SOUTH DAKOTA STATE UNIVERSITY

Counseling & Human Resource Development

Counseling and Human Resource Development Program (CHRD)

Comprehensive Assessment Plan

April 19, 2022

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Introduction

The Counseling and Human 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.

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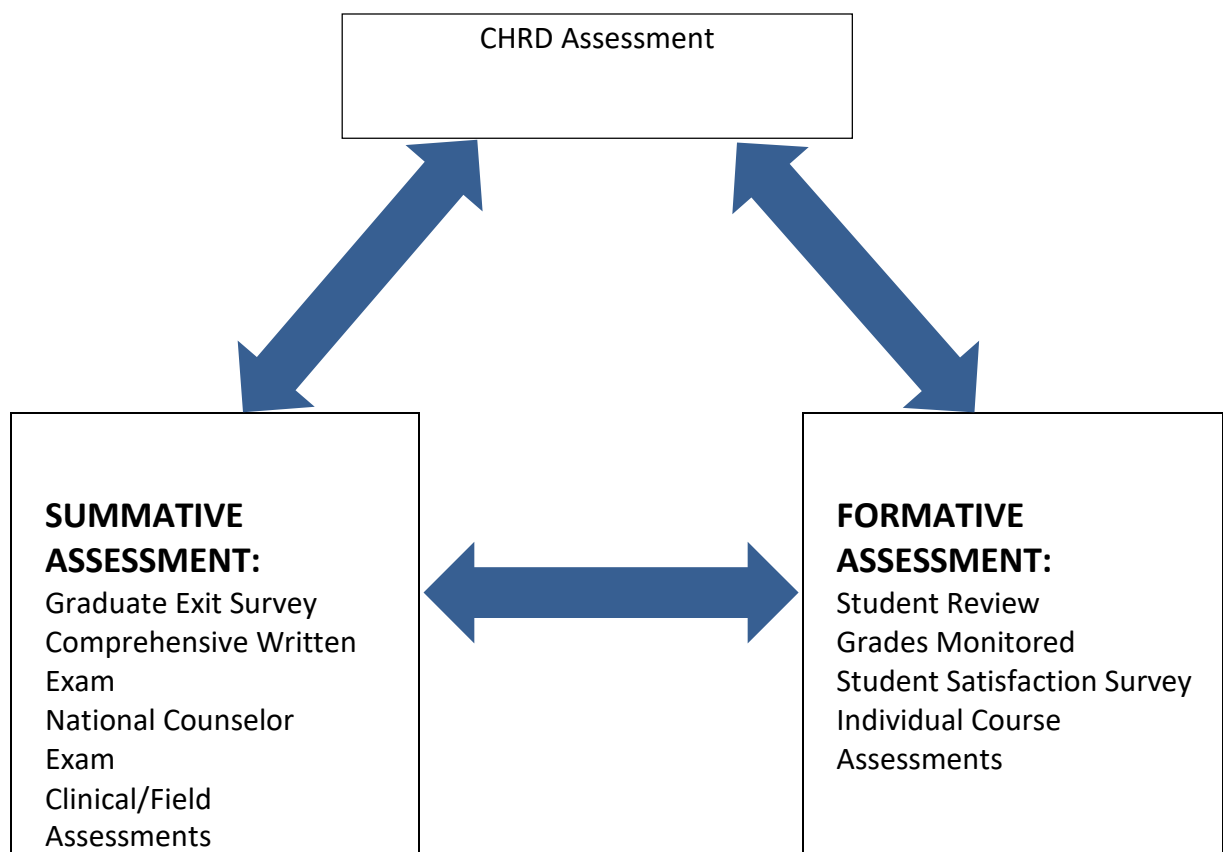
Table 1 (shown below) provides a review of the current assessments that comprise the Comprehensive Assessment Plan. This multi-method approach provides the program with regular, systematic input to the curriculum, program, and student performance.

FORMATIVE

Month	Assessment	Assessed by
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

Month	Assessment	Assessed by

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 Program. 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 Director 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 in3dividualized 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.

Student Review Chart

Number of Students Receiving Unsatisfactory Ratings in the Following Categories:

Semester	Academic Performance	Professional Responsibility	Competence	Conduct	Integrity	Self-Care & Wellness
Fall 2019	1	1	0	0	0	0
Spring 2020	0	0	0	0	0	0
Fall 2020	0	0	0	0	0	0
Spring 2021	0	2	0	0	0	1

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.

Warning Letters Chart

Number of Students Receiving Warning Letters from the Graduate School

Semester	Clinical Mental Health Counseling	College Counseling	Marriage, Family and Couples Counseling	Rehabilitation and Mental Health Counseling	School Counseling
Fall 2019	2	0	0	0	0
Spring 2020	0	0	0	0	0
Fall 2020	0	0	0	0	0
Spring 2021	2	0	1	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 2021 indicate:

Student Satisfaction Survey Results

Academic Year	2021
Number Starting Survey	38
Number Completing Survey	34

Response Key: Strongly Disagree 1; Disagree 2; Neutral 3; Agree 4; Strongly Agree 5

Student Demographics:

Where do you live?		
Brookings	25	65.79%
Watertown	1	2.63%
Sioux Falls	3	7.89%
Rapid City	3	7.89%
Other	6	15.79%
Total	38	100%
What is your current employment status?		
Part-time	20	52.63%
Full- Time	14	36.84%
Unemployed	4	10.53%
Total	38	100%
Are you a part-time or full-time student?		
Part-time (6 credits or less per semester)	13	34.21%
Full-time (7 or more credits per semester)	25	65.79%
Total	38	100%
What CHRD SPECIALIZATION are you pursuing?		
Clinical Mental Health Counseling	19	46.34%
College Counseling	1	2.44%
Marriage and Family Counseling	2	4.88%
School Counseling	8	19.51%
Rehabilitation Counseling	4	9.76%
Total	32	100%
Is this the same specialization(s) you planned to pursue when you applied to the program?		
Yes	36	94.74%
No	2	5.26%
Total	38	100%
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.		
Information about registration and course sequence was provided		
Strongly Disagree	2	5.41%
Disagree	1	2.7%
Neutral	8	21.62%
Agree	16	43.24%
Strongly Agree	10	27.03%
Total	37	100%
I am aware of financial aid opportunities within the program (i.e. GA positions and Scholarships)		
Strongly Disagree	0	0.00%
Disagree	6	16.22%
Neutral	5	13.51%
Agree	16	43.24%
Strongly Agree	10	27.03%
Total	37	100%
I have read and understand the contents of the CHRD Student Policy Manual		
Strongly Disagree	0	0.00%
Disagree	1	2.7%
Neutral	3	8.11%
Agree	13	35.14%
Strongly Agree	20	54.05%
Total	37	100%
The program encourages membership in professional organizations and activities		

