

University of Mary
M.S. in Counseling Program

**2017-2018 Program Report
September 30, 2018**

I. Student Data:

The below table outlines student demographics of the incoming (fall 2018) student cohorts.

FALL 2018		
	Bismarck Campus	Fargo Campus
Number of students who were accepted for the fall 2018 cohort	30 accepted <u>13 enrolled</u>	23 accepted <u>14 enrolled</u>
Number of non-degree seeking students who were accepted	1	5
Number of students who were denied admission	7	7
Mean and median age of students	Mean- 31.7 Median- 31	Mean- 31.6 Median- 26.5
Undergraduate GPA	Not Available	Mean- 3.16
Race/Ethnicity	White-10 Latino/a-2 Native American-1	White-13 Native American-1
Sex	Male-4 Female-9 Other-0	Male-3 Female-11 Other-0
Disability status	None reported	None reported
Undergraduate major	Addiction Counseling- 1 Construction Mgmt.- 1 Criminal Justice- 1 Family and Consumer Services Education- 1 History Education- 2 Management- 5 Psychology-1 University Studies-1	Psychology-9 Social work-2 Organizational Leadership-1 Elementary Education-1 Sociology-1 Health and Wellness-1

University of Mary
M.S. in Counseling Program

The below tables outline the 2016 cohort student graduation data for the Bismarck and Fargo campuses.

Spring 2018 Graduates (Bismarck Campus)	
Number of graduates	13 degrees conferred during spring of 2018 1 degree will be conferred in December of 2018
CPCE pass rate	100% (all concentrations combined)
Licensure exam pass rate of graduates	100% (all concentrations combined)
Program completion rate	Addiction Counseling: 1/2 Clinical Mental Health Counseling: 8/8 School Counseling: 7/8
Employment rate of graduates	Addiction Counseling: 1 (100%) Clinical Mental Health Counseling: 8/8 (100%) School Counseling: 6 (86%)

Spring 2018 Graduates (Fargo Campus)	
# of graduates	14 degrees conferred during the spring of 2018
CPCE pass rate	100% (all concentrations combined)
Licensure exam pass rate of graduates	100% (all concentrations combined)
Program completion rate	Addiction Counseling: 4/4 Clinical Mental Health Counseling: 6/6 School Counseling: 4/4
Employment rate of graduates	Addiction Counseling: 4/4 (100%) Clinical Mental Health Counseling: 5/6 (83%) School Counseling: 2/3 (67%)

II. Evaluation and Survey Data:

The Graduate Counseling Program faculty routinely review program evaluation data, gathered from student course evaluations, student program evaluations, instructor evaluations, site supervisor evaluations, student site evaluations, employer evaluations, alumni evaluations, and student competency and disposition forms. Included below are notable assessment findings (raw data).

1. Comprehensive Examination: Counselor Preparation Comprehensive Examination (CPCE) is an exit examination used by the counseling program to assess students' counseling knowledge. The 2018 graduates completed the CPCE examination in February of 2018 and achieved an impressive 100% pass rate, on first attempt.

University of Mary
M.S. in Counseling Program

	N	N Pass	Pass Rate	National Mean Score	Umary Mean Score
BISMARCK CAMPUS	17	17	100%	87.13	94.53
FARGO CAMPUS	14	14	100%	87.13	88.5
BIS & FAR COMBINED	31	31	100%	87.13	91.51

* Passing score is set at 1 standard deviation below the mean. Passing score for 2018 was 70.34

2. Professional Portfolio: The purpose of the portfolio is to facilitate an organized synopsis of the students' graduate counseling education and training experiences, and to assess the students' professional growth and skills during their time in the program. A 100% of students received a passing score on their professional portfolio cumulative projects and oral presentation (both campuses). A standardized rubric (completed by counseling faculty) is used to determinate pass/fail status.

3. Alumni Evaluations: The alumni survey is completed by counseling students who graduated in the spring of 2017. The survey data was collected in the summer of 2018 (one year post-graduation). The survey was sent to approximately 30 students (via email) and returned by 15 students (9 from the Bismarck campus; 6 from the Fargo campus). Due to a small sample size, the data is presented in an aggregate format. Included below are the notable findings.

