6	4	2	4	1	0	0	0
Unacceptable	0	0	0	0	0	0	0	0	0	0
Inappropriate	0	0	0	0	0	0	0	0	0	0

* Notes incomplete data

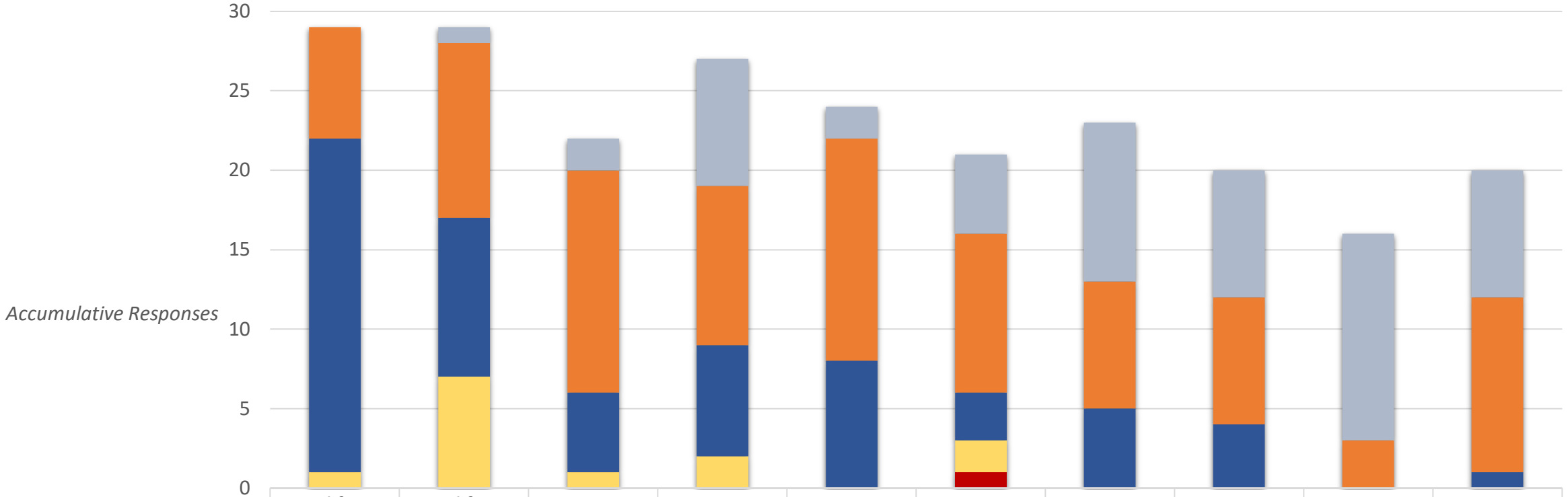
Student demonstrates flexibility and adaptability to changing circumstances.



	Qualifying Conference (Faculty)	Qualifying Conference (Student)	Semester 2 (Faculty)	Semester 2 (Student)	Semester 3 (Faculty)	Semester 3 (Student)	Semester 4 (Faculty)	Semester 4 (Student)	Semester 5 (Faculty)*	Semester 5 (Student)
Advanced Competency	0	1	0	5	0	2	11	7	13	12
Shows Competency	3	11	14	15	18	11	10	13	3	8
Developing Towards Competency	26	15	8	7	6	8	2	0	0	0
Unacceptable	0	2	0	0	0	0	0	0	0	0
Inappropriate	0	0	0	0	0	0	0	0	0	0