Strongly Disagree	0	0.00%
Disagree	0	0.00%
Neutral	9	25.00%
Agree	14	38.89%
Strongly Agree	13	36.11%
Total	36	100%
Information about obtaining liability insurance is provided		
Strongly Disagree	2	5.41%
Disagree	5	13.51%
Neutral	17	45.95%
Agree	10	27.03%
Strongly Agree	3	8.11%
Total	37	100%
Overall, the orientation process was helpful and informative		
Strongly Disagree	0	0.00%
Disagree	2	5.41%
Neutral	10	27.03%
Agree	19	51.35%
Strongly Agree	6	16.22%
Total	37	100%
Courses and Instruction:		
How many credits have you completed?		
Less than 12	18	51.43%
12-24	5	14.29%
24-35	5	14.29%
36+	7	20%
Total	35	100%
Based on the credits you have completed, please rate the following:		
The core classes adequately prepared me for upper level courses		
Strongly Disagree	0	0.00%
Disagree	1	3.85%
Neutral	3	11.54%
Agree	14	53.85%
Strongly Agree	8	30.77%
Total	26	100%
The evaluation/grading process in each class is fair		
Strongly Disagree	0	0.00%
Disagree	0	0.00%
Neutral	3	10.00%
Agree	14	46.67%
Strongly Agree	13	43.33%
Total	30	100%
The coursework is rigorous and challenging		
Strongly Disagree	0	0.00%
Disagree	0	0.00%
Neutral	3	9.09%
Agree	22	66.67%
Strongly Agree	8	24.24%
Total	33	100%
Course requirements and expectations are clearly outlined in the course syllabi		
Strongly Disagree	0	0.00%

Disagree	0	0.00%
Neutral	2	6.06%
Agree	14	42.42%
Strongly Agree	17	51.52%
Total	33	100%

Faculty demonstrate competency and effectiveness in the subject matter they are teaching

Strongly Disagree	0	0.00%
Disagree	0	0.00%
Neutral	3	9.09%
Agree	6	18.18%
Strongly Agree	24	72.73%
Total	33	100%

Adjunct faculty demonstrate competency and effectiveness in the subject matter they are teaching

Strongly Disagree	0	0.00%
Disagree	0	0.00%
Neutral	3	11.11%
Agree	4	14.81%
Strongly Agree	20	74.07%
Total	27	100%

I am satisfied with the choice of electives in the program

Strongly Disagree	0	0.00%
Disagree	1	3.12%
Neutral	6	18.75%
Agree	8	25.00%
Strongly Agree	17	53.12%
Total	32	100%

Do you feel classes are offered at times suitable to your schedule?

Yes	34	97.14%
No	1	2.86%
Total	35	100%

Please drag and rank (1st to 5th) the following in order of preference of the day to take classes:

	1		2		3		4		5	
Monday	15	44.12%	3	8.82%	6	18.75%	10	32.26%	0	0.00%
Tuesday	14	41.18%	14	41.18%	3	8.82%	2	6.45%	1	2.94%
Wednesday	3	8.82%	11	32.35%	14	41.18%	2	6.45%	2	6.45%
Thursday	1	2.94%	5	14.71%	9	28.12%	14	41.18%	2	6.45%
Friday	1	2.94%	1	2.94%	0	0.00%	3	8.82%	26	83.87%

Please drag and rank in order of preference (1st to 4th) the following time you prefer to attend classes

	1		2		3		4	
Morning	12	34.29%	8	22.86%	4	12.5%	11	31.43%
Afternoon	9	25.71%	8	22.86%	12	34.29%	6	18.75%
Late Afternoon	11	31.43%	11	31.43%	10	31.25%	0	0.00%
Evening	3	8.57%	8	22.86%	6	18.75%	15	46.88%

Technology:

How would you describe the program's use of technology?

Excellent	17	48.57%
Average	18	51.43%
Below Average	0	0.00%
Total	35	100%

Classes in the Rehab specialization are currently on an online delivery rotation. What other classes should we offer online (Select all that apply)?

CHRD 601 Introduction to Professional Issues & Ethics I	19	15.57%

CHRD 602 Research and Evaluation in Counseling	13	10.66%
CHRD 610 Developmental Issues in Counseling	12	9.84%
CHRD 661 Theories of Counseling	7	5.74%
CHRD 701 Professional Issues & Ethics II	11	9.02%
CHRD 713 Administration & Management of Mental Health Organizations	8	6.56%
CHRD 721 School Counseling	3	2.46%
CHRD 722 Administration and Management of School Counseling Programs	5	4.10%
CHRD 723 Counseling the Family	3	2.46%
CHRD 731 Multicultural Counseling & Human Relations	4	3.28%
CHRD 736 Appraisal of the Individual	5	4.10%
CHRD 742 Career Counseling and Planning	8	6.56%
CHRD 755 Clinical Diagnosis & Treatment Planning	4	3.28%
CHRD 770 Student Development Theory and Practice	5	4.10%
CHRD 771 Student Personnel Services	4	3.28%
CHRD 772 Administration and Leadership in Student Affairs	4	3.28%
Do not offer classes online	7	5.74%
Total	122	100%

Advising:

