

Annual Report

2020-2021

Department Psychology and Counselor Education

Master of Science in Counseling
Clinical Mental Health and School Counseling Programs

Millicent Atkins School of Education
Northern State University (NSU)

January 20, 2022

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Faculty and Staff

(Master of Science – Clinical Mental Health and School Counseling Tracks)

Karyl Meister, PhD	Assistant Professor, Dep. Chair	CMH Counseling
Shuhui Fan, PhD	Assistant Professor	CMH Counseling
Shalini Mathew, PhD	Assistant Professor, FC	School Counseling

Staff

Raelynn Zens	Administrative Secretary	School of Education
April Hinze	Assessment Coordinator	School of Education

Adjunct Faculty

N/A

Overview 2020 – 2021

Program History – NSU first offered graduate course offerings in guidance and counseling in 1957. Course offerings in counseling expanded throughout the 1960's and 1970's in response to growing student demand. The guidance and counseling program became formally recognized by the South Dakota Board of Regents during the early 1980's and was housed within the College of Education.

Student Enrollments – To date, approximately 333 students have completed the program, most of whom have been Not Hispanic; White females (more than 70%). Historically, the most popular counseling program track among students has been the clinical mental health track. Among students accepted into the CMH track, most are interested in serving individuals in a community agency setting. In addition, several are interested in targeting underserved populations, and others have a specific desire to help couples and families.

More recently, many students have opted to complete both the Clinical Mental Health and School Counseling tracks. The increased incidence of these requests suggests that the program is drawing a greater diversity of students. Students accepted into the program typically possess an undergraduate degree in psychology, sociology, or education.

There are 9 new students accepted in the 2021-2022 incoming cohort. Program faculty conducted the first round of prospective student interviews on January 14, 2022 and will continue to accept applications until February 15, 2022.

Table 1 *Demographics 2020 – 2021 Academic Year*

	Faculty			Students		
	Male	Female	Non-binary	Male	Female	Non-binary
Caucasian/White		1		3	13	
African/African American				1		
Asian/Asian American		2			2	
Native American					1	
Latinx						
Totals	3			19		

The Graduate Program Curriculum – The Clinical Mental Health and School Counseling tracks are both 60-credit-hour programs. Students take 15 of the same courses for both programs (45 credits hours). School Counseling students take an Introduction to School Counseling, School Environment, and Consultation course, School Counseling Program Development and Classroom Management Course, as well as a specialized Practicum and Internship in the schools. Clinical Mental Health students take a course in Psychopharmacology, a course in Supervision, as well as a specialized Practicum and Internship in some type of clinical mental health setting.

Graduate Counseling Student Handbook & Field Placement Handbook – Both the Graduate Counseling Student Handbook and the Practicum Field Placement Handbook are updated annually. The updated version of the Counseling Student Handbook is made available to students during the New Student Orientation each fall. It contains all the information students need to know about the program, the forms of evaluation, and graduation information. The Field Placement Handbook is disseminated to students in Practicum and Internship and the individual Site Supervisors of students each fall. The handbook includes all necessary forms for the Site Supervisor, Student, and University Supervisor to complete during both Practicum and Internship.

Counseling Program D2L Site “Sandbox” – A Counseling Program sandbox was created in D2L in Fall 2014. The site is accessible to all currently enrolled students within the program, faculty members, and appropriate staff. The primary purpose for the site is to provide students with enhanced access to important program related documents, information, or announcements. For example, the current Graduate Counseling Student Handbook and Field Placement Handbooks are available at this site 24 hours a day providing convenient and easy access to students, faculty and staff.

Contributions to the Discipline or Profession - NSU Faculty, Dr. Mathew and Dr. Fan, were invited to participate in the 4th Annual Philadelphia Trauma Training Conference where they offered 5 hours of training in Mental Health First Aid. The session was titled- “Crisis Intervention- What do we learn from COVID 19”.

Advisory Council Processes and Feedback - The Counselor Education department hosts a yearly advisory board meeting to gather input from site supervisors, practitioners, and individuals in both clinical and school counseling fields. These meetings and discussions aid the department in making progressive decisions involving curriculum revisions, community outreach, collaborative efforts, and policy endorsements. Agenda items include program assessment (including CPCE and NCE results), discussions of program strengths and limitations,

student and faculty demographics, and new developments to co-curricular experiential learning. Members of the Advisory Council do not have voting rights or official status, but are valued for their contributions and input, making recommendations to the faculty. The meeting for the school counseling program is typically conducted in conjunction with the district school counselors monthly board meeting while the clinical mental advisory board meeting is planned by the program at a venue that is convenient for participants. Student interns are welcome to participate in the meetings. Sample meeting agendas can be viewed in Appendix A and B.

