



Counseling and Human Resource Development Program (CHRD)

# **Comprehensive Assessment Plan**

*September 9, 2019*

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## Introduction

The Counseling and Human Development department’s (CHD) Counseling and Human Resource Development program (CHRD) has had an Assessment Committee since 1997. This committee is comprised of all CHRD faculty and meets during departmental meetings as needed. This committee has focused its efforts on continual adjustment and changes to the plan as needed.

This report is based on materials developed through the CHRD program and the Assessment Committee. Evaluation within the CHRD program focuses on both formative and summative evaluations.

Perhaps the drawing below best illustrates the comprehensive nature of the plan and the multi-method approach used by the program that provides the view necessary for ongoing program improvement. The current plan has been a work in progress and will continue to be adjusted as determined necessary by the data cultivated from these processes.

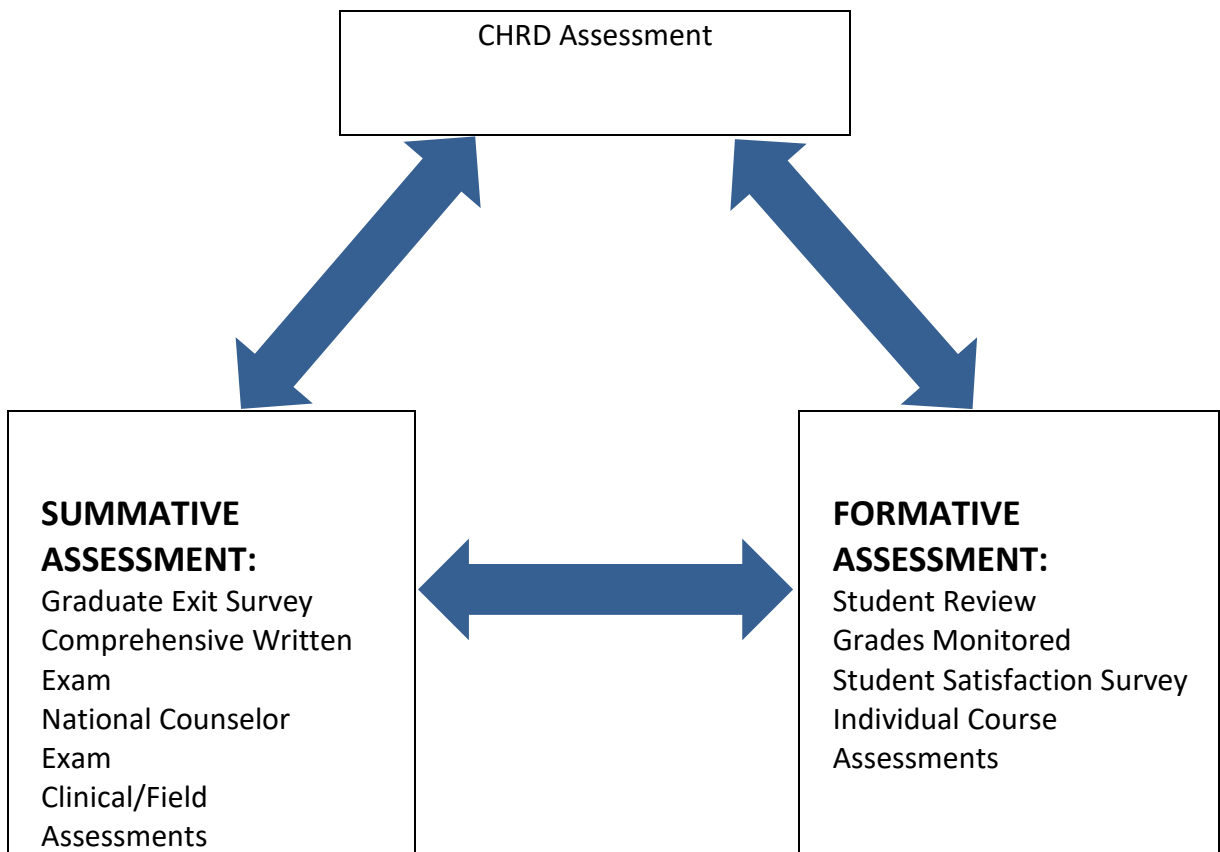


Table 1 (shown below) provides a review of the current assessments that comprise the Comprehensive Assessment Plan. This multi-method approach provides the program with regular, systematic input to the curriculum, program, and student performance.

## FORMATIVE

<u>Month</u>	<u>Assessment</u>	<u>Assessed by</u>
Ongoing	Student Review	Program Faculty
December/May	Grades Monitored	Graduate School
October	Student Satisfaction Survey Demographic Information FTE student Program Specific Learning Outcomes	Program Faculty
Ongoing	Individual course assessments	Program Faculty

## SUMMATIVE

<u>Month</u>	<u>Assessment</u>	<u>Assessed by</u>
December/May	Graduate Exit Survey Student self-assessment on core CACREP/CORE areas	Program Faculty
September/February	Comprehensive Written Examination CPCE	Program Faculty
October/May	National Counselor Examination	Program Faculty
December/May	Clinical/Field Assessments Practicum Rankings Internship Rankings	Program Faculty
August	Annual Assessment Report completed/available: Faculty Students Administrators Graduates Advisory Council Members	Program Faculty

## 1.1 Formative Evaluation

### Student Review and Evaluation

Students are responsible for meeting all requirements of South Dakota State University, the College of Education and Human Sciences, and the Counseling and Human Development Department. More specifically:

1. Students must maintain satisfactory academic standing.
2. Students must adhere to the Academic Ethics Policies identified in the SDSU Student Conduct Handbook, the content of which is by this reference hereby incorporated within.
3. Students must maintain the standard of care as outlined in the ACA 2014 ethical standards and the CRCC ethical standards; the content of which is by the reference hereby incorporated in.
4. Students must demonstrate functional competence in fulfilling the professional tasks and duties of the discipline.
5. Students are limited to two attempts to successfully complete clinical courses: Pre-Practicum and Practicum (a grade of 'B' or better is required in each of these courses).

#### 1.1.1 Student Evaluation

Evaluation is an ongoing process that begins with admission to the program and continues through a final comprehensive review. Students are periodically reviewed and evaluated in the areas of academic performance, professional responsibility, competence, conduct, integrity, self-care & wellness, and other qualities essential to becoming an effective professional counselor or student affairs professional. *Accumulation of credits and satisfactory grades do not a guarantee successful completion of the CHRD program.*

CHRD faculty strongly emphasizes confidentiality of student evaluations among students and in faculty meetings. However, faculty cannot control information students may share with other students in a Practicum or Group experience.

CHRD faculty take a serious view of professional obligation of mentoring students, providing assistance, supporting student's professional development, and student's graduation. However, in certain instances, a student's ability to function at the level expected is called into question. When this occurs, faculty members act in accordance with the standards of the profession.

If a CHRD faculty member thinks that a particular student needs remedial help; he/she will attempt to develop an informal plan with the student to address the problem. If either the student or faculty member thinks that the plan is not helpful and/or has not taken care of the concern, the particular situation will be discussed during the student review conference. This information is privileged communication and will be kept confidential among the regular and adjunct faculty. It may happen that a formal remedial plan is created at which time the Dean of the Graduate School will be informed.

### 1.1.2 Student Review Conference

In addition to the evaluation that takes place as part of each course, faculty members meet once each semester to discuss the progress of all students currently enrolled in the program in regard to qualities essential to becoming an effective professional counselor or student affairs professional. All students in the program receive a letter describing their current status (e.g., good standing, good standing with minor conditions, such as plan of study needed) or statement of specific concerns (e.g. inappropriate behavior, etc.). As mentioned earlier, if an informal plan has not sufficiently addressed a student’s remedial needs, the student review conference is used to discuss alternatives to address the issue.

The conference is intended to help resolve any problem that might hinder students’ academic success or impede their ability to provide competent counseling services. One objective of the meeting is to determine a formal individualized written plan of action, if needed, that is satisfactory for the student and for the Department.