Was/is helpful in designing my plan of study

Strongly Disagree	1	3.03%
Disagree	0	0.00%
Neutral	4	12.12%
Agree	13	39.39%
Strongly Agree	15	45.45%
Total	33	100%

Is available during scheduled meetings

Strongly Disagree	0	0.00%
Disagree	1	3.23%
Neutral	2	6.45%
Agree	9	29.03%
Strongly Agree	19	61.29%
Total	31	100%

Provided information on course sequences

Strongly Disagree	0	0.00%
Disagree	2	6.25%
Neutral	4	12.50%
Agree	9	28.12%
Strongly Agree	17	53.12%
Total	32	100%

Responds to questions about written, oral and national exams

Strongly Disagree	0	0.00%
Disagree	1	4.17%
Neutral	1	4.17%
Agree	7	29.17%
Strongly Agree	15	62.50%
Total	24	100%

Provides information on career options and opportunities

Strongly Disagree	0	0.00%
Disagree	1	3.57%
Neutral	3	10.71%
Agree	11	39.29%

Strongly Agree	13	46.43%
Total	28	100%
Provides information about licensure and certification		
Strongly Disagree	0	0.00%
Disagree	1	4.17%
Neutral	5	20.83%
Agree	9	37.50%
Strongly Agree	9	37.50%
Total	24	100%
Was/is helpful in finding internship options		
Strongly Disagree	0	0.00%
Disagree	2	10%
Neutral	5	25%
Agree	7	35%
Strongly Agree	6	30%
Total	20	100%
Responds to my email and phone messages		
Strongly Disagree	1	3.23%
Disagree	0	0.00%
Neutral	3	9.68%
Agree	7	22.58%
Strongly Agree	20	64.52%
Total	31	100%
Overall Program Experience:		
How satisfied are you with the CHRD program?		
Very Unsatisfied	0	0.00%
Unsatisfied	0	0.00%
Neutral	4	11.76%
Satisfied	11	32.35%
Very Satisfied	19	55.88%
Total	34	100%
Would you recommend this program to someone else?		
Yes	31	96.88%
No	1	3.12%
Total	32	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 2021 include:

Graduation Exit Survey Results		
Academic Year	2021	
Number Starting Survey	11	
Number Completing Survey	9	
Response Key: Below Expectations 1.00; Meets Expectations 2.00; Exceeds Expectations 3.00		
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.		
Clinical Mental Health Counseling	3	27.27%
College Counseling	1	9.09%
School Counseling	5	45.45%
Rehabilitation Counseling	2	18.18%
Total	11	100%
CACREP: How would you rate your level of understanding on the eight core areas of CACREP?		
My understanding of the nature and needs of individuals at all developmental levels is...		
Below Expectations	0	0.00%
Meets Expectations	6	85.71%
Exceeds Expectations	1	14.29%
Total	7	100%
My understanding of counseling and consultation processes is...		
Below Expectations	0	0.00%
Meets Expectations	7	100.00%
Exceeds Expectations	0	0.00%
Total	7	100%
My understanding of issues and trends in a multicultural and diverse society is...		
Below Expectations	0	0.00%
Meets Expectations	4	57.14%
Exceeds Expectations	3	42.86%
Total	7	100%
My understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches is...		
Below Expectations	1	14.29%
Meets Expectations	5	71.43%
Exceeds Expectations	1	14.29%
Total	7	100%
My understanding of career development and other related life-factors is...		

Below Expectations	3	42.86%
Meets Expectations	4	57.14%
Exceeds Expectations	0	0.00%
Total	7	100%
My understanding of individual and group approaches to assessment and evaluation is…		
Below Expectations	0	0.00%
Meets Expectations	6	85.71%
Exceeds Expectations	1	14.29%
Total	7	100%
My understanding of research methods, basic statistics, and ethical and legal considerations is…		
Below Expectations	0	0.00%
Meets Expectations	5	71.43%
Exceeds Expectations	2	28.57%
Total	7	100%
My understanding of counseling history, roles, organizational structure, ethics, and credentials is…		
Below Expectations	1	14.29%
Meets Expectations	5	71.43%
Exceeds Expectations	1	14.29%
Total	7	100%
CACREP: How would you rate faculty instruction on the eight core areas of CACREP?		
The nature and needs of individuals at all developmental levels.		
Below Expectations	1	14.29%
Meets Expectations	5	71.43%
Exceeds Expectations	1	14.29%
Total	7	100%
Counseling and consultation processes.		
Below Expectations	0	0.00%
Meets Expectations	7	100%
Exceeds Expectations	0	0.00%
Total	7	100%
Issues and trends in a multicultural and diverse society.		
Below Expectations	0	0.00%
Meets Expectations	4	66.67%
Exceeds Expectations	2	33.33%
Total	6	100%
Group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.		
Below Expectations	1	14.29%
Meets Expectations	4	57.14%
Exceeds Expectations	2	28.57%
Total	7	100%
Career development and other related life-factors.		
Below Expectations	3	42.86%
Meets Expectations	4	57.14%
Exceeds Expectations	0	0.00%
Total	7	100%
Individual and group approaches to assessment and evaluation.		
Below Expectations	0	0.00%
Meets Expectations	6	85.71%
Exceeds Expectations	1	14.29%
Total	7	100%

Research methods, basic statistics, and ethical and legal considerations.		
Below Expectations	0	0.00%
Meets Expectations	5	83.33%
Exceeds Expectations	1	16.67%
Total	6	100%

Counseling history, roles, organizational structure, ethics, and credentials.		
Below Expectations	0	0.00%
Meets Expectations	6	85.71%
Exceeds Expectations	1	14.29%
Total	7	100%

CACREP: How would you rate your level of understanding on the key performance indicators for the program, based on your educational experience at SDSU?

Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling		
Below Expectations	0	0.00%
Meets Expectations	1	50.00%
Exceeds Expectations	1	50.00%
Total	2	100%

Self-care strategies appropriate to the counselor role.		
Below Expectations	0	0.00%
Meets Expectations	1	50.00%
Exceeds Expectations	1	50.00%
Total	2	100%

Multicultural counseling competencies		
Below Expectations	0	0.00%
Meets Expectations	1	50.00%
Exceeds Expectations	1	50.00%
Total	2	100%

Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination		
Below Expectations	0	0.00%
Meets Expectations	1	50.00%
Exceeds Expectations	1	50.00%
Total	2	100%

Theories of individual and family development across the lifespan		
Below Expectations	0	0.00%
Meets Expectations	0	0.00%
Exceeds Expectations	2	100.00%
Total	2	100%

Theories and models of career development, counseling, and decision making		
Below Expectations	0	0.00%
Meets Expectations	1	50.00%
Exceeds Expectations	1	50.00%
Total	2	100%

A systems approach to conceptualizing clients		
Below Expectations	0	0.00%
Meets Expectations	2	100.00%
Exceeds Expectations	0	0.00%
Total	2	100%

Essential interviewing, counseling, case conceptualizing skills		
Below Expectations	0	0.00%
Meets Expectations	1	50.00%
Exceeds Expectations	1	50.00%
Total	2	100%

Dynamics associated with group process and development		
Below Expectations	0	0.00%
Meets Expectations	1	50.00%
Exceeds Expectations	1	50.00%
Total	2	100%

Ethical and Culturally relevant strategies for selecting, administering, and interpreting assessment and test results		
Below Expectations	0	0.00%
Meets Expectations	1	50.00%
Exceeds Expectations	1	50.00%
Total	2	100%

Identification of evidence-based counseling practices		
Below Expectations	0	0.00%
Meets Expectations	1	100.00%
Exceeds Expectations	0	0.00%
Total	1	100%

Clinical Mental Health- Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychosocial

assessment for treatment planning and caseload management		
Below Expectations	0	0.00%
Meets Expectations	1	100.00%
Exceeds Expectations	0	0.00%
Total	1	100%
Rehabilitation- Environmental, attitudinal, and individual barriers for people with disabilities		
Below Expectations	0	0.00%
Meets Expectations	0	0.00%
Exceeds Expectations	1	100.00%
Total	1	100%
Rehabilitation- Legal and ethical considerations specific to clinical rehabilitation counseling		
Below Expectations	0	0.00%
Meets Expectations	0	0.00%
Exceeds Expectations	1	100.00%
Total	1	100%
College Counseling- Collaboration within the higher education community to develop programs and interventions to promote the academic, social, and career success of individuals in higher education settings		
Below Expectations	0	0.00%
Meets Expectations	1	100.00%
Exceeds Expectations	0	0.00%
Total	1	100%
Marriage and Family- Conceptualizing and implementing treatment. Planning, and intervention strategies in marriage, couple, and family counseling		
Below Expectations	0	0.00%
Meets Expectations	1	100.00%
Exceeds Expectations	0	0.00%
Total	1	100%
School Counseling- School counselor roles as leaders, advocates, and systems change agents in p-12 schools		
Below Expectations	0	0.00%
Meets Expectations	1	100.00%
Exceeds Expectations	0	0.00%
Total	1	100%
School Counseling- Legal and ethical considerations specific to school counseling		
Below Expectations	0	0.00%
Meets Expectations	1	100.00%
Exceeds Expectations	0	0.00%
Total	1	100%
How would you rate <u>yourself</u> below?		
Your personal maturity in self-understanding and self-development.		
Below Expectations	0	0.00%
Meets Expectations	5	55.56%
Exceeds Expectations	4	44.44%
Total	9	100%
Your ability to examine personal values, origins, and their appropriateness for the counseling profession.		
Below Expectations	0	0.00%
Meets Expectations	7	77.78%
Exceeds Expectations	2	22.22%
Total	9	100%
Your ability to develop and demonstrate a process of on-going self-examination		
Below Expectations	0	0.00%
Meets Expectations	7	77.78%
Exceeds Expectations	2	22.22%
Total	9	100%
Your ability to effectively communicate feelings, thoughts and factual information		
Below Expectations	0	0.00%
Meets Expectations	6	66.67%
Exceeds Expectations	3	33.33%
Total	9	100%
Your ability to attain and maintain openness to diverse populations		
Below Expectations	0	0.00%
Meets Expectations	3	37.50%
Exceeds Expectations	5	62.50%
Total	8	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 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 program coodinator 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:

Written Exam/CPCE Results Chart

Mean (Average) Score By Corresponding Area

Content Area	Spring 2020 SDSU Mean	Spring 2020 National Mean	Fall 2020 SDSU Mean	Fall 2020 National Mean	Spring 2021 SDSU Mean	Spring 2021 National Mean
C1: Human Growth and Development	11.2	10.8	11.5	10.9	10.47	9.8
C2: Social & Cultural Diversity	10	10.2	9.8	9.3	9	9.7
C3: Helping Relationships	11.2	11.3	12.3	10.7	10.8	10.43
C4: Group Work	10.4	10.9	14.5	12.6	11.1	12.2
C5: Career Development	11.3	10.6	11.3	10.6	10.27	11.16
C6: Assessment	10.6	10.3	10.8	9.7	9.17	9.7
C7: Research & Program Evaluation	8.8	9.1	10.3	10.2	10.1	10.86
C8: Professional Orientation & Ethical Practice	12.3	11.8	11.3	10.8	12.4	12.57
Total	85.9	85.0	91.5	84.8	83.31	86.42

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:

National Counselor Exam Results Chart		
Mean (Average) Score By Corresponding Area		
Examination Date: Fall 2020		
Number Tested: 5 **Number Passed: 4** **Minimum Criteria: 91**		
CACREP Areas:	SDSU Results	National Results
Professional Orientation & Ethical Practice	10.80	10.05
Social & Cultural Diversity	4.40	4.65
Human Growth & Development	10.40	10.50
Career Development	9.40	10.17
Counseling and Helping Relationships	34.20	36.46
Group Counseling and Group Work	20.20	18.91
Assessment and Testing	11.80	11.37
Research & Program Evaluation	2.80	2.57
Total	104.00	104.69
Examination Date: Fall 2020		
Number Tested: 2 **Number Passed: 2** **Minimum Criteria: 90**		
CACREP Areas:	SDSU Results	National Results
Professional Orientation & Ethical Practice	14.50	12.80
Social & Cultural Diversity	3.00	3.22
Human Growth & Development	8.50	7.11
Career Development	10.50	10.00
Counseling and Helping Relationships	36.00	33.90
Group Counseling and Group Work	24.00	24.33
Assessment and Testing	9.50	10.83
Research & Program Evaluation	4.00	3.53
Total	110.00	105.72
Examination Date: Spring 2021		
Number Tested: 2 **Number Passed: 1** **Minimum Criteria: 95**		