2017 Counseling Graduates Alumni Survey	
Currently employed	100%: 15
Currently employed in a mental health field (counseling, psychology, social work)	87%: 13
Employment status	Full-time: 14 Part-time: 1
Obtained job at your internship or practicum site	Yes: 8 No: 7
How long did it take you to secure employment in the mental health field?	Within 1 month: 13 Between 1.1 and 3 months: 1 Between 6.1 and 12 months: 1
If unable to find employment in the mental health field, what prevented you from this?	<i>"I am working as a kindergarten teacher. I wanted to seek a teaching job first before working as a school counselor."</i>
Do you currently hold a professional counseling license?	Yes: 14 No: 1

University of Mary
M.S. in Counseling Program

State of professional counseling licensure	North Dakota:14 North Dakota and Minnesota: 1 N/A: 1
Type of licensure	LAPC: 5 LAC: School Counseling Credential: 6 Other: 3
Where you are currently employed?	Wing Public School Milnor Public School Garrison Public School District Bismarck Public Schools Turtle Lake-Mercer Public School Century High School Private Practice Sanford Health The Village Family Service Center Southeast Human Service Center South Central Human Service Center
Salary range:	30-40K: 4 41-50K: 5 51-60K: 3
Are you happy with your decision to obtain a Master's degree in Counseling?	Yes: 14 No: 1
Additional student comments	<p><i>"I loved my time at the University of Mary. The counseling program is very good and seems focused on continuous improvement."</i></p> <p><i>"I will be forever grateful to this program for all of the wonderful opportunities you gave me. I have achieved huge goals in my life thanks to this program. I have found my job due to the opportunities in the internship program. Thank you for putting together a great program and let me know if there is anything I can do to help future counselors in this program."</i></p> <p><i>"Attending the University of Mary was one of the best experiences of my life thus far. The school is wonderful, teachers/staff/advisors are great people and truly want to help students succeed! I would recommend Umary to anyone looking for a great school!"</i></p> <p><i>"I enjoyed my experience at the University of Mary and felt prepared as I transitioned into my job as a licensed addiction counselor. I would recommend Umary to others interested in obtaining their Master's in Counseling!"</i></p>

University of Mary
M.S. in Counseling Program

4. Employer Survey: The employer survey is completed by employers of counseling students who graduated in the spring or summer of 2017. The survey data was collected in the summer of 2018 (one year post-graduation) and sent to all employers known to the counseling department, via email. The survey was completed and returned by 6 employers. Due to a small sample size, the data is presented in an aggregate format. Included below are the notable findings:

2017 Counseling Graduates Employer Survey	
Title of the counseling graduate you hired	School Counselor- 1 Counselor-2 Guidance Counselor- 1 Licensed Addiction Counselor- 1 Inpatient Adult Therapist-1
Knowledge of employee's counseling theory and research	Ineffective-0 Somewhat ineffective-0 Adequate-2 Effective-2 Very Effective- 2
Employee demonstrates a variety of counseling methods and techniques	Ineffective-0 Somewhat ineffective-0 Adequate-0 Effective-4 Very Effective- 2
Employee demonstrates assessment or diagnostic skills	Ineffective-0 Somewhat ineffective-0 Adequate-0 Effective-5 Very Effective- 1
Employee demonstrates group counseling skills	Ineffective-0 Somewhat ineffective-0 Adequate-0 Effective-5 Very Effective- 1
Employee demonstrates knowledge of community resources and referrals	Ineffective-0 Somewhat ineffective-0 Adequate-0 Effective-5 Very Effective- 1
Employee demonstrates multicultural sensitivity/knowledge/skills in order to act as a social advocate for clients of a variety of cultural backgrounds	Ineffective-0 Somewhat ineffective-0 Adequate-0 Effective-4 Very Effective- 2
Employee demonstrates knowledge of career counseling and development	Ineffective-0 Somewhat ineffective-0 Adequate-0 Effective-4 Very Effective- 2

University of Mary
M.S. in Counseling Program

Employee demonstrates an ability to perform intake and/or evaluation	Ineffective-0 Somewhat ineffective-0 Adequate-1 Effective-3 Very Effective- 1
Employee demonstrates skill in treatment planning and goal setting	Ineffective-0 Somewhat ineffective-0 Adequate-1 Effective-3 Very Effective- 1
Employee demonstrates an ability to establish rapport/relationship with clients	Ineffective-0 Somewhat ineffective-0 Adequate-0 Effective-4 Very Effective- 2
Employee demonstrates skill in managing mental health crises or unplanned events	Ineffective-0 Somewhat ineffective-0 Adequate-0 Effective-4 Very Effective- 2
Employee displays commitment to the (counseling) profession	Poor-0 Good-1 Excellent-5
Employee acts in a professional and ethical manner	Poor-0 Good-1 Excellent-5
Employee seeks professional growth opportunities	Poor-0 Good-2 Excellent-4
Employee effectively seeks and uses feedback to improve performance	Poor-0 Good-1 Excellent-5
Employee displays competence in communication skills	Poor-0 Good-2 Excellent-4
Employee displays knowledge of counseling practices	Poor-0 Good-1 Excellent-5
Employee maintains good relationship with colleagues	Poor-0 Good-1 Excellent-5
Employee maintains therapeutic relationships with clients	Poor-0 Good-0 Excellent-6
Employee demonstrates an accommodating and flexible therapeutic approach	Poor-0 Good-2 Excellent-4
Employee effectively works with culturally diverse populations/clients	Poor-0 Good-2 Excellent-4