The nature of the problem and the individualized written plan for addressing the problem (including recommended remedial assistance as needed) are discussed with the student and faculty member. When mutual understanding is reached, copies of the plan are given to the student and placed in the student’s file. In some cases, the student may be asked to take a leave of absence from the program or to terminate involvement with the program. In all formal individualized written plans, the Department Head and the Dean of the Graduate School are informed, and due process is observed to protect student rights and University responsibilities. In situations where action is deemed necessary, the CHRD remediation policy will be followed when carrying out the remedial plan.

A chart of the last 4 student review conferences held by faculty are listed below.

<b>Student Review Chart</b>						
<u>Number of Students Receiving Unsatisfactory Ratings in the Following Categories:</u>						
<b>Semester</b>	<b>Academic Performance</b>	<b>Professional Responsibility</b>	<b>Competence</b>	<b>Conduct</b>	<b>Integrity</b>	<b>Self-Care &amp; Wellness</b>
<b>Fall 2017</b>	0	0	0	0	0	0
<b>Spring 2018</b>	0	0	0	0	0	0
<b>Fall 2018</b>	0	0	0	0	0	0
<b>Spring 2019</b>	2	0	0	0	0	0

### 1.1.3 Grades Monitored

Each semester, the CHRD program is notified if a student’s cumulative GPA falls below the required 3.0. If this happens, the student receives an Academic Warning from the Graduate School. If the student fails to achieve a GPA of at least 3.0 the following semester, the student will be placed on Academic Probation, and a hold will be placed on his/her registration for the subsequent semester. If the student doesn’t show adequate progress, they may be subject to dismissal from their program or the University.

A table of the Warning Letters issues by the graduate school is below.

<b>Warning Letters Chart</b>			
<u>Number of Students Receiving Warning Letters from the Graduate School:</u>			
<b>Semester</b>	<b>Clinical Mental Health Counseling</b>	<b>College Counseling</b>	<b>School Counseling</b>
<b>Fall 2017</b>	0	0	0
<b>Spring 2018</b>	0	0	0
<b>Fall 2018</b>	0	0	0
<b>Spring 2019</b>	2	0	0

### 1.1.4 Student Satisfaction Survey

The Student Satisfaction Survey is conducted every fall to determine strengths and areas of improvement to the CHRD program. Areas surveyed include: orientation, faculty advisement, coursework, overall program satisfaction and demographic information. Students are also invited to comment freely on the strengths and areas of improvement in CHRD. This survey is being delivered via QuestionPro. The results from August/September 2019 indicate:

<b>Student Satisfaction Survey Results</b>	
Academic Year	2019
Number Starting Survey	18
Number Completing Survey	17
<b>Response Key: Strongly Disagree 1; Disagree 2; Neutral 3; Agree 4; Strongly Agree 5</b>	
<b>Student Demographics:</b>	

<b>Where do you live?</b>		
Brookings	8	44.44%
Watertown	0	0%
Sioux Falls	3	16.67%
Rapid City	2	11.11%
Other	5	27.78%
Total	18	100%
<b>What is your current employment status?</b>		
Part-time	8	44.44%
Full- Time	5	27.78%
Unemployed	5	27.78%
Total	18	100%
<b>Are you a part-time or full-time student?</b>		
Part-time (6 credits or less per semester)	3	16.67%
Full-time (7 or more credits per semester)	15	83.33%
Total	18	100%
<b>What CHRD SPECIALIZATION are you pursuing?</b>		
Clinical Mental Health Counseling	13	56.52%
College Counseling	1	4.35%
Marriage and Family Counseling	1	4.35%
School Counseling	7	30.43%
Rehabilitation Counseling	1	4.35%
Total	23	100%
<b>Is this the same specialization(s) you planned to pursue when you applied to the program?</b>		
Yes	16	88.89%
No	2	11.11%
Total	18	100%
<b>Orientation to the Program: Orientation to the program is provided during the screening interview and in more depth after being admitted to the program and during the first semester through classes. Please rate your orientation experience.</b>		
<b>Information about registration and course sequence was provided</b>		
Strongly Disagree	1	5.88%
Disagree	0	0.00%
Neutral	4	23.53%
Agree	9	52.94%
Strongly Agree	3	17.65%
Total	17	100%
<b>I am aware of financial aid opportunities within the program (i.e. GA positions and Scholarships)</b>		
Strongly Disagree	0	0.00%
Disagree	2	11.76%
Neutral	7	41.18%
Agree	8	47.06%
Strongly Agree	0	0.00%
Total	17	100%
<b>I have read and understand the contents of the CHRD Student Policy Manual</b>		
Strongly Disagree	0	0.00%
Disagree	2	5.88%
Neutral	0	17.65%
Agree	12	47.06%
Strongly Agree	3	29.41%
Total	17	100%
<b>The program encourages membership in professional organizations and activities</b>		



Strongly Disagree	0	0.00%
Disagree	1	5.88%
Neutral	3	17.65%
Agree	8	47.06%
Strongly Agree	5	29.41%
Total	17	100%
<b>Information about obtaining liability insurance is provided</b>		
Strongly Disagree	2	11.76%
Disagree	3	17.65%
Neutral	7	41.18%
Agree	3	17.65%
Strongly Agree	2	11.76%
Total	17	100%
<b>Overall, the orientation process was helpful and informative</b>		
Strongly Disagree	1	5.88%
Disagree	1	5.88%
Neutral	4	23.53%
Agree	8	47.06%
Strongly Agree	3	17.65%
Total	17	100%
<b>Courses and Instruction:</b>		
<b>How many credits have you completed?</b>		
Less than 12	6	35.29%
12-24	3	17.65%
24-35	4	23.53%
36+	4	23.53%
Total	17	100%
<b>Based on the credits you have completed, please rate the following:</b>		
<b>The core classes adequately prepared me for upper level courses</b>		
Strongly Disagree	0	0.00%
Disagree	0	0.00%
Neutral	5	29.41%
Agree	9	52.94%
Strongly Agree	3	17.65%
Total	17	100%
<b>The evaluation/grading process in each class is fair</b>		
Strongly Disagree	0	0.00%
Disagree	0	0.00%
Neutral	2	11.76%
Agree	9	52.94%
Strongly Agree	6	35.29%
Total	17	100%
<b>The coursework is rigorous and challenging</b>		
Strongly Disagree	0	0.00%
Disagree	0	0.00%
Neutral	4	23.53%
Agree	9	52.94%
Strongly Agree	4	23.53%
Total	17	100%
<b>Course requirements and expectations are clearly outlined in the course syllabi</b>		
Strongly Disagree	0	0.00%

Disagree	0	0.00%								
Neutral	2	11.76%								
Agree	8	47.06%								
Strongly Agree	7	41.18%								
Total	17	100%								
<b>Faculty demonstrate competency and effectiveness in the subject matter they are teaching</b>										
Strongly Disagree	0	0.00%								
Disagree	0	0.00%								
Neutral	2	11.76%								
Agree	8	47.06%								
Strongly Agree	7	41.18%								
Total	17	100%								
<b>Adjunct faculty demonstrate competency and effectiveness in the subject matter they are teaching</b>										
Strongly Disagree	0	0.00%								
Disagree	1	5.88%								
Neutral	3	17.65%								
Agree	8	47.06%								
Strongly Agree	5	29.41%								
Total	17	100%								
<b>I am satisfied with the choice of electives in the program</b>										
Strongly Disagree	0	0.00%								
Disagree	0	0.00%								
Neutral	2	11.76%								
Agree	12	70.59%								
Strongly Agree	3	17.65%								
Total	17	100%								
<b>Do you feel classes are offered at times suitable to your schedule?</b>										
Yes	14	82.35%								
No	3	17.65%								
Total	17	100%								
<b>Please drag and rank (1st to 5th) the following in order of preference of the day to take classes:</b>										
	1	2	3	4	5					
Monday	6	30.00%	0	0.00%	4	20.00%	8	40.00%	2	10.00%
Tuesday	11	55.00%	6	30.00%	0	0.00%	3	15.00%	0	0.00%
Wednesday	0	0.00%	9	45.00%	9	45.00%	1	5.00%	1	5.00%
Thursday	1	5.00%	4	20.00%	7	35.00%	8	40.00%	0	0.00%
Friday	2	10.00%	1	5.00%	0	0.00%	0	0.00%	17	85.00%
<b>Please drag and rank in order of preference (1st to 4th) the following time you prefer to attend classes</b>										
	1	2	3	4						
Morning	7	35.00%	5	25.00%	2	11.11%	4	22.22%		
Afternoon	7	35.00%	7	35.00%	1	5.56%	3	16.67%		
Late Afternoon	4	20.00%	4	20.00%	12	66.67%	0	0.00%		
Evening	2	10.00%	4	20.00%	3	16.67%	11	61.11%		
<b>Technology:</b>										
<b>How would you describe the program's use of technology?</b>										
Excellent	3	17.65%								
Average	13	76.47%								
Below Average	1	5.88%								
Total	17	100%								
<b>Classes in the Rehab specialization are currently on an online delivery rotation. What other classes should we offer online (Select all that apply)?</b>										
CHRD 601 Introduction to Professional Issues & Ethics I	8	17.02%								