CACREP Areas:	SDSU Results	National Results
Professional Orientation & Ethical Practice	6.00	8.20
Social & Cultural Diversity	2.00	2.27
Human Growth & Development	12.00	9.75
Career Development	16.00	15.37
Counseling and Helping Relationships	48.00	41.10
Group Counseling and Group Work	12.00	11.42
Assessment and Testing	22.00	18.69
Research & Program Evaluation	4.00	3.05
Total	122.00	109.85

Examination Date: Spring 2021

Number Tested: 4
Number Passed: 4
Minimum Criteria: 94

CACREP Areas:	SDSU Results	National Results
Professional Orientation & Ethical Practice	9.75	8.95
Social & Cultural Diversity	4.25	3.43
Human Growth & Development	10.00	9.01
Career Development	14.50	11.48
Counseling and Helping Relationships	35.25	31.17
Group Counseling and Group Work	23.25	19.17
Assessment and Testing	20.25	17.31
Research & Program Evaluation	9.75	8.37
Total	127.00	108.89

Examination Date: Spring 2021 Rapid City

Number Tested: 1
Number Passed: 1
Minimum Criteria: 95

CACREP Areas:	SDSU Results	National Results
Professional Orientation & Ethical Practice	8.00	8.20
Social & Cultural Diversity Human	2.00	2.27
Growth & Development Career	12.00	9.75
Development	18.00	15.37
Counseling and Helping Relationships	50.00	41.10
Group Counseling and Group Work	12.00	11.42
Assessment and Testing	23.00	18.69
Research & Program Evaluation	4.00	3.05
Total	129.00	109.85

Examination Date: Fall 2021 Rapid City Clinical Mental Health

Number Tested: 1
Number Passed: 1
Minimum Criteria: 92

CACREP Areas:	SDSU Results	National Results
Professional Orientation & Ethical Practice	8.00	7.98
Social & Cultural Diversity	3.00	2.28
Human Growth & Development	11.00	9.79
Career Development	14.00	15.44
Counseling and Helping Relationships	44.00	41.37
Group Counseling and Group Work	13.00	11.46
Assessment and Testing	17.00	18.68
Research & Program Evaluation	4.00	3.03

| Total | 114.00 | 110.02 |

Examination Date: Fall 2021 Clinical Mental Health Counseling

Number Tested: 4
Number Passed: 2
Minimum Criteria: 93

CACREP Areas:	SDSU Results	National Results
Professional Orientation & Ethical Practice	8.75	8.65
Social & Cultural Diversity	5.25	4.44
Human Growth & Development	7.50	7.21
Career Development	13.25	15.32
Counseling and Helping Relationships	32.25	31.67
Group Counseling and Group Work	20.00	20.15
Assessment and Testing	13.75	12.36
Research & Program Evaluation	6.50	6.64
Total	107.25	106.46

Examination Date: Fall 2021 Clinical Mental Health Counseling

Number Tested: 4
Number Passed: 4
Minimum Criteria: 90

CACREP Areas:	SDSU Results	National Results
Professional Orientation & Ethical Practice	5.50	6.83
Social & Cultural Diversity	2.50	2.22
Human Growth & Development	8.50	7.72
Career Development	14.25	12.63
Counseling and Helping Relationships	26.75	28.79
Group Counseling and Group Work	23.00	23.40
Assessment and Testing	16.75	16.07
Research & Program Evaluation	4.00	4.91
Total	101.25	102.57

Examination Date: Fall 2021 Clinical Mental Health Counseling

Number Tested: 1
Number Passed: 1
Minimum Criteria: 91

CACREP Areas:	SDSU Results	National Results
Professional Orientation & Ethical Practice	11.00	10.23
Social & Cultural Diversity	5.00	4.72
Human Growth & Development	13.00	10.84
Career Development	10.00	10.38
Counseling and Helping Relationships	47.00	37.25
Group Counseling and Group Work	21.00	19.45
Assessment and Testing	16.00	11.72
Research & Program Evaluation	3.00	2.67
Total	126.00	107.25

Examination Date: Fall 2021 Marriage and Family Counseling

Number Tested: 1
Number Passed: 1
Minimum Criteria: 91

CACREP Areas:	SDSU Results	National Results
Professional Orientation & Ethical Practice	12.00	10.23

Social & Cultural Diversity	4.00	4.72
Human Growth & Development	13.00	10.84
Career Development	12.00	10.38
Counseling and Helping Relationships	44.00	37.25
Group Counseling and Group Work	21.00	19.45
Assessment and Testing	10.00	11.72
Research & Program Evaluation	4.00	2.67
Total	120.00	107.25

Examination Date: Fall 2021 School Counseling

Number Tested: 1
Number Passed: 1
Minimum Criteria: 90

CACREP Areas:	SDSU Results	National Results
Professional Orientation & Ethical Practice	6.00	6.83
Social & Cultural Diversity	2.00	2.22
Human Growth & Development	6.00	7.72
Career Development	9.00	12.63
Counseling and Helping Relationships	29.00	28.79
Group Counseling and Group Work	22.00	23.40
Assessment and Testing	13.00	16.07
Research & Program Evaluation	5.00	4.91
Total	92.00	102.57

Examination Date: Fall 2021 School Counseling

Number Tested: 2
Number Passed: 2
Minimum Criteria: 92

CACREP Areas:	SDSU Results	National Results
Professional Orientation & Ethical Practice	9.50	7.98
Social & Cultural Diversity	2.00	2.28
Human Growth & Development	9.50	9.79
Career Development	17.50	15.44
Counseling and Helping Relationships	43.50	41.37
Group Counseling and Group Work	11.50	11.46
Assessment and Testing	21.00	18.68
Research & Program Evaluation	3.00	3.03
Total	117.50	110.02

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.