Counseling Program Assessment

Comprehensive Assessment Plan - A program assessment plan, including formative and summative measures, was finalized in January of 2017. The assessment plan provides a means by which indicators of program quality can be objectively assessed at multiple levels including: the currently enrolled individual student level; class level; community level. For example, at the level of individual students, faculty began conducting semi-annual evaluations of all students during the Fall 2014 semester. The semi-annual evaluation provides students with feedback regarding their standing within the program in terms of cumulative and term GPA, course work being within the six-year timeframe, and dispositions being within the expected range.

Faculty complete disposition evaluations at midterm and near the end of each semester. Previously, program dispositions were completed by the instructor for only specific clinical courses (i.e., CGPS 758: PrePracticum, CGPS 762: Multicultural Counseling, CGPS 765: Group Counseling, CGPS 794: Internship, and CGPS 795: Practicum). However, during the 2019-2020 academic year, a revised process was implemented that includes input from all instructors, including non-core faculty teaching during that semester. Items on the disposition evaluation were also revised at that time to reflect the change from an evaluation of clinical courses to an evaluation of dispositions across all courses taught within a given semester. This change was made effective Fall of 2019.

Several assessments are utilized during the Practicum and Internship experiences. Students complete formative self-evaluations and are evaluated by both the Site Supervisor and course instructor. Students evaluate the Internship and Practicum Site as well as the Site Supervisor and course faculty. Every semester, students have the opportunity to complete an evaluation of their courses using the Student Opinion of Instruction survey. Finally, graduating students are evaluated using the Counselor Preparation Comprehensive Exam (CPCE). The Oral Defense/Portfolio was discontinued by faculty after the 2018-2019 academic year to align better to other CACREP programs graduation requirements. Other program assessments include an exit survey of graduating students and an employer's survey.

The counseling curriculum represents another important indicator of quality addressed by the program assessment plan. During the 2019-2020 academic year, the faculty began the process of updating all student knowledge and skill learning objectives to map from the 2009 CACREP standards to the 2016 CACREP standards. Each counseling course syllabus includes a section that clearly describes the content area addressed in the course, associated knowledge and skill objectives, methods of instruction, and evaluation criteria. Objectives of each class evaluate student learning. A mid-cycle review was submitted to CACREP in the summer of 2021, which reflected the 2016 standards. Table 2 provides an overview of assessment activities and their timelines.

Table 2 *Comprehensive Assessment Plan Timeline – Formative and Summative*

Semester	Assessment	Program-Level	Assessors
Spring	Program Admission Evaluation (Formative)	Program wide	Faculty
Fall	Mid-term dispositions (Formative)	All courses	Faculty
Fall	Final dispositions (Summative)	All courses	Faculty
Fall	Practicum/Internship Student Self Evaluation Mid-Term Evaluation (Formative)	Practicum/Internship	Student
Fall	Counseling Skills Acquisition mid-term evaluations (includes Dispositions) (Formative)	Practicum/Internship	Site Supervisors & Practicum Faculty
Fall	Counseling Skills Acquisition final evaluations (includes Dispositions) (Summative)	Practicum/Internship	Site Supervisors & Practicum Faculty
Fall	Practicum/Internship Student Self	Practicum/Internship	Student

	Evaluation Final Evaluation (Formative)		
Fall	Site Supervisor Evaluation (Summative)	Practicum/Internship	Student
Fall	Site Evaluation (Summative)	Practicum/Internship	Student
Fall	Student Opinion of Instruction (Summative)	Program wide	Student
Fall	Counselor Preparation Comprehensive Exam (Summative)	Program wide	Graduating students
Fall	Program Exit Survey	Program wide	Graduating students
Fall	Semi-Annual Counseling Candidate Academic Review (Formative)	Program wide	Faculty
Spring	Mid-term dispositions (Formative)	All courses	Faculty
Spring	Final dispositions (Summative)	All courses	Faculty
Spring	Practicum/Internship Student Self Evaluation Mid-Term Evaluation (Formative)	Practicum/Internship	Students
Spring	Counseling Skills Acquisition mid-term evaluations (includes Dispositions) (Formative)	Practicum/Internship	Site Supervisor & Internship Faculty
Spring	Counseling Skills Acquisition final evaluations (includes	Practicum/Internship	Site supervisors & Internship Faculty