CHRD 602 Research and Evaluation in Counseling	9	19.15%
CHRD 610 Developmental Issues in Counseling	6	12.77%
CHRD 661 Theories of Counseling	2	4.26%
CHRD 701 Professional Issues & Ethics II	6	12.77%
CHRD 713 Administration & Management of Mental Health Organizations	3	6.38%
CHRD 721 School Counseling	0	0.00%
CHRD 722 Administration and Management of School Counseling Programs	2	4.26%
CHRD 723 Counseling the Family	1	2.13%
CHRD 731 Multicultural Counseling & Human Relations	0	0.00%
CHRD 736 Appraisal of the Individual	1	2.13%
CHRD 742 Career Counseling and Planning	4	8.51%
CHRD 755 Clinical Diagnosis & Treatment Planning	1	2.13%
CHRD 770 Student Development Theory and Practice	0	0.00%
CHRD 771 Student Personnel Services	0	0.00%
CHRD 772 Administration and Leadership in Student Affairs	0	0.00%
Do not offer classes online	4	8.51%
Total	47	100%
<b>Advising:</b>		
<b>Was/is helpful in designing my plan of study</b>		
Strongly Disagree	0	0.00%
Disagree	0	0.00%
Neutral	3	17.65%
Agree	6	35.29%
Strongly Agree	8	47.06%
Total	17	100%
<b>Is available during scheduled meetings</b>		
Strongly Disagree	0	0.00%
Disagree	0	0.00%
Neutral	0	0.00%
Agree	10	58.82%
Strongly Agree	7	41.18%
Total	17	100%
<b>Provided information on course sequences</b>		
Strongly Disagree	0	0.00%
Disagree	1	5.88%
Neutral	1	5.88%
Agree	8	47.06%
Strongly Agree	7	41.18%
Total	17	100%
<b>Responds to questions about written, oral and national exams</b>		
Strongly Disagree	0	0.00%
Disagree	1	6.25%
Neutral	8	50.00%
Agree	3	18.75%
Strongly Agree	4	25.00%
Total	16	100%
<b>Provides information on career options and opportunities</b>		
Strongly Disagree	0	0.00%
Disagree	1	6.25%
Neutral	6	37.50%
Agree	5	31.25%

Strongly Agree	4	25.00%
Total	16	100%
<b>Provides information about licensure and certification</b>		
Strongly Disagree	0	0.00%
Disagree	1	6.25%
Neutral	4	25.00%
Agree	6	37.50%
Strongly Agree	5	31.25%
Total	16	100%
<b>Was/is helpful in finding internship options</b>		
Strongly Disagree	0	0.00%
Disagree	0	0.00%
Neutral	7	58.33%
Agree	3	25.00%
Strongly Agree	2	16.67%
Total	12	100%
<b>Responds to my email and phone messages</b>		
Strongly Disagree	0	0.00%
Disagree	0	0.00%
Neutral	0	0.00%
Agree	8	47.06%
Strongly Agree	9	52.94%
Total	17	100%
<b>Overall Program Experience:</b>		
<b>How satisfied are you with the CHRD program?</b>		
Very Unsatisfied	0	0.00%
Unsatisfied	0	0.00%
Neutral	2	11.76%
Satisfied	10	58.82%
Very Satisfied	5	29.41%
Total	17	100%
<b>Would you recommend this program to someone else?</b>		
Yes	16	94.12%
No	1	5.88%
Total	17	100%

### 1.1.5 Individual course assessments

Each faculty member within the CHRD program is charged with assessing student performance within their course. Assignments, activities, and exams obviously play an important role in determining the student performance. Data gathered from these assessment activities provide evidence to support grading decisions. As outlined in the SDSU Graduate Student Catalog grades that can be assigned include A, B, C, D, F, S, U, W, AU, and I. The assignment is based on the class and grading system used.

## 1.2 Summative Evaluation

### 1.2.1 Graduating Student Exit Survey

At the end of the curriculum as students complete their internship and program of study, they provide information on their experiences in the CHRD program by completing the graduating student exit survey. This survey solicits student feedback in the areas of CACREP and CORE competencies along with specific program area objectives. Results from August/September 2019 include:

<b>Graduation Exit Survey Results</b>		
Academic Year	2019	
Number Starting Survey	8	
Number Completing Survey	6	
<b>Response Key: Below Expectations 1.00; Meets Expectations 2.00; Exceeds Expectations 3.00</b>		
<b>What CHRD SPECIALIZATION did you recently complete? If you pursued more than one specialization, please choose the specialization that you are actively seeking employment in.</b>		
Clinical Mental Health Counseling	1	12.50%
College Counseling	1	12.50%
School Counseling	5	62.50%
Rehabilitation Counseling	1	12.50%
Total	8	100%
<b>CACREP: How would you rate your <u>level of understanding</u> on the eight core areas of CACREP?</b>		
<b>My understanding of the nature and needs of individuals at all developmental levels is...</b>		
Below Expectations	0	0.00%
Meets Expectations	4	80.00%
Exceeds Expectations	1	20.00%
Total	5	100%
<b>My understanding of counseling and consultation processes is...</b>		
Below Expectations	0	0.00%
Meets Expectations	5	100.00%
Exceeds Expectations	0	0.00%
Total	5	100%
<b>My understanding of issues and trends in a multicultural and diverse society is...</b>		
Below Expectations	0	0.00%
Meets Expectations	3	60.00%
Exceeds Expectations	2	40.00%
Total	5	100%
<b>My understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches is...</b>		
Below Expectations	0	0.00%
Meets Expectations	4	80.00%
Exceeds Expectations	1	20.00%
Total	5	100%
<b>My understanding of career development and other related life-factors is...</b>		

Below Expectations	2	40.00%
Meets Expectations	3	60.00%
Exceeds Expectations	0	0.00%
Total	5	100%
<b>My understanding of individual and group approaches to assessment and evaluation is...</b>		
Below Expectations	0	0.00%
Meets Expectations	4	80.00%
Exceeds Expectations	1	20.00%
Total	5	100%
<b>My understanding of research methods, basic statistics, and ethical and legal considerations is...</b>		
Below Expectations	0	0.00%
Meets Expectations	3	60.00%
Exceeds Expectations	2	40.00%
Total	5	100%
<b>My understanding of counseling history, roles, organizational structure, ethics, and credentials is...</b>		
Below Expectations	1	20.00%
Meets Expectations	3	60.00%
Exceeds Expectations	1	20.00%
Total	5	100%
<b>CACREP: How would you rate <u>faculty instruction</u> on the eight core areas of CACREP?</b>		
<b>The nature and needs of individuals at all developmental levels.</b>		
Below Expectations	1	20.00%
Meets Expectations	3	60.00%
Exceeds Expectations	1	20.00%
Total	5	100%
<b>Counseling and consultation processes.</b>		
Below Expectations	0	0.00%
Meets Expectations	5	100%
Exceeds Expectations	0	0.00%
Total	5	100%
<b>Issues and trends in a multicultural and diverse society.</b>		
Below Expectations	0	0.00%
Meets Expectations	3	75.00%
Exceeds Expectations	1	25.00%
Total	4	100%
<b>Group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.</b>		
Below Expectations	0	0.00%
Meets Expectations	3	60.00%
Exceeds Expectations	2	40.00%
Total	5	100%
<b>Career development and other related life-factors.</b>		
Below Expectations	2	40.00%
Meets Expectations	3	60.00%
Exceeds Expectations	0	0.00%
Total	5	100%
<b>Individual and group approaches to assessment and evaluation.</b>		
Below Expectations	0	0.00%
Meets Expectations	4	80.00%
Exceeds Expectations	1	20.00%
Total	5	100%