University of Mary
M.S. in Counseling Program

Employee shows interest and enthusiasm about one's work	Poor-0 Good-1 Excellent-5
Employee effectively advocates for one's clients	Poor-0 Good-2 Excellent-4
Employee reflectively evaluates one's own performance	Poor-1 Good-1 Excellent-4
Employee demonstrates behaviors that promote collaboration with others	Poor-1 Good-1 Excellent-4
Employee exhibits dependability and consciousness	Poor-0 Good-2 Excellent-4
Leadership skills	Poor-1 Good-1 Excellent-4
If I could hire this counselor again, I would	Hire him/her: 6 Would not hire him/her-0 Unsure-0 Comments: <i>"Yes, great attitude and a hard worker."</i>
Greatest strengths of your employee?	<i>"(Counselor employee) is always reflecting on her performance and finding new ways to be better at what she does. She is willing to take constructive criticism and use that information as a tool for success."</i> <i>"She is calm and listens to the students."</i> <i>"...she is very knowledgeable and has a growth mindset. She is always looking to improve herself and help others."</i> <i>"Running effective and cohesive group sessions"</i>
Deficits in the employee's skillset as a new employee?	<i>"Collaboration, goal setting."</i> <i>"She does (well) and will only become better with time."</i> <i>"Effective ways to work with students in grades 9-12 on emotional and mental issues. She puts in the time and works on this area, but seems to feel like the connections aren't as strong as she would like"</i>
If I could change anything about my supervisor experience I would...	<i>"Nothing"</i> <i>"Have an intern for a longer period of time."</i>

University of Mary
M.S. in Counseling Program

	<p><i>“It is sometimes challenging to work around the schedules; we realize it is necessary but it is still challenging.”</i></p>
<p>What I appreciated the most about my supervisor experience is...</p>	<p><i>“The contact and phone conferences to discuss matters.”</i></p> <p><i>“The availability of the Internship Director to answer questions and clarify responsibilities.”</i></p> <p><i>“It is always good to have another person to bounce ideas off of. This is an inexact science and another perspective can be very important.”</i></p> <p><i>“My supervisory experience was excellent. I felt that my practicum student was very competent, professional, and driven. I feel that the program helped prepare my student for practicum while also offering myself support throughout the process.”</i></p> <p><i>“The help provided by the student; when students are open to learning new things and consider themselves to have room to grow, it is so rewarding (hopefully for all involved!)”</i></p> <p><i>“Having two interns who were go getters.”</i></p> <p><i>“The helpfulness of the internship director.”</i></p>
<p>What topics or activities would you be interested in a supervisor training?</p>	<p><i>“Differentiating between progress (and) process- I have seen my supervisor/sites focus on the student conforming to the site’s specific processes and connecting knowledge of process to progress. Progress should focus on improvement of skills, not based on whether or not the student can rehearse the process. Conducting meaningful supervision sessions- ideas for activities/skill building during and outside of supervision sessions.”</i></p>

5. Program Evaluation: The program evaluation was completed by students who graduated in the spring of 2018. The survey data was collected in April of 2018 and shared with 28 students, via email. Twenty students completed the survey (Fargo campus n=8; Bismarck campus n=12). Included below are the notable findings:

<p>2018 Counseling Graduates Program Evaluation Survey</p>

University of Mary
M.S. in Counseling Program

Primary counseling concentration	Addiction counseling: 5 Clinical mental health counseling: 6 School counseling: 9
Secondary concentration (if any)	Addiction counseling: 1 Clinical mental health counseling: 3
Do you plan to practice counseling in the state of North Dakota?	Yes- 14 No-5 Unsure-1
What is your overall GPA	3.6 to 4.0- 20
The admission (into the program) process was organized and fair	Strongly agree: 15 Agree: 5 Neutral: 0 Disagree: 0 Strongly Disagree: 0
The program orientation was organized, provided adequate information, and allowed for questions/answers	Strongly agree: 12 Agree: 7 Neutral:1 Disagree: 0 Strongly Disagree: 0
The program provided clear information regarding the requirements and expectations that needed to be met	Strongly agree: 10 Agree: 8 Neutral: 2 Disagree: 0 Strongly Disagree: 0
The class size was	Too big: 2 Big: 2 Just right: 15 Small: 0 Too small: 0
My faculty were available for comments, questions, and concerns	Strongly agree: 14 Agree: 6 Neutral: 0 Disagree: 0 Strongly Disagree: 0
My academic adviser was available and helpful in addressing questions and concerns	Strongly agree: 18 Agree: 1 Neutral: 1 Disagree: 0 Strongly Disagree: 0
My internship director was available, helpful, and provided competent supervision	Strongly agree: 17 Agree: 3 Neutral: 0 Disagree: 0 Strongly Disagree: 0
My program director was available and helpful in addressing comments, questions, and concerns	Strongly agree: 18 Agree: 2 Neutral: 0 Disagree: 0 Strongly Disagree: 0