	Dispositions) (Summative)		
Spring	Practicum/Internship Student Self Evaluation Final Evaluation (Formative)	Practicum/Internship	Student
Spring	Supervisor Evaluation (Summative)	Practicum/Internship	Student
Spring	Practicum/Internship Site Evaluation (Summative)	Practicum/Internship	Student
Spring	Student Opinion of Instruction (Summative)	Program wide	Student
Spring	Counselor Preparation Comprehensive Exam (Summative)	Program wide	Graduating students
Spring	Program Exit Survey (Summative)	Program wide	Graduating students
Spring	Semi-Annual Counseling Candidate Academic Review (Formative)	Program wide	Faculty
Spring	Counseling Field Coordinator Evaluation (Formative)	Program wide	Site supervisors
Spring	Employer Survey (Formative)	Program wide	Employers of past graduates
Summer	Student Opinion of Instruction (Summative)	Program wide	Student
Summer	Practicum/Internship Student Self Evaluation Mid-Term Evaluation (Formative)	Practicum/Internship	Students

Summer	Counseling Skills Acquisition mid-term evaluations (includes Dispositions) (Formative)	Practicum/Internship	Site Supervisor & Internship Faculty
Summer	Counseling Skills Acquisition final evaluations (includes Dispositions) (Summative)	Practicum/Internship	Site supervisors & Internship Faculty
Summer	Practicum/Internship Student Self Evaluation Final Evaluation (Formative)	Practicum/Internship	Student
Summer	Supervisor Evaluation (Summative)	Practicum/Internship	Student
Summer	Practicum/Internship Site Evaluation (Summative)	Practicum/Internship	Student
On-going	Individualized Written Remediation Plan (Formative)	Individual students, as needed	Faculty & Student

Selected Assessment Outcomes –

Academic Assessment Annual Report – All academic programs are expected to assess their program and the learning gains made by enrolled students each year. Annual assessment reports are due December 31, 2021. The report is developed to summarize the assessment efforts that took place during the prior academic year. Once the report is completed it is reviewed by the department chair and/or dean. Finally, during the spring semester, the campus assessment committee reviews all the submitted reports. Follow up communications and feedback is provided to the department chair by the director of assessment. A summary of the campus's assessment efforts, as evidenced by the submitted reports, is documented in the committee's annual report to the provost's office. The Clinical Mental Health and School Counseling programs are assessed individually. A summary of the Assessment Report is included in the program's Annual Report (see Appendix C and D).

Semi-Annual Academic Review - In the 2020-21 semi-annual academic review, 100% of students were meeting all benchmarks and progressing through the counseling program in both degree tracks.

Placement Information - During the 2020-2021 report cycle, 13 students were eligible for graduation in May 2021, of which 10 were clinical mental health and 3 were school counseling. The completion rate and job placement graduation rate for the Clinical Mental Health track is 90%, while the school counseling completion and job placement graduation rate was 100%. Typical employers of counseling program graduates include many schools in this geographic region, Northeastern Mental Health Center, Lutheran Social Services, Vocational Rehabilitation, South Dakota Developmental Center, and Rehabilitation Services Administration.

Summary of the Vital Statistics Report

2020-2021 ACADEMIC YEAR
PROGRAM/STUDENT OUTCOMES

Program	Admissions	Total Program Enrollment	Graduates	Completion Rate	Licensure or Certification Pass Rate	In Field Employment Rate
Clinical Mental Health Counseling	3	9	10	90%	100%	90%
School Counseling	4	6	3	100%	100%	100%