<b>Research methods, basic statistics, and ethical and legal considerations.</b>		
Below Expectations	0	0.00%
Meets Expectations	4	80.00%
Exceeds Expectations	1	20.00%
Total	5	100%
<b>Counseling history, roles, organizational structure, ethics, and credentials.</b>		
Below Expectations	0	0.00%
Meets Expectations	4	80.00%
Exceeds Expectations	1	20.00%
Total	5	100%
<b>How would you rate yourself below?</b>		
<b>Your personal maturity in self-understanding and self-development.</b>		
Below Expectations	0	0.00%
Meets Expectations	2	33.33%
Exceeds Expectations	4	66.67%
Total	6	100%
<b>Your ability to examine personal values, origins, and their appropriateness for the counseling profession.</b>		
Below Expectations	0	0.00%
Meets Expectations	4	66.67%
Exceeds Expectations	2	33.33%
Total	6	100%
<b>Your ability to develop and demonstrate a process of on-going self-examination</b>		
Below Expectations	0	0.00%
Meets Expectations	5	83.33%
Exceeds Expectations	1	16.67%
Total	6	100%
<b>Your ability to effectively communicate feelings, thoughts and factual information</b>		
Below Expectations	0	0.00%
Meets Expectations	4	66.67%
Exceeds Expectations	2	33.33%
Total	6	100%
<b>Your ability to attain and maintain openness to diverse populations</b>		
Below Expectations	0	0.00%
Meets Expectations	2	33.33%
Exceeds Expectations	4	66.67%
Total	6	100%

## 1.2.2 Exams

All students must successfully pass the written exam before they can graduate from the CHRD program. The exam is completed during the semester the student plans to graduate and are offered during the fall, spring, and summer semesters.

Students will meet with their advisor at the beginning of their last semester to make sure they are adequately prepared for the examination. Graduate School deadline dates for the completion of the written examination is posted by the department each semester.

### 1.2.3 Written Exams

#### 1.2.3.1 Counselor Preparation Comprehensive Examination (CPCE)

The CPCE is a written exam taken by students pursuing the Master’s of Science in CHRD specializing in clinical mental health counseling, marriage and family counseling, rehabilitation and mental health counseling, school counseling, and student personnel/college counseling. The cost for the exam is: \$75.00, due and payable prior to taking the examination.

The CPCE covers the eight common core areas of CACREP as defined by their Standards of Preparation and consists of 160 items with 20 items per core area. The time limit for the exam is four hours.

Examinations are scored by the Center for Credentialing & Education, Inc. (CCE). Students receive a score in each of the eight CACREP core areas and a cumulative score. Exam results are received by the student immediately after completing the exam. The department head and the student’s advisor will contact the student if they need to complete any remediation.

Composite results including comparisons to the national results are provided in the chart below:

<b>Written Exam/CPCE Results Chart</b>						
<u>Mean (Average) Score By Corresponding Area</u>						
Content Area	Summer 2018 SDSU Mean	Summer 2018 National Mean	Fall 2018 SDSU Mean	Fall 2018 National Mean	Spring 2019 SDSU Mean	Spring 2019 National Mean
<b>C1: Human Growth and Development</b>	12.92	11.55	11.4	11.65	10.30	11.40
<b>C2: Social &amp; Cultural Diversity</b>	12.50	11.78	9.57	10.44	9.7	9.84
<b>C3: Helping Relationships</b>	12.92	12.43	12.50	12.23	11	10.31
<b>C4: Group Work</b>	11.58	10.61	12.60	10.97	9.20	9.95
<b>C5: Career Development</b>	11.08	9.95	9.65	9.35	9.40	11.74
<b>C6: Assessment</b>	12.00	10.47	11.49	10.65	10.70	10.57
<b>C7: Research &amp; Program Evaluation</b>	13.25	11.49	12.55	11.16	11.70	11.23
<b>C8: Professional Orientation &amp; Ethical Practice</b>	13.25	11.92	12.57	11.42	11.20	10.33



<b>Total</b>	99.50	90.20	92.32	87.87	83.15	84.72
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**1.2.4 National Counselor Exam (NCE)**

The National Certified Counselor Exam (NCE) is offered to Masters of Science students every fall (October) and spring (April) semester. An email is sent out by the CHRD program when the exam applications arrive in addition to the application deadline.

Students are eligible to take this exam through SDSU/CHRD, at a student rate six months *before* or *after* they graduate. CHRD does not administer the exam.

When students opt to take the NCE, they are applying for the voluntary national credential, NCC. The NCC credential is accredited by the National Commission for certifying agencies for the National Board for Certified Counselors, Inc (NBCC) and Affiliates.

If a student fails the NCE, they will have to contact the NBCC directly to retake the exam without a student discount. CHRD recommends that students taking the exam have completed the majority of their classes and have successfully passed the written and oral exams before taking the NCE Exam. Result NCE exam results are posted here:

<b>National Counselor Exam Results Chart</b>			
Mean (Average) Score By Corresponding Area			
<b>Examination Date: Spring 2018 SCHC</b>			
Number Tested: 3			
Number Passed: 3			
Minimum Criteria: 94			
<b>CACREP Areas:</b>	SDSU Results		National Results
Human Growth & Development	7.33	NA	7.94
Social & Cultural Diversity	7.67	NA	7.95
Helping Relationships	22.00	NA	24.37
Group Work	12.33	NA	12.57
Career Development	15.67	NA	14.82
Assessment	12.33	NA	14.5
Research & Program Evaluation	7.00	NA	9.56
Professional Orientation & Ethical Practice	24.00	NA	21.77
Total	108.33	NA	113.47
<b>Counselor Work Behavior Areas:</b>			
Fundamental Counseling Issues	21.33	NA	23.43
Counseling Process	31.67	NA	33.77
Diagnostic and Assessment Services	12.67	NA	15.3
Professional Practice	15.33	NA	27.43
Professional Development, Supervision, and Consultation	17.33	NA	15.52
Total	98.33	NA	113.47
<b>Examination Date: Spring 2018 CMHC</b>			

Number Tested: 14			
Number Passed: 14			
Minimum Criteria: 94			
<b>CACREP Areas:</b>	SDSU Results		National Results
Human Growth & Development	8.00	9.33	7.94
Social & Cultural Diversity	7.55	9.67	7.95
Helping Relationships	24.55	29.33	24.37
Group Work	13.18	13.00	12.57
Career Development	16.09	16.33	14.82
Assessment	14.64	17.33	14.50
Research & Program Evaluation	8.82	12.67	9.56
Professional Orientation & Ethical Practice	23.27	26.33	21.77
<b>Total</b>	<b>116.09</b>	<b>134.00</b>	<b>113.47</b>
<b>Counselor Work Behavior Areas:</b>			
Fundamental Counseling Issues	23.91	27.33	23.43
Counseling Process	34.09	28.33	33.07
Diagnostic and Assessment Services	15.27	17.33	15.03
Professional Practice	28.18	33.00	27.43
Professional Development, Supervision, and Consultation	14.64	18.00	14.52
<b>Total</b>	<b>116.09</b>	<b>123.99</b>	<b>113.47</b>
<b>Examination Date: Spring 2018 RHMH</b>			
Number Tested: 2			
Number Passed: 2			
Minimum Criteria: 94			
<b>CACREP Areas:</b>	SDSU Results		National Results
Human Growth & Development	9.5	NA	7.94
Social & Cultural Diversity	8.5	NA	7.95
Helping Relationships	27.00	NA	24.37
Group Work	13.50	NA	12.57
Career Development	16.50	NA	14.82
Assessment	16.00	NA	14.50
Research & Program Evaluation	11.50	NA	9.56
Professional Orientation & Ethical Practice	21.50	NA	21.77
<b>Total</b>	<b>124.00</b>	<b>NA</b>	<b>113.47</b>
<b>Counselor Work Behavior Areas:</b>			
Fundamental Counseling Issues	28.500	NA	23.43
Counseling Process	37.50	NA	33.07
Diagnostic and Assessment Services	15.50	NA	15.03
Professional Practice	28.00	NA	27.43
Professional Development, Supervision, and Consultation	14.50	NA	14.52
<b>Total</b>	<b>124.00</b>	<b>NA</b>	<b>113.47</b>
<b>Examination Date: Fall 2018 CMHC</b>			
Number Tested: 4			
Number Passed: 4			
Minimum Criteria: 85			
<b>CACREP Areas:</b>	SDSU Results		National Results
Human Growth & Development	7.25	NA	8.12
Social & Cultural Diversity	9.25	NA	7.25