University of Mary
M.S. in Counseling Program

<p>Comments regarding faculty, academic advisers, internship director, program director, chair, etc.</p>	<p><i>“I thoughts all faculty displayed integrity and concern for the students.”</i></p> <p><i>“Fabulous support, guidance, and encouragement.”</i></p> <p><i>“All of U Mary staff were generous when helping students. It did not always feel that every professor had the same expectation for the students. Sometimes professors contradicted one another on grading, program information, or counseling techniques that was sometimes hard.”</i></p> <p><i>“I have greatly appreciated the guidance from the faculty in this program and am amazed by the dedication displayed throughout this program.”</i></p>
<p>The internship experience prepared me well for the counseling profession</p>	<p>Strongly agree: 10 Agree: 9 Neutral: Disagree: Strongly Disagree: 1</p>
<p>The course materials (e.g. textbooks, readings, CDs, etc.) were beneficial to my learning</p>	<p>Strongly agree: 6 Agree: 14 Neutral: 0 Disagree: 0 Strongly Disagree: 0</p>
<p>The program faculty or advisors informed students about opportunities regarding conferences, trainings, and national association memberships</p>	<p>Strongly agree: 15 Agree: 5 Neutral: 0 Disagree: 0 Strongly Disagree: 0</p>
<p>The semester progress review process was organized, fair, and contributed to my professional development</p>	<p>Strongly agree: 11 Agree: 6 Neutral: 2 Disagree: 1 Strongly Disagree: 0</p>
<p>The graduate counseling program CANVAS page was a helpful resource</p>	<p>Strongly agree: 14 Agree: 5 Neutral: 1 Disagree: 0 Strongly Disagree: 0</p>
<p>I utilized the graduate counseling CANVAS page to obtain needed information and documents</p>	<p>Yes-20 No-0</p>
<p>Comments about the graduate counseling CANVAS page</p>	<p><i>“The canvas page was very organized and provided the information and forms in a structured location.”</i></p>

University of Mary
M.S. in Counseling Program

	<p><i>"I like it when professors upload things into files because they are easier to find once the class is (done)."</i></p> <p><i>"Used daily, very user friendly."</i></p> <p><i>"Clean up with replacing outdated information."</i></p>
Would you recommend this program to others?	<p>Yes- 18 No-0 Unsure-2</p>
Classes I enjoyed and learned from the most	<p>Crisis counseling, family counseling, core concentration classes, research methods, multicultural counseling, human growth and development, group counseling, assessment techniques, addiction classes, school counseling classes, techniques classes, etc.</p>
Classes I enjoyed the least and did not learn as much from	<p>Family counseling, multicultural counseling, ethics, counseling theories, techniques, etc.</p> <p><i>"I think (all classes) contributed to my education."</i></p> <p><i>"I did not have a class that I did not learn from."</i></p> <p><i>"None. I was able to take out information from every class that I have used to grow in this field."</i></p>
Strengths of the counseling program	<p><i>"Professors were open to feedback."</i></p> <p><i>"Class size was just right."</i></p> <p><i>"Orientation class was helpful."</i></p> <p><i>"Organization and progression of courses."</i></p> <p><i>"Accessibility and location of (the) Butler Center."</i></p> <p><i>"I liked having a variety of professors."</i></p> <p><i>"Dedicated and knowledgeable staff."</i></p> <p><i>"The professors are great mentors."</i></p> <p><i>"The material you get is very useful"</i></p> <p><i>"(The program) prepares you for the professional world."</i></p> <p><i>"The program is thorough and complete and strives to meet CACREP standards."</i></p>

University of Mary
M.S. in Counseling Program

	<p><i>“The program leadership.”</i></p> <p><i>“The idea of the cohort was nurtured and students benefited from that experience.”</i></p> <p><i>“Fair cost.”</i></p> <p><i>“Staff is very knowledgeable and provide diverse learning opportunities while maintaining integrity to prepare students to the highest level possible.”</i></p> <p><i>“Personal touch- University of Mary’s professors, advisors, and pretty much all staff are so friendly. They are almost always willing to go above and beyond for their students. I never felt in the dark while I was going through the program. I was also comfortable asking for help.”</i></p> <p><i>“Internship- I enjoyed the set-u of the internship.”</i></p> <p><i>“Organized, open minded, welcoming.”</i></p> <p><i>“The comprehensive knowledge provided.”</i></p> <p><i>“(The program) is consistent, staff and faculty work well with students and are always understanding when life just happens. This program is a wealth of knowledge as long as you are willing to absorb it.”</i></p>
<p>Areas of growth for the counseling program</p>	<p><i>“More mock counseling sessions.”</i></p> <p><i>“Get rid of or reformat semester reviews.”</i></p> <p><i>“Earlier connection with mentor/mentee program.”</i></p> <p><i>“Consistent APA requirements.”</i></p> <p><i>“Increase hands on practice in class.”</i></p> <p><i>“CACREP accreditation.”</i></p> <p><i>“Final exams.”</i></p> <p><i>“Portfolio experience could be enhanced by nurturing its development over the course of the program.”</i></p> <p><i>“Clearer expectations for the portfolio.”</i></p>