<https://www.northern.edu/programs/graduate/counseling-masters>

Knowledge Domain	Means and Standard Deviations by Year													
	2014-2015		2015-2016		2016-2017		2017-2018		2018 – 2019		2019 – 2020		2020 – 2021	
	NSU	National	NSU	National	NSU	National	NSU	National	NSU	National	NSU	National	NSU	National
<i>Prof. Orient. /Ethics</i>	10.85, 2.07	12.38, 2.63	10.57, 3.02	12.43, 2.72	12.29, 1.28	9.59, 2.91	11.71, 2.59	11.38, 2.46	11.46, 3.50	11.52, 1.96	12.00, 1.90	11.77, 2.19	13.0, 1.1	13.7, 2.3
<i>Social/Cult. Found.</i>	10.69, 2.23	10.72, 2.45	9.36, 2.47	9.08, 2.46	9.28, 2.49	9.88, 2.52	8.71, 2.36	10.30, 2.65	9.31, 2.98	9.73, 1.85	9.10, 1.90	10.15, 2.36	9.7, 2.3	9.8, 2.4
<i>Human Growth & Dev.</i>	10.54, 2.56	10.30, 2.70	10.00, 1.77	10.63, 2.68	9.00, 2.39	10.39, 2.65	11.57, 2.37	11.62, 2.83	8.92, 3.34	10.01, 2.36	10.70, 2.80	10.65, 2.58	9.7, 2.1	9.5, 2.3
<i>Career Development</i>	9.62, 2.87	10.21, 2.88	7.14, 1.92	9.31, 2.73	10.00, 2.07	10.34, 2.71	9.57, 1.38	9.38, 2.57	10.31, 3.46	10.51, 2.08	10.40, 1.70	10.52, 2.32	10.8, 2.6	11.4, 2.6
<i>Helping Relationships</i>	9.92, 1.64	10.84, 2.47	9.29, 3.13	11.48, 2.87	9.43, 1.29	11.4, 2.66	11.71, 1.73	11.94, 2.80	10.62, 3.28	10.77, 2.04	11.00, 1.90	11.44, 2.14	9.5, 1.8	10.7, 2.6
<i>Group Work</i>	12.00, 2.18	11.78, 2.54	9.14, 2.70	11.13, 2.86	11.00, 1.69	11.77, 2.57	11.14, 3.08	10.84, 2.94	9.85, 3.61	10.37, 2.51	9.40, 2.30	10.55, 2.58	10.8, 1.2	12.5, 2.5
<i>Assessment</i>	9.54, 2.93	9.78, 2.46	9.64, 2.35	11.19, 2.68	9.86, 2.10	9.97, 2.81	11.71, 1.26	10.63, 2.29	10.62, 3.70	10.85, 2.22	11.80, 1.60	10.30, 2.39	8.5, 2.0	10.0, 2.5
<i>Research & Prog. Eval.</i>	9.77, 2.45	10.60, 2.58	9.36, 2.38	10.91, 2.60	9.71, 1.39	10.55, 3.06	11.42, 2.43	11.04, 2.18	11.00, 3.53	10.90, 2.14	10.40, 3.00	9.00, 2.58	10.0, 2.0	11.5, 2.6

Data Informed Program Modifications (AY 2020-2021)

HyFlex Delivery – Until 2017, the Counseling program had utilized a hybrid model using the Digital Dakota Network (DDN) to deliver coursework synchronously to students at a distance. As educational technologies have improved over time, and faculty have gained valuable experience teaching and communicating with digital technologies, discussions have begun to identify the courses that could be taught asynchronously or synchronously using distance technologies.

Counseling Program Curriculum – In an effort to reflect the most current professional standards, the counselor education faculty updated all student knowledge and skill learning objectives to map from the 2009 CACRPE standards to the 2016 CACREP standards. All 2020-2021 course syllabi included a section that clearly describes the objectives of each class, the content area addressed, the associated knowledge and skill objectives, the methods of instruction, and the evaluation methods and criteria.

Additionally, feedback from alumni and site supervisors indicated that the development of a course in Supervision would be beneficial for the counseling community as well as students preparing to enter the field. To support this need, faculty developed a course in Supervision, which was added to the course rotation. Information about this course offering was communicated to the Advisory Board members.

Pre-Practicum Outcome- Starting Fall 2020, all students admitted to the counseling program will participate in a minimum of three (3) individual counseling sessions. This requirement must be fulfilled prior to completion of CGPS 795 Practicum (CMH/SC). These personal counseling sessions are included as an assignment in CGPS 758 Pre-practicum. This counseling requirement is based on feedback from the Advisory Council and is intended to assist students in the exploration of themselves, self-reflection, and enhancing personal choices and relationships with others.