* Notes incomplete data

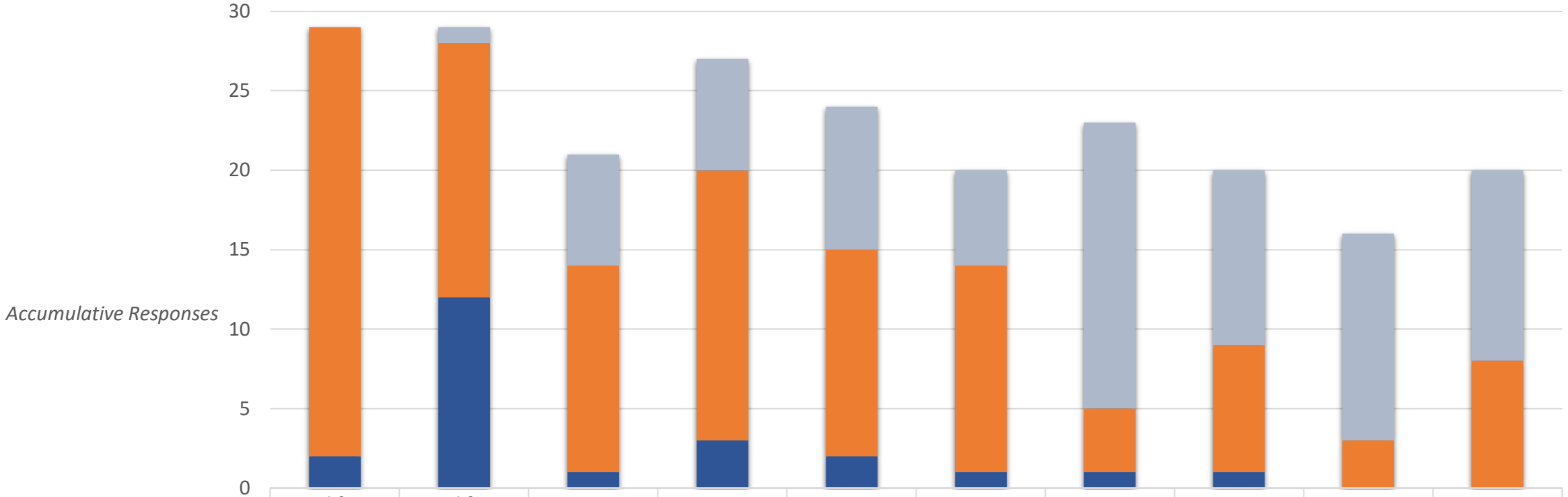
Student prepares thoroughly and consistently for coursework and meets all deadlines.



	Qualifying Conference (Faculty)	Qualifying Conference (Student)	Semester 2 (Faculty)	Semester 2 (Student)	Semester 3 (Faculty)	Semester 3 (Student)	Semester 4 (Faculty)	Semester 4 (Student)	Semester 5 (Faculty)*	Semester 5 (Student)
Advanced Competency	0	1	2	8	2	5	10	8	13	8
Shows Competency	7	11	14	10	14	10	8	8	3	11
Developing Towards Competency	21	10	5	7	8	3	5	4	0	1
Unacceptable	1	7	1	2	0	2	0	0	0	0
Inappropriate	0	0	0	0	0	1	0	0	0	0

* Notes incomplete data

Student demonstrates knowledge of technology and appropriately uses digital platforms.



	Qualifying Conference (Faculty)	Qualifying Conference (Student)	Semester 2 (Faculty)*	Semester 2 (Student)	Semester 3 (Faculty)	Semester 3 (Student)*	Semester 4 (Faculty)	Semester 4 (Student)	Semester 5 (Faculty)*	Semester 5 (Student)
Advanced Competency	0	1	7	7	9	6	18	11	13	12
Shows Competency	27	16	13	17	13	13	4	8	3	8
Developing Towards Competency	2	12	1	3	2	1	1	1	0	0
Unacceptable	0	0	0	0	0	0	0	0	0	0
Inappropriate	0	0	0	0	0	0	0	0	0	0