University of Mary
M.S. in Counseling Program

	<p><i>"I do not have any areas where I believe improvements need to be made."</i></p>
Additional comments	<p><i>"Although the course load was very heavy over the program, I would chose the University of Mary graduate counseling program again. I have made great professional connections over the past five semesters and have grown as an individual because of U-Mary."</i></p> <p><i>"I am disappointed. I did not realize how much teaching there was in school counseling."</i></p> <p><i>"It was tough."</i></p> <p><i>"I am happy I chose this program. I appreciated the instructors, the leadership, and my fellow students."</i></p> <p><i>"I was able to establish professional relationships with the cohort members and staff. This program offers a unique option to connect within the field while encouraging students to attend professional development."</i></p> <p><i>"I wish I would have been more aware of the changes that could be happening while we were in the program. However, I truly believe the changes will make the program even better than before."</i></p>

6. Instructor Evaluation: All adjunct faculty are encouraged to complete instructor evaluations, to assess their experience teaching for the M.S. in Counseling program. The Program Director and/or Chair invite adjunct instructors from both campuses (Bismarck and Fargo) to complete evaluations, via email. Five instructors responded and provided data for courses taught during the summer 2017, fall 2017, and spring 2018 semesters. Due to the small sample size, the data is presented in and aggregate format. Included below are the notable findings:

2017-2018 Adjunct Instructor Survey	
The counseling program directors ensured I received a syllabus for my course/s in a timely manner	Yes- 5 No-0
I was consulted about the textbook selection for my course	Yes-4 No-1
I was allowed the academic freedom to revise course assignments and activities as long as they met the course	Yes-5 No-0

University of Mary
M.S. in Counseling Program

description and outcomes (with the exception of 1-2 artifact assignments)	
The counseling program director and chair were available for consultation and were responsive to my instructor needs, questions, concerns, etc.	Yes-5 No-0
I feel I am a valued part of the graduate counseling program	Strongly Agree-2 Agree-3 Neutral: 0 Disagree: 0 Strongly Disagree: 0
The new student competency and disposition for is an appropriate tool for evaluating graduate counseling students	Strongly Agree-2 Agree-3 Neutral: 0 Disagree: 0 Strongly Disagree: 0
The counseling program CANAS page is a worthwhile addition to the program	Strongly Agree-3 Agree-2 Neutral: 0 Disagree: 0 Strongly Disagree: 0
What I most enjoyed about teaching in the counseling program	<p><i>“Watching students grow and learn and being able to use counseling skills in a different way than day to day job.”</i></p> <p><i>“The students are invested and attentive. The leaders and staff are very supportive and assist with any questions.”</i></p> <p><i>“I like the energy and enthusiasm of the class. And, I’ve really had a lot of freedom in how to teach the class.”</i></p> <p><i>“I liked the ability to do quizzes and tests through CANVAS. Proud that I learned a new trick.”</i></p>
What I least enjoy about teaching in the counseling program	<p><i>“I believe students need more training in APA.”</i></p> <p><i>“There just doesn’t seem enough time to cover all of the material. I know CACREP standards need to be followed, but I always end up with too much material leftover to cover.”</i></p> <p><i>“Although I would have to say Zoom is the best online format we have used at Umary in the past several year and four different platforms I have tried, I still appreciate face to face interaction.”</i></p>
Please share your comments and ideas for how the graduate counseling	<i>“CANVAS editing can be difficult and time consuming at times.”</i>

University of Mary
M.S. in Counseling Program

program could be improved (e.g., program handbook, practicum & internship manual, counseling program CANVAS page, etc.)	<i>“Nothing comes to mind at this time.”</i>
Please share any ideas about how specific courses could be improved and what resources you would need to carry out this improvement	<p><i>“The improvement would be my own such as having more examples within my presentations and less lectures, as well as reevaluate the order of information. There are no other resources I would need at this time. “</i></p> <p><i>“I was able to connect with (full-time faculty) on a regular basis for (my class) which was a benefit in making changes to the class. I haven’t been able to connect with the other instructor (on the Bismarck campus) before so it was great that (full-time faculty) was receptive to working together.”</i></p> <p><i>“I really enjoyed this class and enjoy hat I have some flexibility to try some new things and add assignments; however, I was little disappointed that I received an incomplete syllabus prior to the class starting.”</i></p>