Helping Relationships	27.00	NA	23.25
Group Work	12.75	NA	11.34
Career Development	14.00	NA	12.96
Assessment	13.25	NA	12.22
Research & Program Evaluation	10.00	NA	8.74
Professional Orientation & Ethical Practice	22.25	NA	20.95
Total	115.75	NA	104.87
<b>Counselor Work Behavior Areas:</b>			
Fundamental Counseling Issues	20.75	NA	20.21
Counseling Process	34.50	NA	31.08
Diagnostic and Assessment Services	16.50	NA	14.55
Professional Practice	27.75	NA	24.67
Professional Development, Supervision, and Consultation	16.25	NA	14.36
Total	115.75	NA	104.8

## 1.3 Clinical Supervision

Because we are accredited by the Council on Accreditation of Counseling and Related Educational Program (CACREP), intensive supervision is required in our Practicum and Internship classes. The following sections below are excerpts on supervision requirements from the Practicum Handbook and the Internship Handbook.

### 1.3.1 Practicum Supervision

Students are closely supervised by faculty through both in-class review of student work and individual weekly supervision. Each student is responsible for actively participating in such supervision, preparing for supervision meetings in advance by reviewing recordings and completing progress notes for clients and generating questions for the supervision sessions. Students are expected to be responsive to Faculty guidance. This is demonstrated by an open, interested demeanor during supervision and by completing any additional assignments suggested. Students are responsible for documenting supervision sessions and must complete the relevant form(s).

The supervision relationship is a hierarchical one in which the supervisor assumes some responsibility for the practicum student's behavior with the client. Supervision is an integral part of a counselor's professional growth and development. Obtaining supervision from a qualified, experienced professional is advisable after graduation and beneficial throughout your career. Some of the benefits of supervision include obtaining:

- assessment regarding specific professional strengths and weaknesses;
- assistance in developing strategies for using and/or improving these areas;
- assistance in examining client and counselor dynamics;
- consistent model of counseling practice; and
- clinical expertise that are beyond one's own current level of understanding or skill. It is assumed that in most cases the beginning practicum student has little or no experience

with clients and needs guidance to develop both counseling experience and professional habits.

### 1.3.1.1 Evaluation

Criteria for evaluation include:

1. regular attendance;
2. maintenance of complete and accurate case records;
3. conduct becoming of a professional counselor, including being on time, being prepared, and professional presentation of self and skills;
4. case presentations;
5. active participation in class presentations and discussions, supervision meetings, and other consultation sessions; and
6. demonstration of process and development of core counseling skills.
7. Please refer to the Student Evaluation form as well the course syllabus for additional requirements assessed by faculty.

While a standardized assessment for practicum instructors does not exist, students are asked to self-assess their skills and abilities at the end of the practicum experience.

### 1.3.2 Internship Supervision

Interns must receive individual and group supervision on a regular basis *and* keep Site Supervisors informed of their activities by discussing any questions, concerns, or problems. As needed, interns will initiate additional meetings with their supervisors.

Interns must document receiving one (1) hour each week of individual supervision by the approved site supervisor. If the site supervisor is absent, another practicing professional who meets the required qualifications may provide individual supervision.

Interns must also document participating in an average of one and one-half (1 ½) hours per week of group supervision throughout the internship. Group supervision will take place on the SDSU campus, in Sioux Falls, or Rapid City with a CHRD faculty member. Group supervision days/times are announced each semester. If interns cannot attend their assigned group supervision sessions, they must make up that time by attending another group supervision section.

#### 1.3.2.1 Evaluation

Additional information about internship documentation is provided at the first mandatory meeting as well as in the syllabus. All documents must be received before a final grade can be assigned.

1. **Weekly Internship Log:** documents daily activities and is submitted weekly to University Supervisors.

2. **Internship Summary Log:** are signed by the intern and Site Supervisor then submitted to University Supervisors at the end of each semester.
3. **Evaluation Forms:** are completed by the interns and the Site Supervisors, at the middle and end of the semester then submitted to the University Supervisor.

The Site or University Supervisor may ask interns to make audio or video recordings of sessions, and/or maintain journals of their work for review. Students are expected to comply with supervisor requests; not doing so may result in a lowered grade or failure of the course. Legal and ethical standards as well as agency or institutional policies and procedures regarding the recording of sessions also must be followed.

Results of composite ratings of internship students are included below. The results are divided by Key Performance Indicators as identified by the faculty. An average from the students in each area is listed on a scale from 2 (below expectations) to 8 (exceeds expectations).

KPI 1			
COLC/ASAP	B.1	8	Demonstrates the ability to apply and adhere to ethical and legal standards in student affairs/college counseling.
	A.2	8	Understands ethical and legal considerations specifically related to the practice of student affairs and college counseling.
SCHC	B.1	7.3	Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.
MFMC	B.1	8	Demonstrates the ability to apply and adhere to ethical and legal standards in marriage, couple, and family counseling.
	D.5	8	Adheres to confidentiality responsibilities, the legal responsibilities and liabilities of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice.
CMHC	B.1	7.1	Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.
KPI3			
COLC	D.1	8	Applies multicultural competencies to the practice of student affairs and college counseling.
	F.4	8	Applies multicultural competencies to serve diverse postsecondary student populations.
	F.5	7	Addresses multicultural counseling issues as they relate to student development and progress in postsecondary education (e.g., discrimination, power, privilege, oppression, values).
	H.2	6	Analyzes and uses multiple data sources, including institutional data, to make decisions about improving differentiated student programs.
SCHC	D.1	7.6	Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
	F.1	7.4	Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.
MFMC	F.1	8	Demonstrates the ability to provide effective services to clients in a multicultural society.

	F.4	NA	Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse couples and families.
CMHC	D.2	7	Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.
	D.5	6.7	Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.
	F.3	6.7	Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.
RHMH	#2	8	Ability to effectively counsel with an individual or individuals who were different from the intern in gender, race, ethnic, or religious affiliation.
KPI 4			
COLC/ASAP	F.5	7	Addresses multicultural counseling issues as they relate to student development and progress in postsecondary education (e.g., discrimination, power, privilege, oppression, values).
SCHC	H.5	7.2	Assesses barriers that impede students' academic, career, and personal/social development.
KPI 5			
CMHC	G.1	6.8	Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.
KPI 6			
COLC/ASAP	D.2	8	Demonstrates the skills necessary to facilitate the academic, social, and career success of postsecondary students.
SCHC	D.2	7.4	Provides individual and group counseling guidance to promote the academic, career, and personal/social development of students.
	F.2	7.2	Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.
	N.3	7.3	Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.
KPI 7			
MFMC	B.2	6	Demonstrates the ability to select models or techniques appropriate to couples' or families' presenting problems.
	D.2	8	Uses preventive, developmental, and wellness approaches in working with individuals, couples, families, and other systems such as premarital counseling, parenting skills training, and relationship enhancement.
KPI 8			
COLC/ASAP	D.5	7.77	Demonstrates a general understanding of principles and models of biopsychosocial assessment and case conceptualization that lead to appropriate counseling for students in postsecondary education.
MFMC	B.2	6	Demonstrates the ability to select models or techniques appropriate to couples' or families' presenting problems.