* Notes incomplete data

University of Mary Graduate Counseling Program

Program Evaluation for Students enrolled in HUM 799 Spring 2023

26 total responses

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

Fall 2021	22
Other	4

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

Spring 2023	25
Summer 2023	1
Fall 2023	0
Spring 2024	0
Other	0

4. Please select your concentration(s)

Addiction Counseling	3
Clinical Mental Health Counseling	20
School Counseling	4

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

Yes	21
No	2
Undecided	3

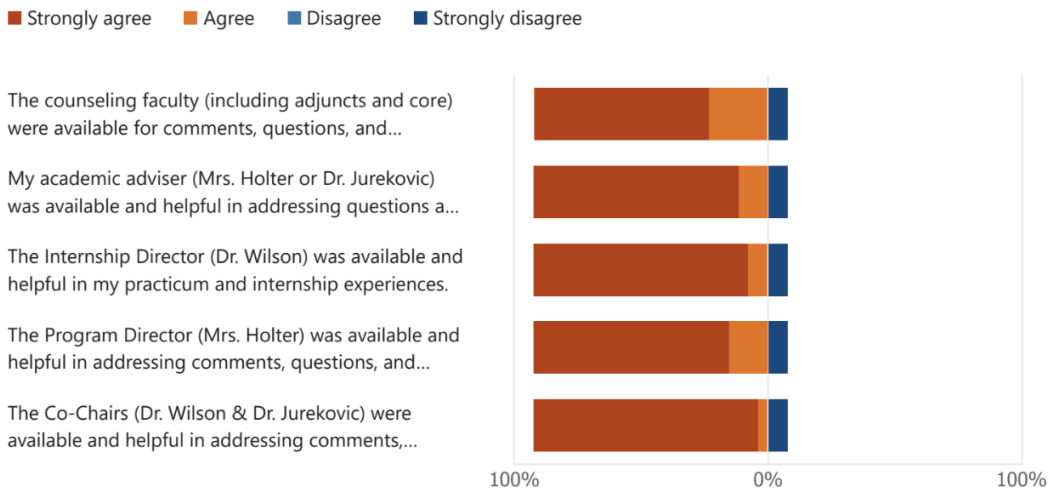
6. If you do not plan to practice in the state of North Dakota, where do you plan to practice?

7
Responses

Latest Responses

2 respondents (**29**%) answered **Minnesota** for this question.

7.


Strongly agree
Agree
Disagree
Strongly disagree
The counseling faculty (including adjuncts and core) were available for comments, questions, and...
My academic adviser (Mrs. Holter or Dr. Jurekovic) was available and helpful in addressing questions a...
The Internship Director (Dr. Wilson) was available and helpful in my practicum and internship experiences.
The Program Director (Mrs. Holter) was available and helpful in addressing comments, questions, and...
The Co-Chairs (Dr. Wilson & Dr. Jurekovic) were available and helpful in addressing comments,...
100%
0%
100%

#8

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

Yes	6
No	20

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

No	1
Yes - Full-Time	14
Yes- Part-Time	11

18. How did you pay for your program?

Federal Financial Aid	20
Self Pay (including by relatives)	11
Payed for by Employer	4
Prefer not to respond	1

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

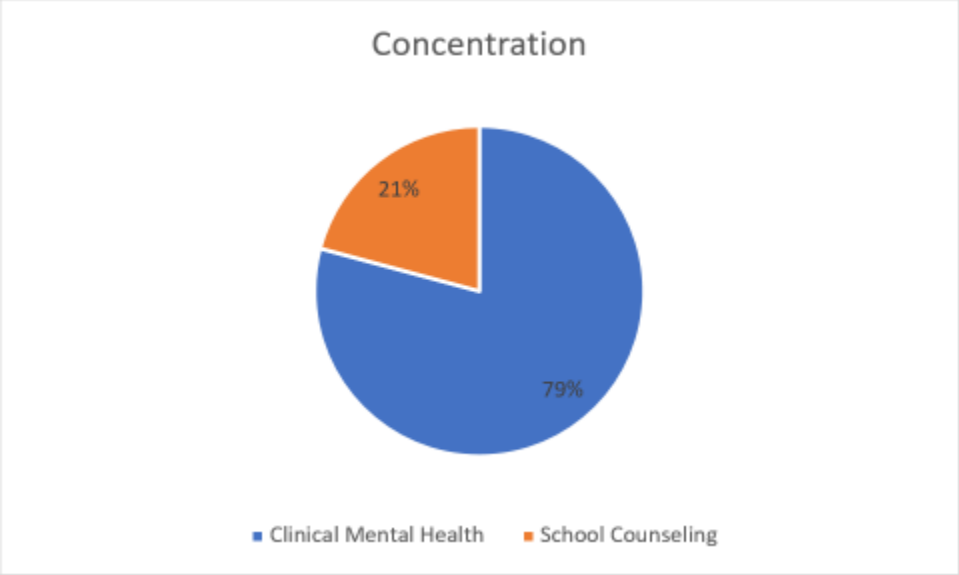
Single	9
Significant Other	14
Children	12
No Children	7
Prefer not to respond	0