7. Course Evaluations: Course evaluation data was reviewed for the summer 2017, fall 2017, and spring 2018 semesters. Course evaluations are completed by students, who evaluate the course itself and the instructor of record. Notable aggregate data is listed below. Student response rate was 65.3%. All areas are scored on a scale of 1-5, with 5 being excellent. Comprehensive qualitative data about instructor teaching style, course assignments, textbook selections, etc. is evaluated and discussed routinely by the counseling department in order to make hiring decisions and course improvements, for future semesters. In consideration of the large data set (hundreds of evaluations), only the most notable data is being reported. The SmartEvals program does not allow for analysis of data for each individual campus, thus aggregate data (for both campuses) is reported below:

Course Evaluation Data	
Professor displayed enthusiasm for the subject	4.5
Instructor was open to student views	4.4
Instructor gave helpful feedback	4.2
Instructor modeled Benedictine values	4.5
Course activities were connected to learning goals	4.4
Instructor effectively addressed student questions	4.2
Instructor graded using established criteria	4.2
Posted syllabus, assignments, handouts and grades (on CANVAS)	4.3

University of Mary
M.S. in Counseling Program

Instructor's overall CANVAS effectiveness	4.2
---	-----

8. Site Supervisor Evaluations: The site supervisor surveys are completed by licensed mental health professionals who supervised counseling students during practicum or internship in the fall of 2017 and spring of 2018 semesters. The Internship Directors email the survey to site supervisors at the end of each semester. In order to preserve confidentiality and receive honest feedback, the counseling program does not ask site supervisors to specify which campus they serve. Twenty four supervisors completed the survey. Included below are the notable findings:

2017-2018 Site Supervisor Survey	
Role	Practicum Supervisor: 6 Internship Supervisor: 16 Practicum and Internship Supervisor: 2
Supervisor licensure	LAPC-2 LPC-2 LPCC-2 LAC-3 LICSW-3 LP-1 School Counseling Certification- 14
I received a copy of the Graduate Counseling Practicum & Internship Manual	Yes- 21 No-3
I found the Practicum & Internship Manual to be a helpful resource.	Yes-21 No-3
I have the following suggestions for improving the Practicum & Internship Manual	Comments: None
I participated in an introductory meeting with the Internship Director and my supervisee (student)	Yes-24 No-0
My experience supervising a University of Mary counseling student was positive and rewarding	Yes-23 No-1
I would consider supervising another student at a future date	Yes-17 No-2 Maybe-5
I found the Practicum & Internship Supervisor's Evaluation form to be helpful in evaluating the students' strengths and areas of professional growth and counseling skills	Helpful: 20 Somewhat helpful:4 Not very helpful: 0
If I could change the Practicum/Internship Student Evaluation form, I would add/delete the following	<i>"Nothing at this time."</i> <i>"Some questions are not applicable to school counseling."</i>

University of Mary
M.S. in Counseling Program

	<p><i>“Would have it be more specific per specialty.”</i> <i>“Several things do not apply to school counseling.”</i></p> <p><i>“There were several areas not specific to school counseling where the student had to be evaluated- it would be beneficial if it was track specific.”</i></p>
--	--

9. Student Professional Dispositions: All instructors are asked to complete a Student Competency & Disposition form for each student, at the conclusion of their individual class. Instructors are provided with a rubric, to assist with determining if students are meeting minimum benchmarks in the areas of professionalism, interpersonal and reflective skills, and academic performance. The data was analyzed for the spring 2017-spring 2018 dates. Notable aggregate data for both campuses (Bismarck and Fargo) is reported below. A total of 435 disposition forms were analyzed and data are reported as percentages.

PROFESSIONALISM	
Student arrives to class on time (is punctual and prepared)	Excellent: 56.09% Acceptable: 42.53% Some concern: 1.15% Unacceptable: 0.23% Unable to rank: 0%
Professional dress and appearance	Excellent: 46.44% Acceptable: 50.57% Some concern: 0.92% Unacceptable: 0% Unable to rank: 2.07%
Addresses issues and concerns with classmates by engaging in respectful dialogue. Does not avoid problem nor uses ineffective conflict resolution approaches	Excellent: 48.28% Acceptable: 49.43% Some concern: 1.61% Unacceptable: 0% Unable to rank: 0.69%
Uses Umary email and communicates in a respectful tone	Excellent: 52.64% Acceptable: 45.75% Some concern: 0.69% Unacceptable: 0% Unable to rank: 0.92%
Follows appropriate chain of communication to address concerns, if any, (Instructor, Program Director, Chair)	Excellent: 47.36% Acceptable: 41.38% Some concern: 0.92% Unacceptable: 0% Unable to rank: 10.34%