	D.2	8	Uses preventive, developmental, and wellness approaches in working with individuals, couples, families, and other systems such as premarital counseling, parenting skills training, and relationship enhancement.
	H.1	6	Applies skills in interviewing, assessment, and case management for working with individuals, couples, and families from a system's perspective.
CMHC	D.8	6.5	Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.
KPI 9			
COLC/ASAP	C.2	8	Understands individual and group dynamics related to advising, counseling, instructing, mediating, and facilitating student opportunities in postsecondary education.
SCHC	D.2	7.4	Provides individual and group counseling guidance to promote the academic, career, and personal/social development of students.
RHMH	#3	8	Ability to effectively counsel with groups, families, and/or couples.
KPI 10			
COLC/ASAP	D.4	7.3	Demonstrates the ability to use procedures for assessing and managing suicide risk.
	H.1	8	Assesses and interprets postsecondary student needs, recognizing uniqueness in culture, languages, values, backgrounds, and abilities.
	J.3	8	Analyzes and uses data to enhance student affairs and college counseling programs.
SCHC	D.4	7	Demonstrates the ability to use procedures for assessing and managing suicide risk.
	H.1	7.5	Assesses and interprets students' strengths and needs, recognizing uniqueness in culture, languages, values, backgrounds, and abilities.
	H.3	7	Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.
MFMC	D.4	8	Demonstrates the ability to use procedures for assessing and managing suicide risk.
	J.3	6	Analyzes and uses data to enhance student affairs and college counseling programs.
CMHC	D.6	6.9	Demonstrates the ability to use procedures for assessing and managing suicide risk.
	G.4	6.4	Identifies standard screening and assessment instruments for substance use disorders and process addictions.
	H.1	6.6	Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.
	H.3	6.7	Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.
	L.1	6.7	Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.
	L.3	6.8	Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.

KPI 11			
COLC/ASAP	J.1	7.7	Applies relevant research findings to inform the practice of student affairs and college counseling.
SCHC	J.1	6.9	Applies relevant research findings to inform the practice of school counseling.
MFMC	D.2	8	Uses preventive, developmental, and wellness approaches in working with individuals, couples, families, and other systems such as premarital counseling, parenting skills training, and relationship enhancement.
	D.3	8	Uses systems theories to implement treatment, planning, and intervention strategies.
	H.2	8	Uses systems assessment models and procedures to evaluate family functioning.
	J.1	6	Applies relevant research findings to inform the practice of student affairs and college counseling.
CMHC	J.1	6.6	Applies relevant research findings to inform the practice of clinical mental health counseling.
KPI 12			
CMHC	G.1	6.8	Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.
	G.2	6.9	Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.
	H.1	6.6	Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.
	H.2	7.33	Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.
	L.1	6.7	Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.
	L.2	7.2	Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.
KPI 14			
RHMH	#3	8	Ability to make good ethical decisions utilizing an effective ethical model or decision-making.
KPI 15			
COLC/ASAP	B.2	8	Demonstrates an understanding of the interrelationships among the educational, personal/social, and career roles and responsibilities of students and others in the learning community.
	D.6	6.5	Participates in the design, implementation, and evaluation of programs that promote wellness, as well as prevention and intervention services for students in postsecondary education.



	F.3	8	Collaborates with the postsecondary community to assist students, and uses postsecondary community resources to improve student learning and development.
	H.2	6	Analyzes and uses multiple data sources, including institutional data, to make decisions about improving differentiated student programs.
	J.3	8	Analyzes and uses data to enhance student affairs and college counseling programs.
KPI 16			
MFMC	D.3	8	Uses systems theories to implement treatment, planning, and intervention strategies.
KPI 17			
SCHC	F.2	7.2	Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.
	F.3	6.9	Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.
KPI 18			
SCHC	B.1	7.3	Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.

## 1.4 Program Goals

CHRD seeks to develop within students a high degree of professional orientation consisting of:

- competent application of professional expertise;
- a proactive and developmental model that promotes higher levels of individual and group functioning;
- ethical and legal practice; and
- awareness of the role and function of related professionals.

To prepare skilled practitioners, the counselor education faculty members, through a program of planned sequenced educational experiences, attempt to develop in all graduates:

- maturity in self-understanding and self-development;
- an ability to examine personal values, origins, and their appropriateness for the counseling profession;
- an ability to develop and demonstrate a process of ongoing self-examination;
- an understanding of educational and counseling processes;
- an ability to effectively communicate feelings, thoughts, and factual information; and
- an ability to attain and maintain openness to diverse populations.

We want to develop within our students an attitude toward others that is characterized by:

- respect for the dignity and worth of the individual;
- commitment to the fulfillment of human potential;

- a high degree of sensitivity to and acceptance of a wide range of behavior, values, and lifestyles;
- awareness of individual needs in culturally diverse environments; and
- commitment to community and environmental well-being.

Assessment results on the student performance on the CHRD program goals is determined by reviewing the graduate and exit survey. Specific ratings are provided in these general program areas.

### **1.4.1 Remediation Policy**

In view of the seriousness of situations involving remediation, CHRD faculty has established this process:

**Step 1:** A faculty member will raise the concern pertaining to the student during the student review conference or bring it directly to the Department Head. The faculty and/or Head will discuss options in executive session of the student review conference, to determine if a formal individualized written plan of action is necessary.

**Step 2:** The nature of the problem and the formal individualized plan for addressing the problem (including recommended remedial assistance as needed) are written and discussed with the student to ensure mutual understanding.

**Step 3:** If the student agrees to the written plan, it is then placed in the student's departmental and graduate file. In some cases, the student may be asked to take a leave of absence from the program or to terminate involvement with the program. In all formal individualized written plans, the Department Head and the Dean of the Graduate School are informed, and due process is observed to protect the student rights and University responsibilities.

**Step 4:** Once the plan has been successfully completed, a formal document stating the student has fully complied with the remediation plan and is considered in "good standing" in the program will be written and placed in the student's departmental and graduate file. If the student does not successfully address the items specified in the remediation plan he or she will be advised to leave the program.

A chart with students identified by faculty with concerns has been provided early in this document.

## **2 Student Processes and Feedback**

### **2.1 Requirements for Admission to Graduate School**

The SDSU Graduate School states that admission to the Graduate School requires that the applicant have a baccalaureate degree from an institution of higher learning. The institution must be one of recognized standing (regional accreditation) whose requirements are substantially the same as those of the South Dakota State University program(s) in which the advanced degree will be taken. International students must meet additional requirements outlined by the Graduate School and International Student Affairs office.

Students must be admitted to the Graduate School before enrolling in any graduate course, whether or not they are pursuing an advanced degree. A completed application must be filed with the Graduate School sufficiently early to meet any deadlines prior to the first term of graduate work. Students applying for Special Student (non-degree) status must also complete an application and be admitted to the Graduate School. Admittance to the Graduate School does not admit a student to a degree program. CHRD does not require the GRE.

### **2.1.1 CHRD Admissions Process: Degree Seeking Students**

In addition to Graduate School admission requirements and policies, CHRD requires formal application to the department one semester before graduate work is desired for degree seeking students. The CHRD admissions process is as follows:

#### **1. Apply online to the SDSU Graduate School**

Admission to the Graduate School requires the applicant be a graduate of an Institution of higher learning with a cumulative GPA of 2.75 or better, a \$35.00 nonrefundable application fee, and official undergraduate and graduate transcript(s) of all non-SD regent universities (*the SD regent universities are: Black Hills State University, Dakota State University, Northern State University, School of Mines & Technology, South Dakota State University, and University of South Dakota*).

#### **2. Apply to the CHRD Program**

CHRD application documents are due April 1 for fall admission and October 1 for spring admission. CHRD admissions information can be accessed from the CHRD program website, by email, or a hard-copy can be mailed to the applicant. Applicants must mail or email the following documents to the CHRD program:

- a. A typed, current resume that includes all previous work experience, volunteer service, and education that has contributed to your desire to enter the counseling profession;
- b. A typed, one-page goal statement discussing aspirations to the counseling field; and
- c. Two CHRD Recommendation Forms

#### **3. Completed admissions files are evaluated and rated by CHRD faculty**

Students whose applications are complete will be evaluated by the CHRD faculty using the CHRD Applicant Rating Sheet, page one. Applicants that scored high enough by the CHRD Admissions committee will be notified by the department regarding the specific date and place of the interview. Applicants that do not receive a high enough score will be denied the final step in the CHRD admissions process, the screening and orientation interview, and subsequently, denied admission to the program.