University of Mary Graduate Counseling Program

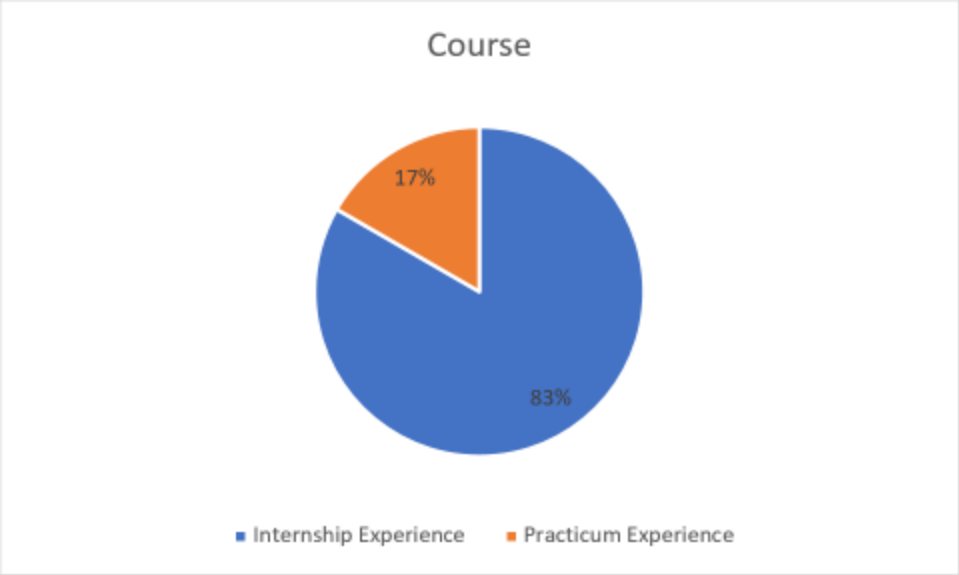
Site Supervisor Feedback Survey for Students enrolled in Practicum & Internship during 2022-2023

24 total responses

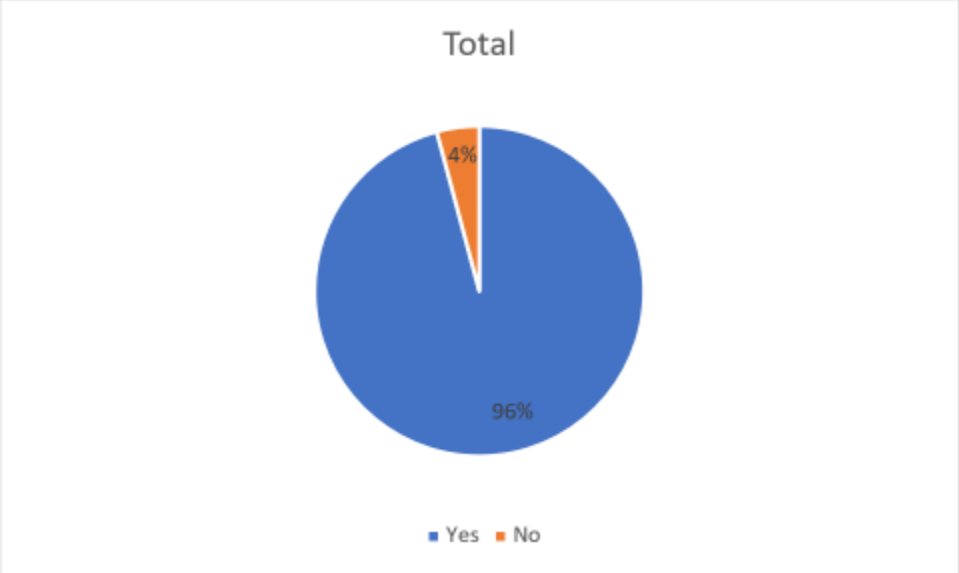
Row Labels	Concentration
Clinical Mental Health	19
School Counseling	5
Grand Total	**24**