University of Mary
M.S. in Counseling Program

INTERPERSONAL AND REFLECTIVE SKILLS	
Open to self-examination, as evidenced by being able to consider and respectfully respond to peer/instructor feedback	Excellent: 54.02% Acceptable: 44.37% Some concern: 1.61% Unacceptable: 0% Unable to rank: 0%
Maintains clear and appropriate boundaries	Excellent: 51.49% Acceptable: 48.05% Some concern: 0.46% Unacceptable: 0% Unable to rank: 0%
Able to work well with others	Excellent: 57.24% Acceptable: 41.84% Some concern: 0.92% Unacceptable: 0% Unable to rank: 0%
Handles stress in an appropriate manner	Excellent: 44.37% Acceptable: 52.18% Some concern: 2.99% Unacceptable: 0.23% Unable to rank: 0.23%
Respectful of diversity and diverse views from classmates/instructor	Excellent: 56.32% Acceptable: 42.76% Some concern: 0.69% Unacceptable: 0% Unable to rank: 0.24%
ACADEMIC PERFORMANCE	
Adheres to the ACA code of ethics (no violations during class)	Excellent: 57.24% Acceptable: 42.53% Some concern: 0% Unacceptable: 0% Unable to rank: 0%
Completes assignments on time and as directed (e.g., APA style, proper grammar, assignment submitted via CANVAS, etc.)	Excellent: 48.28% Acceptable: 48.51% Some concern: 2.99% Unacceptable: 0.23% Unable to rank: 0%
Displays academic integrity (e.g., no incidents of academic dishonesty)	Excellent: 58.62% Acceptable: 40.92% Some concern: 0.23% Unacceptable: 0.23% Unable to rank: 0%
Receives a minimum of 80% (B-) in this course	Excellent: 79.31% Acceptable: 20% Some concern: 0% Unacceptable: 0.69%

University of Mary
M.S. in Counseling Program

	Unable to rank: 0%
Communicates with the instructor ahead of time about anticipated/excused absences	Excellent: 52.87% Acceptable: 35.17% Some concern: 0% Unacceptable: 0.23% Unable to rank: 11.72%

10. Student Site Evaluation: All students who completed internship in the fall of 2017 or practicum in the spring of 2018 were asked to complete an evaluation of their site and site supervisor. The Internship Directors share the survey with approximately 30 students, via email. Eight students completed the survey. Due to a small sample size, the data is presented in an aggregate format. Included below are the notable findings.

2017-2017 Site/Supervisor Evaluation Survey	
Type of Placement	Internship-2 Practicum-6
I was informed of the site's policies, procedures, and my duties	Strongly Disagree:0 Disagree:0 Neutral:0 Agree: 2 Strongly Agree:6
I received adequate space with privacy to conduct sessions	Strongly Disagree:0 Disagree:0 Neutral:2 Agree:1 Strongly Agree:5
I received live supervision or the site supervisor utilized technology to observe my skills	Strongly Disagree:0 Disagree:0 Neutral: 2 Agree: 2 Strongly Agree: 4
I had sufficient clients to complete my direct (client) hour requirement	Strongly Disagree: 0 Disagree: 0 Neutral: 0 Agree: 1 Strongly Agree: 7
I was embraced as a member of the staff and treated with respect	Strongly Disagree: 0 Disagree: 0 Neutral: 0 Agree: 2 Strongly Agree: 6
I received weekly on-site supervision	Strongly Disagree: 0 Disagree: 0 Neutral: 0 Agree: 1 Strongly Agree: 7

University of Mary
M.S. in Counseling Program

I was provided with adequate resources to continue my professional development	Strongly Disagree: 0 Disagree: 0 Neutral: 0 Agree: 1 Strongly Agree: 7
I was provided opportunities to learn about various counseling theories and techniques	Strongly Disagree: 0 Disagree: 0 Neutral: 0 Agree: 1 Strongly Agree: 7
I was provided opportunities to work with diverse populations/mental health issues	Strongly Disagree: 0 Disagree: 0 Neutral: 1 Agree: 3 Strongly Agree: 4
I would recommend this site to other students	Strongly Disagree: 0 Disagree: 0 Neutral: 1 Agree: 0 Strongly Agree: 7
The supervisor had time to assist and answer questions, when needed	Strongly Disagree: 0 Disagree: 0 Neutral: 1 Agree: 2 Strongly Agree: 5
The supervisor kept the regularly scheduled weekly supervision appointment with me	Strongly Disagree: 0 Disagree: 0 Neutral: 2 Agree: 1 Strongly Agree: 5
The supervisor helped me to identify appropriate learning goals	Strongly Disagree: 0 Disagree: 0 Neutral: 3 Agree: 4 Strongly Agree: 1
The supervisor created an atmosphere where I felt I could be open about the challenges I faced	Strongly Disagree: 0 Disagree: 0 Neutral: 0 Agree: 1 Strongly Agree: 7
The supervisor cared about my learning and professional growth	Strongly Disagree: 0 Disagree: 0 Neutral: 0 Agree: 1 Strongly Agree: 7
The supervisor was open to my trying different theoretical approaches and techniques	Strongly Disagree: 0 Disagree: 0 Neutral: 1 Agree: 3 Strongly Agree: 4

