

South Dakota State University

Counseling and Human Resource Development Program

2019-2020 Annual Report

Current Programs	Accreditation
MS Clinical Mental Health Counseling MS College Counseling MS Marriage and Family Counseling* MS Rehabilitation Counseling MS School Counseling *Not accredited by CACREP	Council for Accreditation of Counseling and Related Educational Programs (CACREP)

Faculty	Enrollment – Headcount (FTE)
Eleven Full Time Faculty (208 credits delivered) Twenty-two Adjunct Faculty (78 credits delivered)	Clinical Mental Health Counseling – 53 (34.21) College Counseling – 8 (3.31) Marriage and Family Counseling – 10 (6.04) Rehabilitation Counseling - 12 (6.75) School Counseling – 28 (15.06)

Number of Graduates	Program Completion
Clinical Mental Health Counseling – 23 College Counseling – 1 Marriage and Family Counseling – 3 Rehabilitation Counseling - 3 School Counseling – 17	Clinical Mental Health Counseling – 86% College Counseling – 100% Marriage and Family Counseling– 100% Rehabilitation Counseling – 100% School Counseling – 89%

Job Placement	NCE Pass Rates																								
2019 - 93% 2018 – 95% 2017 – 92% 2016 – 92% 2015 – 95% 2014 – 89% 67% of our graduates accept employment in South Dakota after graduation. Wyoming, Minnesota, and Iowa are the largest placements outside of South Dakota.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">YEAR</th> <th style="text-align: left;"># Tested</th> <th style="text-align: left;"># Passed</th> <th style="text-align: left;">Pass Rate</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>23</td> <td>21</td> <td>91%</td> </tr> <tr> <td>2018</td> <td>23</td> <td>23</td> <td>100%</td> </tr> <tr> <td>2017</td> <td>13</td> <td>13</td> <td>100%</td> </tr> <tr> <td>2016</td> <td>15</td> <td>15</td> <td>100%</td> </tr> <tr> <td>2015</td> <td>25</td> <td>24</td> <td>96%</td> </tr> </tbody> </table>	YEAR	# Tested	# Passed	Pass Rate	2019	23	21	91%	2018	23	23	100%	2017	13	13	100%	2016	15	15	100%	2015	25	24	96%
YEAR	# Tested	# Passed	Pass Rate																						
2019	23	21	91%																						
2018	23	23	100%																						
2017	13	13	100%																						
2016	15	15	100%																						
2015	25	24	96%																						

Summary of Program Evaluation Results

As in years past, the faculty reviewed results in the Key Performance Indicators along with results from various other indicators such as nationally standardized instruments (i.e. National Counselor Exam and the Counselor Preparation Comprehensive Examination). This multi-method review also includes feedback from clinical/field placements and a review of graduation placements rates as well.

A review of the 2019-2020 school year data included an appraisal of the 11 Key Performance Indicators (KPIs) from core courses. In addition, KPI results from the specialty areas of clinical mental health counseling (3 KPIs), school counseling (2 KPIs), marriage and family counseling (1 KPI), college counseling and student affairs (1 KPI), and rehabilitation counseling (1 KPI) were evaluated. Two areas of emphasis from the core courses were identified for 2020 – 2021. First, a greater emphasis will be placed on KPI # 2 - student self-care. That specific KPI has been added to the Appraisal of the Individual course where students will have a chance to develop an individual plan after completing various assessments that they are trained on during the class. Secondly, KPI # 12 is a specific KPI for Clinical Mental Health Counseling. The secondary course in which the KPI is measured, Appraisal of the Individual, identified a need to improve the instruction on mental status evaluation. These will be emphasis areas during the 2020 – 2021 school year.

As a summative measure, faculty reflected positively on the strong student success on the National Counseling Exam (97% first time pass rate since 2015) and the high placement rates (above 92% for last five years) which, solidify program evaluation results. For a more detailed review of the program evaluation results, please see the CHRD Evaluation Plan results and the Key Performance Indicator spreadsheet with reflections and action steps that are placed on the CHRD program website.

Subsequent Program Modifications

Based on student performance in the classroom during the 2019 – 2020 school year, more emphasis will be placed on helping students understand the importance and practice of appropriate self-care. For example, improving self-care through a mindfulness model involving self-compassion will be shared during internship. This is an ongoing challenge in the profession and students must learn these skills while students. Additionally, for students in the clinical mental health area, more emphasis will be placed on understanding the components of mental status examinations.

Given current societal challenges, another area of emphasis for the next year will include advocacy for social justice guided by a vision of human rights. This includes a focus on protection of social rights including racial identify, socio-economic inequities, oppression, etc.

Following our university mission as a land grant institution, we will provide distance-based counseling and supervision, given our rural state and the pandemic we are currently experiencing. For example, by remote supervision, it will allow our students to complete internships at a location a fair distance from campus. Consequently, students are being encouraged to provide internship services in the areas that have the greatest need.

Other Substantial Program Changes

Throughout the year, faculty will review program data and evaluation results. One area of discussion that would impact the core curriculum is the crisis response/trauma area. Crisis Counseling is currently a recommended elective.