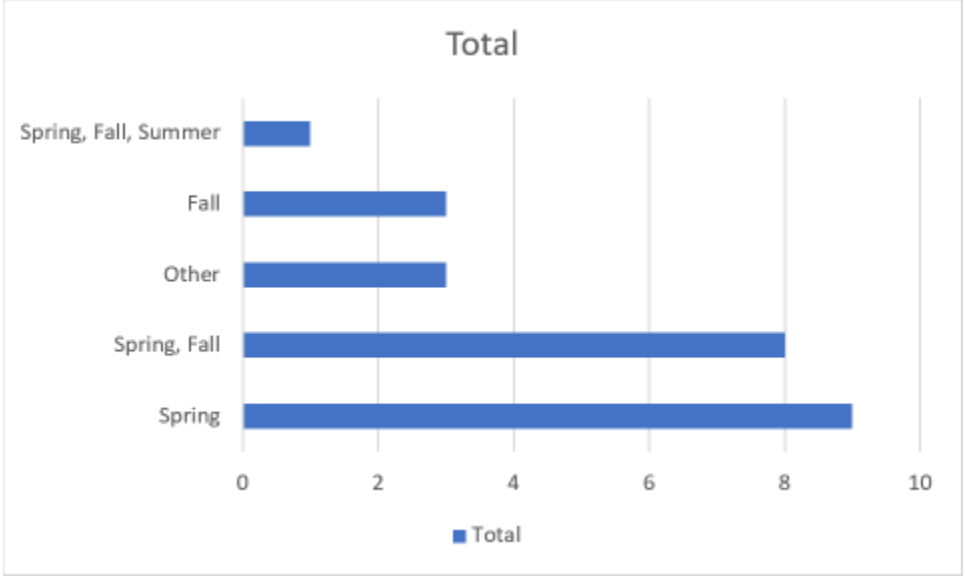
Row Labels	The student I supervised was completing the:
Internship Experience	20
Practicum Experience	4
Grand Total	**24**



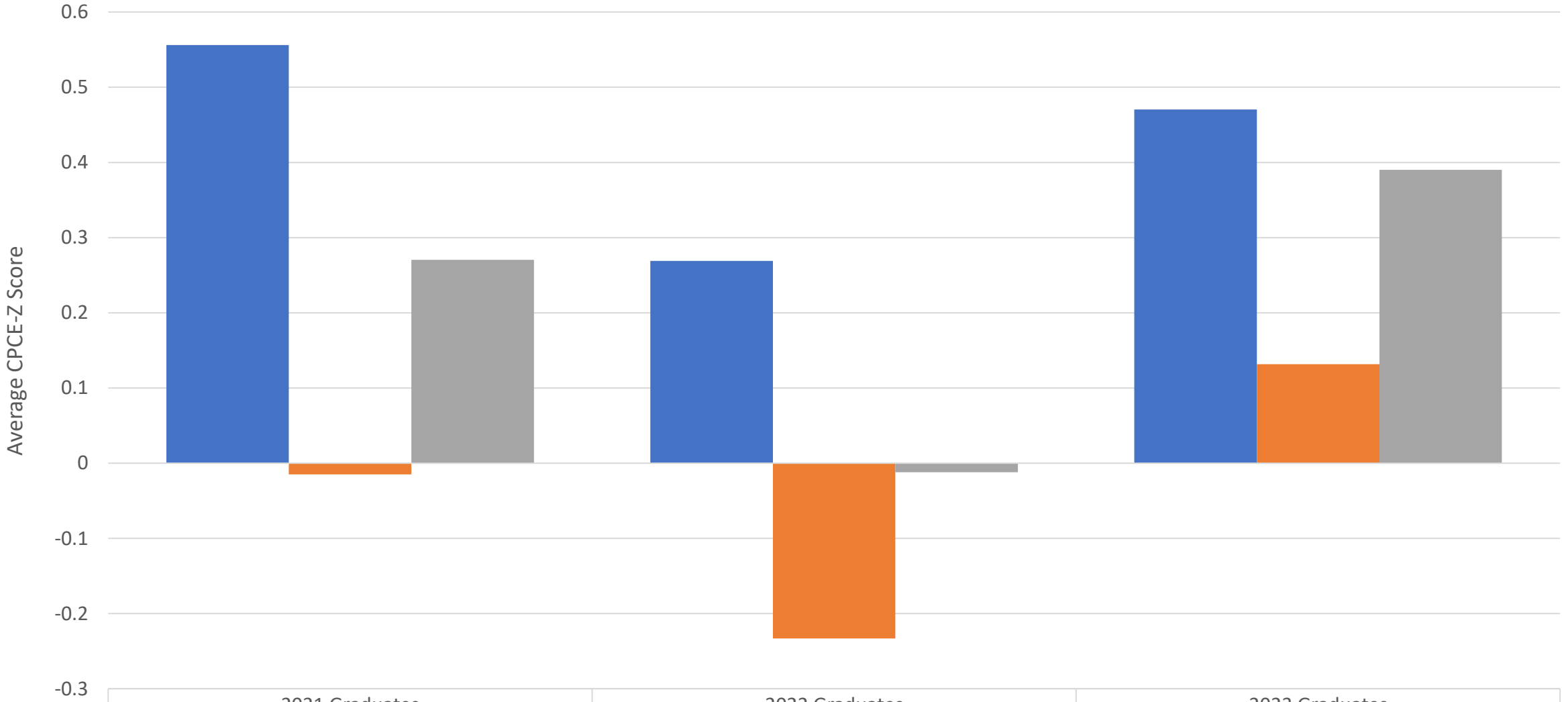
Row Labels	I received a copy of the Practicum & Internship Manual.
Yes	23
No	1
Grand Total	**24**