University of Mary
M.S. in Counseling Program

I felt confident in this supervisor’s skill and knowledge	Strongly Disagree: 0 Disagree: 0 Neutral: 0 Agree: 1 Strongly Agree: 7
The supervisor offered regular feedback and constructive criticism	Strongly Disagree: 0 Disagree: 0 Neutral: 0 Agree: 3 Strongly Agree: 5
I would recommend this supervisor to other interns	Strongly Disagree: 0 Disagree: 0 Neutral: 0 Agree: 1 Strongly Agree: 7
Additional Comments	<p><i>“There has not been enough time to score some of these components, so I score neutral.”</i></p> <p><i>“I had weekly supervision, it just wasn’t at the same time since it is an inpatient unit.”</i></p> <p><i>“He was a great supervisor, I just wish there was more time to engage in supervision.”</i></p> <p><i>“My supervisor genuinely seems to care about my professional growth and she is very approachable.”</i></p>

III. Program Revisions & Implementation of Feedback/Data:

Upon careful consideration of the above data, the Graduate Counseling department decided to implement several notable curricular changes, effective fall of 2018:

1. Deletion of COU 614 Counseling Internship Seminar Course (1 credit/semester over two semesters). Students will still be required to attend 90 minutes of group supervision, per week, but will no longer pay separately for these credits. Removing these credits will allow the Counseling Program to add more content to the program, in the form of required counseling skills labs. These labs will run concurrently with practicum and internship, to allow for greater student skill development.
2. The School Counseling concentration courses (9 credits) were restructured to fully meet American School Counseling Association and Education Standards and Practice Board (ESPB) requirements. Course titles and course outcomes were revised in accordance with CACREP standards.
3. The Clinical Mental Health Counseling concentration will require all students to complete two summer seminars on the topics of COU 560 Clinical Supervision and COU 542 Advanced Diagnostic Skills (2 credits total). Both are new courses.

University of Mary
M.S. in Counseling Program

4. The Addiction Counseling concentration will require all students to complete two summer seminars on the topics of COU 560 Clinical Supervision and COU 555 ASAM Criteria (2 credits total). Both are new courses.
5. Restructuring of student portfolio guidelines, for clarity and additional guidance.
6. Revisions to the Counseling Program Handbook and the Counseling Practicum and Internship Manual to align with 2016 Council for Accreditation of Counseling and Related Programs (CACREP) standards. Both documents are available to stakeholders as a PDF document, by request to jnevland@umary.edu.
7. Admission into the program questionnaire form and scoring rubric were revised for all fall 2019 program applicants.
8. An addition of two required counseling skills lab courses (completed concurrently with practicum and internship) to assist students with counseling skill development. A remedial lab will also be available to students who are struggling with counseling skill development, as identified by their site supervisor or counseling faculty.
9. Peer mentorship assignments are now made during the students' first semester in the program instead of the second semester in the program
10. Internship Directors will ensure all site supervisors receive a copy of the current Practicum & Internship Manual. A vast majority received this document, but the program strives for 100% compliance with this requirement.
11. Internship evaluation forms and checklists were edited in order to be more specific to each concentration (addiction, clinical, or school counseling).
12. Students will receive a copy of the program handbook during the initial program orientation.
13. Based on the student feedback in course evaluations, the counseling department hired and trained several new adjunct instructors to teach in the program.
15. Students will receive more comprehensive training in APA style, during their COU 500 Counseling Orientation Seminar course.
15. Internship Directors will no longer place students for practicum or internship at specific sites, based on student feedback about their experiences.
16. Currently, practicum and internship site supervisors complete hardcopy evaluations of student performance. The counseling department intends to explore methods for collecting this data in a digital format, so data can be analyzed more easily and accurately.
17. The counseling department intends to review existing assessment modalities (websites) currently used to upload surveys and to analyze data, with the intent of determining if alternative assessment modalities would be more appropriate/sensitive for

University of Mary
M.S. in Counseling Program

future data collection and analysis. Moreover, the department intends to review strategies for improving response rates to the above surveys/evaluations.