#### **4. Selected applicants attend the Screening and Orientation Interview**

The screening and orientation interview is the final step in the CHRD application process and determines the applicant's acceptance or denial to the CHRD program.

The interview is conducted in a small group interview format. Applicants are interviewed by two individuals comprised of CHRD faculty and/or a professional practitioner. Practitioners are asked to assist with the interviews if the applicant group exceeds the number of CHRD faculty.

All applicants will first meet with the department head that informs the applicants about the CHRD program, collects information using the Prospective Student Survey, page one and then introduces the CHRD faculty and practitioners. The applicants are then divided into groups of 5-6 applicants and interview in designated rooms with a CHRD faculty members and/or practitioner.

Towards the end of the small group interview, the CHRD faculty member and practitioner will conduct the Prospective Student Survey, page 2 and the written exercise. After the students have finished they are free to leave and the group’s interviewers complete The CHRD Applicant Rating Sheet, page two, based on their observations. Once completed all CHRD faculty and practitioners convene to discuss admission decisions.

**5. Applicants are notified via mail of the CHRD admissions decision.**

After completing the interview, the applicant will receive a letter from CHRD either granting or denying admission to the CHRD program. Applicants who have not been admitted may want to consider reapplying during the next application period. To maintain appropriate student-to-faculty ratios required by accreditation standards, students who are deemed acceptable based on the admission screening process may be denied admission. Applicants denied admission before or after the interview are encouraged to reapply.

For recent specific program applicant data, see the chart below:

**Program Applicant Data**

Academic Year	2017	2018	2019
Number Surveyed	62	54	48
<b>Age</b>			
21 - 25	50	46	42
26 - 30	11	8	5
31 - 35	2	0	1
36 – 40	1	0	0
40+	0	0	0
<b>Location</b>			
Brookings	23	18	18
Sioux Falls	14	6	10

Watertown	1	1	1
Madison	0	1	0
Chester	0	0	0
Other	24	28	20

### **Undergraduate Degree**

Criminal Justice	3	0	3
History	0	3	1
Psychology	24	17	21
Education	3	2	2
Human Development & Family Studies	14	13	5
Social Sciences	3	7	8
Communications	2	3	1
Other	13	9	7

### **Area of Emphasis** (numbers reflect double majors)

Clinical Mental Health Counseling	21	21	21
College Counseling	2	1	1
Rehabilitation & Mental Health Counseling	6	6	4
School Counseling	21	11	10
Administration of Student Affairs	7	14	6
Marriage and Family Counseling	5	3	6

### **Employment While Attending Graduate School**

No	3	6	4
Part-time	47	40	37
Full-time	12	8	7

**Reason for Choosing SDSU** (responses reflect more than one rationale)

Reputation	32	23	21
Location	7	14	17
Programs Available	12	5	7
Other	11	12	3

**2.1.2 Non-Degree Seeking Students**

Non-degree seeking students are also known as “Special Students”. Special student status describes those who are professionals seeking to enhance their degree, students from area institutions seeking a class not offered the semester they need it, or students that are applying to the CHRD department, but would like to take classes prior to the formal interview process.

As stated in the online Graduate Bulletin, Students who are not working toward a degree may be granted admission and take courses as Special Students. Special Students may not receive graduate assistantships, financial aid, or enroll for thesis/dissertation credits. The Graduate Dean/ Associate Dean will act as advisor for these students unless they are assigned to a program advisor. No more than ten credits under Special Student status may be applied toward a degree. Denied CHRD applicants or applicants who have exceeded the ten hours allowed under Special Student status will be administratively dropped from enrolled CHRD courses.

**2.2 Graduate & Employer/Supervisor Evaluations**

Initiated in 2004 and revised in 2019, CHRD conducts a Graduate Survey and an Employers/Supervisors Survey regarding the program and performance of its graduates. Currently, feedback is solicited on a yearly basis. Former students and employers/supervisors are solicited for survey feedback.

Graduates and employers rate their perception of CHRD at SDSU based on the CACREP standards. Students complete an Exit Survey that assessment many of the same areas. Perceptions are cited at either “below expectations”, “met expectations”, or “exceeded expectations”. In addition to CACREP standards, the following topics are responded to:

- Marketability of degree
- Strengths of the program
- Ways to improve the CHRD program
- Overall ratings on the quality of instruction, advising, interactions, faculty availability, and experience in the specialty areas of counseling
- Area of emphasis, including program mission and objectives
- Plan of Study option
- Current employment and professional credentialing
- Effectiveness of advising
- Use of technology and technical support
- Effectiveness of practicum and internship

- Recruitment and retention of students with an emphasis on diversity
- Financial Aid

Recent graduate and employer/supervisor annual survey results are provided below:

<b>Graduate Survey Results</b>		
Academic Year	2019	
Number Starting Survey	59	
Number Completing Survey	52	
<b>Response Key: Below Expectations 1.00; Meets Expectations 2.00; Exceeds Expectations 3.00</b>		
<b>What CHRD SPECIALIZATION did you recently complete? If you pursued more than one specialization, please choose the specialization that you are actively seeking employment in.</b>		
Clinical Mental Health Counseling	24	40.68%
College Counseling	3	5.08%
Marriage and Family Counseling	1	1.69%
School Counseling	19	32.20%
Rehabilitation Counseling	4	6.78%
Total	51	86.43%
<b>When did you complete the Program?</b>		
Prior to 1980	0	0%
1980-1990	0	0%
1991-2000	0	0%
2001-2010	2	3.39%
2011-Present	57	96.61%
Total	59	100%
<b>What is current employment status?</b>		
Employed in a Counseling Field	44	74.58%
Employed in a Counseling Related Field	9	15.25%
Not employed in a Counseling Related Field	6	10.17%
Total	59	100%
<b>CACREP: How would you rate your level of understanding on the eight core areas of CACREP?</b>		
<b>My understanding of the nature and needs of individuals at all developmental levels is...</b>		
Exceeds Expectations	19	33.33%
Meets Expectations	37	64.91%
Below Expectations	1	1.75%
Total	57	100%
<b>My understanding of counseling and consultation processes is...</b>		
Exceeds Expectations	29	52.73%
Meets Expectations	26	47.27%
Below Expectations	0	0%
Total	55	100%
<b>My understanding of issues and trends in a multicultural and diverse society is...</b>		
Exceeds Expectations	28	49.12%
Meets Expectations	27	47.37%
Below Expectations	2	3.51%
Total	57	100%

<b>My understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches is...</b>		
Exceeds Expectations	26	46.43%
Meets Expectations	27	48.21%
Below Expectations	3	5.36%
Total	56	100%
<b>My understanding of career development and other related life-factors is...</b>		
Exceeds Expectations	20	35.09%
Meets Expectations	33	57.89%
Below Expectations	4	7.02%
Total	57	100%
<b>My understanding of individual and group approaches to assessment and evaluation is...</b>		
Exceeds Expectations	19	34.55%
Meets Expectations	33	60%
Below Expectations	3	5.45%
Total	55	100%
<b>My understanding of research methods, basic statistics, and ethical and legal considerations is...</b>		
Exceeds Expectations	19	33.33%
Meets Expectations	29	50.88%
Below Expectations	9	15.79%
Total	57	100%
<b>My understanding of counseling history, roles, organizational structure, ethics, and credentials is...</b>		
Exceeds Expectations	23	40.35%
Meets Expectations	28	49.12%
Below Expectations	6	10.53%
Total	57	100%
<b>How would you RATE YOURSELF below?</b>		
<b>Your personal maturity in self-understanding and self-development.</b>		
Exceeds Expectations	34	59.65%
Meets Expectations	22	38.60%
Below Expectations	1	1.75%
Total	57	100%
<b>Your ability to examine personal values, origins, and their appropriate1ness for the counseling profession.</b>		
Exceeds Expectations	36	64.29%
Meets Expectations	20	35.71%
Below Expectations	0	0%
Total	56	100%
<b>Your ability to develop and demonstrate a process of on-going self-examination.</b>		
Exceeds Expectations	29	50.88%
Meets Expectations	28	49.12%
Below Expectations	0	0%
Total	57	100%
<b>Your ability to effectively communicate feelings, thoughts, and factual information.</b>		
Exceeds Expectations	32	56.14%
Meets Expectations	25	43.86%
Below Expectations	0	0%
Total	57	100%
<b>Your ability to attain and maintain openness to diverse populations.</b>		
Exceeds Expectations	34	59.65%
Meets Expectations	22	38.30%
Below Expectations	1	1.5%