In addition, 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 <u>one (1) hour each week</u> 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 <u>one and one-half (1 ½) hours per week</u> 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	COLC (8)	CMHC(12)	MFMC(None)	RHMH(2)	SCHC(13)
KPI 1- 2-F.1.i. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	7.71	6.9		7	7.23
KPI 2- 2-F.1.l. Self- care strategies appropriate to the counselor role.	7.14	6.83		7	7.23
KPI 3- 2-f.2.c. Multicultural counseling competencies	8	6.66		7	7.07
KPI 4- 2-f.2.h. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	8	6.91		8	7.33
KPI 5- 2-f.3.a. Theories of individual and family development across the lifespan	7.33	6.5		6	7.23
KPI 6- 2-f.4.a. Theories and models of career development, counseling, and decision making	8	6.54		7	7.38
KPI 7- 2-f.5.b. A systems approach to conceptualizing clients	7.6	6.54		7	7.33
KPI 8- 2-f.5.g. Essential interviewing, counseling, and case conceptualizing skills	7.42	7.08		7	7.07
KPI 9- 2-f.6.b. Dynamics associated with group process and development	7.2	7.09		8	6.92
KPI 10- 2-f.7.m. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	6	6.63		6	6.8
KPI 11- 2-f.8.b. Identification of evidence-based counseling practices	8	7		7	7.07
KPI 12- 5-C.3.a. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychosocial assessment for treatment planning and caseload management		7.09			
KPI 13- 5-D. 2.p. Environmental, attitudinal, and individual barriers for people with disabilities				8	

KPI 14- 5- D.2.w. Legal and ethical considerations specific to clinical rehabilitation counseling				8	
KPI 15- 5-E.3.a. Collaboration within the higher education community to develop programs and interventions to promote the academic, social, and career success of individuals in higher education settings	8				
KPI 16- 5-F.3.d. Conceptualizing and implementing treatment, planning, and intervention strategies in marriage, couple, and family counseling					
KPI 17- 5-G.2.a. School counselor roles as leaders, advocates, and systems change agents in P-12 schools				7.38	

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 Program Coordinator. The faculty and/or Coordinator 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 Program Coordinator and the Director 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. <u>Two</u> 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 email of the CHRD admissions decision.

After completing the interview, the applicant will receive notification from the Graduate School 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	2019	2020	2021
Number Surveyed	42	43	37

Age			
21-25	42	41	26
26-30	5	7	7
31-35	1	1	4
36-40	0	0	0
40+	0	0	5
Location			
Brookings	18	17	25
Sioux Falls	10	7	7
Watertown	1	3	2
Madison	1	0	0
Chester	0	0	0
Other	18	22	8
Undergraduate Degree			
Criminal Justice	3	3	0
History	1	1	0
Psychology	21	21	16
Education	2	2	5
Human Development & Family Studies	5	5	9
Social Sciences	8	8	5
Communications	1	1	3
Other	7	7	3
Area of Emphasis			
Clinical Mental Health Counseling	21	22	21
College Counseling	1	3	4
Rehabilitation Counseling	4	5	2
School Counseling	10	8	10
Marriage and Family Counseling	6	5	2
Employment While Attending Graduate School			
No	4	4	4
Part-time	37	40	27
Full-Time	7	5	10
Reason for Choosing SDSU			
Reputation	34	37	27
Location	3	5	4
Programs Available	9	6	9
Other	2	1	0

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 Director 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 2021, 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 and the Key Performance Indicators, 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:

Graduate Survey Results		
Academic Year	2021	
Number Starting Survey	19	
Number Completing Survey	17	
Response Key: Below Expectations 1.00; Meets Expectations 2.00; Exceeds Expectations 3.00		
What <u>CHRD SPECIALIZATION</u> did you recently complete? If you pursued more than one specialization, please choose the specialization that you are actively seeking employment in.		
Clinical Mental Health Counseling	6	35.29%
College Counseling	1	5.88%
Marriage and Family Counseling	0	0%
School Counseling	10	58.83%
Rehabilitation Counseling	0	0.00
Total	17	100%
When did you complete the Program?		
Prior to 1990	0	0%
1991-2000	0	0%
2001-2010	0	0%
2011-2020	19	100%
2021	0	0%
Total	19	100%
What is current employment status?		
Employed in a Counseling Field	13	68.42%
Employed in a Counseling Related Field	5	26.32%
Not employed in a Counseling Related Field	1	5.26%
Total	19	100%
Based on your educational experience at SDSU, please evaluate your competency on the key performance indicators listed below:		
Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal		

considerations in professional counseling		
Exceeds Expectations	5	29.41%
Meets Expectations	12	70.59%
Below Expectations	0	0%
Total	17	100%
Self- care strategies appropriate to the counselor role		
Exceeds Expectations	6	35.29%
Meets Expectations	9	52.95%
Below Expectations	2	11.76%
Total	17	100%
Multicultural counseling competencies		
Exceeds Expectations	9	52.95%
Meets Expectations	5	29.41%
Below Expectations	3	17.64%
Total	17	100%
Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination		
Exceeds Expectations	4	23.54%
Meets Expectations	10	58.82%
Below Expectations	3	17.64%
Total	17	100%
Theories of individual and family development across the lifespan		
Exceeds Expectations	7	41.17%
Meets Expectations	9	52.95%
Below Expectations	1	5.88%
Total	17	100%
Theories and models of career development, counseling, and decision making		
Exceeds Expectations	5	33.33%
Meets Expectations	10	66.67%
Below Expectations	0	0%
Total	15	100%
A systems approach to conceptualizing clients		
Exceeds Expectations	5	29.41%
Meets Expectations	11	64.71%
Below Expectations	1	5.88%
Total	17	100%
Essential interviewing, counseling, and case conceptualizing skills		
Exceeds Expectations	10	58.82%
Meets Expectations	7	41.18%
Below Expectations	0	0%
Total	17	100%
Dynamics associated with group process and development		
Exceeds Expectations	7	41.18%
Meets Expectations	10	58.82%
Below Expectations	0	0%
Total	17	100%
Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results		
Exceeds Expectations	1	5.88%
Meets Expectations	13	76.47%
Below Expectations	3	17.65%
Total	17	100%
Identification of evidence-based counseling practices		
Exceeds Expectations	1	6.67%
Meets Expectations	14	93.33%
Below Expectations	0	0%
Total	15	100%
Clinical Mental Health - Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychosocial		