Row Labels	What semester(s) did you supervise a student from the University of Mary?
Spring	9
Spring, Fall	8
Other	3
Fall	3
Spring, Fall, Summer	1
Grand Total	**24**


Total
Spring, Fall, Summer
Fall
Other
Spring, Fall
Spring
0
2
4
6
8
10
Total

CPCE Z-SCORES



	2021 Graduates	2022 Graduates	2023 Graduates
Blended	0.556	0.2691	0.470308
Online	-0.015	-0.233	0.131507
Total	0.2704	-0.012	0.39009075

OBSERVATION NOTES

Program Evaluation/ Student Satisfaction

- Students expressed a variety of positive comments regarding faculty and the advising provided by faculty.
- In terms of adjuncts, students recommended improving experiences and courses with adjunct instructors. Adjuncts may be recommended to connect with a current course instructor or prior course instructor to help with hand off. Instructors should also connect with adjuncts to provide observation and additional feedback and insight into teaching and instruction. Inconsistencies between adjuncts and faculty may cause issues regarding course instruction or the program.
- It was noted that students struggle more in the summer months. Zoom/in-person attendance improves course outcomes for students.
- Faculty and instructors have noted the importance of continuity in meeting students where they are at, particularly non-traditional students. Students confirmed benefits of semester progress review meetings with advisors.
- There was a drastic increase in the number of students and graduates who would recommend the Graduate Counseling Program.

Professional Disposition (Faculty & Staff)

- Semester 3 has been noted as the most difficult by students; students tend to rate themselves highly during Semester 1, decrease their ratings in Semester 3, and then flip their scores to higher during the following semesters. This may be due to an increase in self-awareness.

Student Site Evaluation – Practicum

- Ratings were overall good. Students expressed difficulty with obtaining direct hours but were able to manage this through consultation with their supervisor.

Student Site Evaluation – Internship

- Ratings were excellent overall. We will continue confirmation of supervisor understanding or need for clarification, particularly new supervisors.

Site Supervisor Feedback

- At times, the evaluations were noted as redundant. A school counseling specific evaluation has been suggested.

Demographic Info Applied (Applicants and Enrolled)

- The ACCESS Grant increased application diversity, but due to a limited number of seats for the cohort, it was impossible for all applicants to be accepted or enroll. Data shows an increase in the number of Catholic students, more females than males, and other diverse backgrounds. Marketing in this area has increased, helping increase applicant numbers.

ACTION ITEMS

Program Evaluation/Student Satisfaction

- Students enjoyed CMH courses as summer and fall concentration specific. Students suggest offering Practicum as a section that can be enrolled for in-person versus online only.
- Faculty and instructors recommend students receive counseling during their time in the program. Support plans are helpful and effective. This allows for appropriate gatekeeping practices while also being supportive and flexible.
- Assessments course needs to be updated (note: completed summer 2023).
- The Research course will need to be discussed with students to help prepare them for the rigor and improve their experiences.
- The coursework may need to be adjusted to reduce or re-work assignments and tasks. For Practicum, consider offering 1-2 sections in-person.
- Advisors to confirm during semester progress review that students have created specific action steps and plans. We plan to update the Adjunct Faculty Handbook and create an online learning platform for Adjuncts that have FAQ's as well as a semester Zoom for comradery and efficiency. Additional supervision and mentorship for adjuncts is suggested.

Professional Disposition (Faculty & Staff)

- Advisors should communicate students are rating their entire journey, not only the semester. Students and faculty suggest creating a semester-by-semester Canvas (online learning module) pages or files so students can readily access information. This would be an interactive handbook with a proposed timeline for course, task, practicum and internship completions.

Student Site Evaluation – Practicum

- Students requested clarification for practicum procedures, supervision, and involvement. Students recommended using a journal as a reflective practice during practicum experience.