Total	57	100%
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<b>Clinical Supervisor/Employer Survey Results</b>		
Academic Year	2019	
Number Starting Survey	21	
Number Completing Survey	19	
<b>Response Key: Below Expectations 1.00; Meets Expectations 2.00; Exceeds Expectations 3.00</b>		
<b>What was your <u>CHRD SPECIALIZATION</u> of emphasis?</b>		
Clinical Mental Health Counseling	10	50%
College Counseling	1	5%
Marriage and Family Counseling	1	5%
School Counseling	3	15%
Rehabilitation Counseling	1	5%
Total	16	80%
<b>Based on your experiences, please evaluate CHRD program graduates in the following areas:</b>		
<b>Demonstrates the ability to provide a clear rationale for professional interventions using current and acceptable theoretical, empirical and research-based formulations.</b>		
Exceeds Expectations	7	36.84%
Meets Expectations	12	63.16%
Below Expectations	0	0%
Total	19	100%
<b>Works within guidelines of professional ethics, statutes, and federal laws.</b>		
Exceeds Expectations	10	50%
Meets Expectations	10	50%
Below Expectations	0	0%
Total	20	100%
<b>Demonstrates skills in group counseling, family and couples' counseling, and consultation</b>		
Exceeds Expectations	7	38.89%
Meets Expectations	11	61.11%
Below Expectations	0	0%
Total	18	100%
<b>Demonstrates skill in individual counseling....</b>		
Exceeds Expectations	12	60%
Meets Expectations	8	40%
Below Expectations	0	0%
Total	20	100%
<b>Demonstrates skill in consulting</b>		
Exceeds Expectations	6	30%
Meets Expectations	13	65%
Below Expectations	1	5%
Total	20	100%
<b>Demonstrates an awareness of the role and function of related professionals.</b>		
Exceeds Expectations	10	50%
Meets Expectations	10	50%
Below Expectations	0	0%
Total	20	100%
<b>Human Growth and Development: understanding of the nature and needs of individuals at all developmental levels</b>		

Exceeds Expectations	6	30%
Meets Expectations	14	70%
Below Expectations	0	0%
Total	20	100%
<b>Helping Relationships: understanding of counseling and consultation processes</b>		
Exceeds Expectations	13	65%
Meets Expectations	7	35%
Below Expectations	0	0%
Total	20	100%
<b>Social &amp; Cultural Foundations: an understanding of issues and trends in a multicultural and diverse society</b>		
Exceeds Expectations	9	45%
Meets Expectations	11	55%
Below Expectations	0	0%
Total	20	100%
<b>Group Work: an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.</b>		
Exceeds Expectations	8	42.11%
Meets Expectations	11	57.89%
Below Expectations	0	0%
Total	19	100%
<b>Career and Lifestyle Development: an understanding of career development and other related life-factors.</b>		
Exceeds Expectations	6	30%
Meets Expectations	13	65%
Below Expectations	1	5%
Total	20	100%
<b>Appraisal: an understanding of individual and group approaches to assessment and evaluation.</b>		
Exceeds Expectations	6	31.58%
Meets Expectations	12	63.16%
Below Expectations	1	5.26%
Total	19	100%
<b>Research and Program Evaluation: understanding of research methods, basic statistics, and ethical and legal considerations.</b>		
Exceeds Expectations	4	21.05%
Meets Expectations	15	78.95%
Below Expectations	0	0%
Total	19	100%
<b>Professional Orientation: an understanding of counseling history, roles, organizational structure, ethics, and credentials</b>		
Exceeds Expectations	10	52.63%
Meets Expectations	9	47.37%
Below Expectations	0	0%
Total	19	100%

### 3 Advisory Council Processes and Feedback

CHRD hosts a yearly advisory committee meeting to solicit input from practitioners and graduates in the field. These focus group discussions are successful aiding in future planning, curriculum changes, collaborative ventures, and policy endorsements. Each year, the CHRD Advisory Council meets and provides feedback on the CHRD program. The agenda includes updates on the strengths and weaknesses of the program, demographics, and current issues in

the profession. Results of the student written exam and the NCE exam is also shared with the advisory council to allow for program and curriculum feedback.

The CHRD Advisory Council consists of a representative group of individuals who are graduates, employers of graduates, state counseling association officers, administrators, students, and CHRD faculty members. The professional practitioners, serving three year or standing appointments, represent the agency (community) counseling, school counseling, student personnel counseling, and rehabilitation and mental health counseling areas. They do not have any official status or power other than to offer their recommendations to the CHRD program.

As this meeting is typically conducted in conjunction with the final internship meeting at the end of the spring semester, the program has been successful gathering input from both practitioners and interns, while connecting those interns with people they can call on as consultants in the future.

Leadership and organization of the discussion topics and points are coordinated through the faculty within the CHRD program. In addition to standard questions, topics for discussion come from surveys the CHRD program sends out to committee members. Below is a sample agenda:

1. Lunch
2. Introductions
3. Update on activities from the College, Department, Program, and University.
4. Report back on previous meeting.
5. Solicit input from the five specialty areas in focus groups. A faculty member from each area will facilitate this discussion.
6. Discussion of the following questions in focus groups:
  - a. What activities should SDSU be doing to best support graduates?
7. What are the emerging professional issues and trends and how might SDSU best address them?
  - a. What is your vision for collaborative activities with entities in the region?
  - b. Implications from practitioner surveys.
8. Report back from specialty area discussions.
9. Closing, CHRD Awards, and Thank you

The minutes from the most recent advisory council meeting include:

### **Minutes from Advisory Committee Meeting**

**March 23, 2018**

- I. Dr. Trenhaile welcomed those in attendance and introduced faculty through a brief power point presentation. Attendees were referred to the 2018 CHRD Update for the latest information on faculty and program activities.
- II. A Power Point presentation was shared with those in attendance outlining demographic data, trends, strengths, challenges, and results of the most recent evaluations.
- III. Participants were then presented with a copy of Imagine 2023 and asked to identify a potential goal for the specialty area and/or CHRD program in the four goal areas.

### Goal # 1 Achieve Excellence Through Transformative Education

1. Attain academic excellence.
2. Affirm student success as a foundational University priority.
3. Increase recruitment, retention, and graduation of professionally prepared global citizens.

### Goal # 2 Cultivate and Strengthen Community Engagement

1. Enhance the academic and work environments of the University by fostering a culture of service, servant leadership, and inclusive excellence among faculty, staff, and students.
2. Grow the University's external engagement through extension, collaborative service, community outreach, alumni relations, and public-private partnerships that enhance the quality of life in South Dakota and beyond.

### Goal # 3 Foster Innovation and Increase Research, Scholarship, and Creative Activity (RSCA)

1. Strengthen the leadership and personnel infrastructure for innovation, RSCA, and economic development to serve the state, region, nation, and world.
2. Increase, optimize, and align the physical resources and investments for innovation, RSCA, and economic development.
3. Create an institutional culture of communicating and branding SDSU RSCA and its achievements, outcomes, and impacts to the full scope of stakeholder and peer communities.

### Goal # 4 Be a Growing, High-Performing and Healthy University

1. Infuse core values throughout all levels of the University.
2. Grow and sustain financial resources aligned with the mission of SDSU.
3. Allocate the University's resources to achieve strategic priorities.