assessment for treatment planning and caseload management		
Exceeds Expectations	4	33.33%
Meets Expectations	7	58.33%
Below Expectations	1	8.34%
Total	12	100%
Rehabilitation - Environmental, attitudinal, and individual barriers for people with disabilities		
Exceeds Expectations	1	14.28%
Meets Expectations	6	85.72%
Below Expectations	0	0%
Total	7	100%
Rehabilitation - Legal and ethical considerations specific to clinical rehabilitation counseling		
Exceeds Expectations	0	0%
Meets Expectations	6	85.72%
Below Expectations	1	14.28%
Total	7	100%
College Counseling - Collaboration within the higher education community to develop programs and interventions to promote the academic, social, and career success of individuals in higher education settings		
Exceeds Expectations	1	11.11%
Meets Expectations	6	66.67%
Below Expectations	2	22.22%
Total	9	100%
Marriage and Family - Conceptualizing and implementing treatment, planning, and intervention strategies in marriage, couple, and family counseling		
Exceeds Expectations	1	10.00%
Meets Expectations	9	90.00%
Below Expectations	0	0%
Total	10	100%
School Counseling - School counselor roles as leaders, advocates, and systems change agents in P-12 schools		
Exceeds Expectations	4	28.57%
Meets Expectations	8	57.14%
Below Expectations	2	14.29%
Total	14	100%
Please rate your knowledge in the core CACREP areas below, based on your educational experience at SDSU:		
Human Growth and Development: understanding of the nature and needs of individuals at all developmental levels.		
Exceeds Expectations	7	41.18%
Meets Expectations	10	58.82%
Below Expectations	0	0%
Total	17	100%
Helping Relationships: an understanding of counseling and consultation processes.		
Exceeds Expectations	11	64.71%
Meets Expectations	6	35.29%
Below Expectations	0	0%
Total	17	100%
Social and Cultural Foundations: an understanding of issues and trends in a multicultural and diverse society.		
Exceeds Expectations	8	47.06%
Meets Expectations	8	47.06%
Below Expectations	1	5.88%
Total	17	100%
Group Work: an understanding of group development, dynamics, counseling theories, group counseling methods & skills, and other group work approaches.		
Exceeds Expectations	8	47.06%
Meets Expectations	7	41.18%
Below Expectations	2	11.76%
Total	17	100%
Career and Lifestyle Development: an understanding of career development and other related life factors.		
Exceeds Expectations	3	17.64%
Meets Expectations	14	82.35%
Below Expectations	0	0%
Total	17	100%

Appraisal: an understanding of individual and group approaches to assessment and evaluation.		
Exceeds Expectations	2	11.76%
Meets Expectations	11	64.71%
Below Expectations	4	23.53%
Total	17	100%
Research and Program Evaluation: an understanding of research methods, basic statistics, and ethical & legal considerations.		
Exceeds Expectations	5	29.41%
Meets Expectations	11	64.71%
Below Expectations	1	5.88%
Total	17	100%
Professional Orientation: an understanding of counseling history, roles, organizational structure, ethics, and credentials.		
Exceeds Expectations	4	23.53%
Meets Expectations	13	76.47%
Below Expectations	0	0%
Total	17	100%
Based on your educational experiences at SDSU, please evaluate your:		
Personal maturity in self-understanding and self-development		
Exceeds Expectations	12	70.59%
Meets Expectations	5	29.41%
Below Expectations	0	0%
Total	17	100%
Ability to examine personal values and origins and their appropriateness for the counseling profession		
Exceeds Expectations	8	47.06%
Meets Expectations	9	52.94%
Below Expectations	0	0%
Total	17	100%
Ability to develop and demonstrate a process of ongoing self-evaluation		
Exceeds Expectations	11	64.71%
Meets Expectations	6	35.29%
Below Expectations	0	0%
Total	17	100%
Ability to effectively communicate feelings, thoughts, and factual information		
Exceeds Expectations	10	58.82%
Meets Expectations	7	41.18%
Below Expectations	0	0%
Total	17	100%
Ability to attain and maintain an openness to diverse populations		
Exceeds Expectations	9	52.94%
Meets Expectations	8	47.06%
Below Expectations	0	0%
Total	17	100%

Clinical Supervisor/Employer Survey Results

Academic Year Number	2021	
Starting Survey	17	
Number Completing Survey	17	

Response Key: Below Expectations 1.00; Meets Expectations 2.00; Exceeds Expectations 3.00

What was your <u>CHRD SPECIALIZATION</u> of emphasis?

Clinical Mental Health Counseling	11	64.71%
College Counseling	1	5.88%
Marriage and Family Counseling	0	0%
School Counseling	2	11.76%
Rehabilitation Counseling	3	17.65%
Total	17	100%

Based on your experiences, please evaluate CHRD program graduates in the following key performance areas:

Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling

Exceeds Expectations	10	58.822%
Meets Expectations	7	41.18%
Below Expectations	0	0%
Total	17	100%

Self- care strategies appropriate to the counselor role

Exceeds Expectations	4	23.53%
Meets Expectations	11	64.71%
Below Expectations	2	11.76%
Total	17	100%

Multicultural counseling competencies

Exceeds Expectations	3	17.64%
Meets Expectations	14	82.35%
Below Expectations	0	0%
Total	17	100%

Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

Exceeds Expectations	6	35.29%
Meets Expectations	10	58.82%
Below Expectations	1	5.88%
Total	17	100%

Theories of individual and family development across the lifespan

Exceeds Expectations	3	17.65%
Meets Expectations	12	70.59%
Below Expectations	2	11.76%
Total	17	100%

Theories and models of career development, counseling, and decision making

Exceeds Expectations	5	29.41%
Meets Expectations	11	64.71%
Below Expectations	1	5.88%
Total	17	100%

A systems approach to conceptualizing clients

Exceeds Expectations	4	23.53%
Meets Expectations	13	76.47%
Below Expectations	0	0%
Total	17	100%

Essential interviewing, counseling, and case conceptualizing skills

Exceeds Expectations	6	35.29%
Meets Expectations	11	64.71%
Below Expectations	0	0%
Total	17	100%

Dynamics associated with group process and development

Exceeds Expectations	2	11.76%
Meets Expectations	13	76.48%
Below Expectations	2	11.76%
Total	17	100%

Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

Exceeds Expectations	4	28.57%
Meets Expectations	9	64.29%
Below Expectations	1	7.14%
Total	14	100%

Identification of evidence-based counseling practices

Exceeds Expectations	2	11.76%
Meets Expectations	14	82.35%
Below Expectations	1	5.89%
Total	17	100%

Clinical Mental Health - Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychosocial assessment for treatment planning and caseload management

Exceeds Expectations	1	6.25%
Meets Expectations	15	73.75%
Below Expectations	0	0%
Total	16	100%

Rehabilitation - Environmental, attitudinal, and individual barriers for people with disabilities

Exceeds Expectations	2	12.50%
Meets Expectations	13	81.25%
Below Expectations	1	6.25%
Total	16	100%

Rehabilitation - Legal and ethical considerations specific to clinical rehabilitation counseling

Exceeds Expectations	2	12.50%
Meets Expectations	13	81.25%
Below Expectations	1	6.25%
Total	16	100%

College Counseling - Collaboration within the higher education community to develop programs and interventions to promote the academic, social, and career success of individuals in higher education settings

Exceeds Expectations	3	21.43%
Meets Expectations	10	71.43%
Below Expectations	1	7.14%
Total	14	100%

Marriage and Family - Conceptualizing and implementing treatment, planning, and intervention strategies in marriage, couple, and family counseling

Exceeds Expectations	0	0%
Meets Expectations	14	87.50%
Below Expectations	2	12.50%
Total	16	100%

School Counseling - School counselor roles as leaders, advocates, and systems change agents in P-12 schools

Exceeds Expectations	0	0%
Meets Expectations	11	91.67%
Below Expectations	1	8.33%
Total	12	100%

School Counseling - Legal and ethical considerations specific to school counseling

Exceeds Expectations	2	16.67%
Meets Expectations	9	75.00%
Below Expectations	1	8.33%
Total	12	100%

Please rate the questions below based on your observations/experiences with CHRD program graduates:

Human Growth and Development: understanding of the nature and needs of individuals at all developmental levels.

Exceeds Expectations	4	23.53%
Meets Expectations	13	76.47%
Below Expectations	0	0%
Total	17	100%
Helping Relationships: an understanding of counseling and consultation processes.		
Exceeds Expectations	8	47.06%
Meets Expectations	8	47.06%
Below Expectations	1	5.88%
Total	17	100%
Social and Cultural Foundations: an understanding of issues and trends in a multicultural and diverse society.		
Exceeds Expectations	6	35.29%
Meets Expectations	11	64.71%
Below Expectations	0	0%
Total	17	100%
Group Work: an understanding of group development, dynamics, counseling theories, group counseling methods & skills, and other group work approaches.		
Exceeds Expectations	2	11.76%
Meets Expectations	13	76.47%
Below Expectations	2	11.76%
Total	17	100%
Career and Lifestyle Development: an understanding of career development and other related life factors.		
Exceeds Expectations	5	29.41%
Meets Expectations	12	70.59%
Below Expectations	0	0%
Total	17	100%
Appraisal: an understanding of individual and group approaches to assessment and evaluation.		
Exceeds Expectations	3	17.65%
Meets Expectations	14	82.35%
Below Expectations	0	0%
Total	17	100%
Research and Program Evaluation: an understanding of research methods, basic statistics, and ethical & legal considerations.		
Exceeds Expectations	2	11.76%
Meets Expectations	15	88.24%
Below Expectations	0	0%
Total	17	100%
Professional Orientation: an understanding of counseling history, roles, organizational structure, ethics, and credentials.		
Exceeds Expectations	6	35.29%
Meets Expectations	11	64.71%
Below Expectations	0	0%
Total	17	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 clinical mental health counseling, school counseling, college counseling, marriage and family 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 an internship meeting or workshop, 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, School, 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
January 29, 2021
I.   Welcome & brief introductions

II.   CHRD Updates were shared, which included demographic data, trends, strengths, challenges, and results of the most recent evaluations.

III.   The following curriculum adjustments were reviewed and approved:
    a. Addition of Crisis Counseling Class to the current curriculum
    b. Movement in Fall of 2022 of the College Counseling and School Counseling programs to 60 credit hours (as required by CACREP).
    c. Controlled Distance Delivery program starting in 2023

IV.   The Mission Statement was reviewed and approved with the final copy reading:

The Counseling and Human Resource Development program at South Dakota State University will develop and prepare students to become proficient and accomplished professionals in their chosen specialty area with a focus of improving the quality of lives of those they work with. As graduates, they will display and exemplify a high level of professional integrity, multicultural competence and inclusion, wellness, resilience, advocacy, and intellectual curiosity.

V.   The Guiding Philosophy, Goals, & Program Expectations were reviewed and approved.

VI.   The Minority Student Recruitment and Retention Plan was reviewed and approved.

VII. The individual specialty areas:
   a. Discussed the impact of the COVID Pandemic on Mental Health and planning for the future
   b. Reviewed and approved the specialty areas goals.