School Counseling Curriculum - Based on a review of state licensure requirements and feedback from the Advisory Board, the School Counseling practicum requirements were updated during the 2020-2021 academic year. Students will now complete an experience at the elementary, middle, and high school levels during the practicum experience. This change was made to be inclusive of states that require students have experience within each of the K-12 levels.

Course Rotation Change - Beginning in the Summer of 2020, the curriculum rotation has been revised so that students can complete all summer course offerings in one summer. Students now have a 2-year, 1-summer plan of study rather than a 2-year, 2-summer plan of study. This provides students a more streamlined path toward degree completion.

Electronic Data Collection – As discussed with members of the Advisory Council, plans have been made to begin using Formstack in Fall 2021. This new process will provide a means to collect assessment information digitally, which will streamline assessment workflows and maximize data collection and analysis efforts, all while maintaining security and compliance standards.

Peer Mentoring Program for Counselors in Training – The peer mentoring program pairs first-year, CMH and SC students with second year students in the same discipline. The purpose of the Peer Mentoring Program is to provide support, resources, and information to master’s level counseling students as they navigate the journey through graduate school. Specifically, the program aims to further enhance the graduate student experience, professional development, and professional counselor identity of master’s level counseling students at the university. The mentoring program goals align well with the department’s mission for cultivating overall student growth and professional development opportunities for counselors in training.

All first-year students participate in the program; mentors are selected through a self-nomination process, with input from department. Mentors help their first-year mentees become acclimated with the program and department, practicum, and internship process, and help them connect to academic resources. The peer mentoring program is a fun and rewarding way for first-year students to create relationships with peers, familiarize themselves with program resources, and become a part of the university and community. Based on positive self-report from the first year of implementation, the program was utilized again during the 2020-2021 academic year. Faculty found the mentors to be a helpful additional support for first year students. This program will continue to be monitored and revised, as indicated.

Contributions to the University -

Live Event - The NSU Counseling program hosted a live event with Chris Arnade, photographer, and author of “Dignity: Seeking Respect in Back Row America”. The event was offered in conjunction with Northern State University Honors program and Common Read Program. One additional benefit of this partnering activity was to provide increased visibility and interest in the counseling program for prospective students.

Feel Good Thursdays - Counseling faculty organized and oversaw student-facilitated campus community outreach activities in partnership with the Center for Excellence in Teaching and Learning (CETL). These events, referred to as “Feel Good Thursdays”, were developed at the request of the university to help faculty navigate their stress (and the stress their students were experiencing) in response to the COVID-19 pandemic, as well as changes in educational delivery models. Dr. Mathew served as the faculty advisor for this program.

Contributions to the Profession -

NBCC & SDCA Sponsored Counselor Supervision Training – Members of the Advisory Council requested additional training in supervision. To achieve this, NSU Faculty (Dr. Mathew and Dr. Fan) led a summer supervision workshop with 5 contact hours of training in supervision models, as needed for licensure renewal for Clinical Mental Health & School Counselors. This event was held on May 1, 2021, from 9 AM – 3 PM. This was well attended by both School counselors and Mental Health Counselors in the Aberdeen area. This professional development event provided an overview of various supervision models. It helped participants to-

- Recognize and apply different supervision models
- Delineate the necessity of utilizing supervision models when supervising students/counselors-in-training
- Provide additional resources for Counselor Supervisors already practicing in the field

Appendix A

Clinical Mental Health Advisory Board Meeting – Sample Agenda

Advisory Board Meeting
January 21, 2021 10:00 AM
Virtually on Zoom

1. Resignation Dr. Meister and Faculty (Chair) Search update
 2. Update on new courses for all students
 3. Forensic Counseling specialization
 4. Annual Report review
 5. Concerns/questions from Advisory Board
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Appendix B

School Advisory Board Meeting - Sample Agenda

Advisory Board Meeting
October 15, 2020 2:00 PM

****Due to the COVID restrictions in the school system, the schools suspended their advisory meeting for Spring 2021****

Virtually on Zoom

1. Resignation of Dr. Meister and Faculty Search update
 2. Update on new courses for all students and Forensic Counseling specialization
 3. Annual Report
 4. Concerns/questions from Advisory Board
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Appendix C

NSU Academic Assessment Annual Report Summary (Clinical Mental Health)

Academic Unit/Department	Psychology and Counseling
Academic Program	Counselor Education – Clinical Mental Health
Date Range	08/2020 – 07/2021

Submit this report to the NSU Office of Institutional Research & Assessment via the email address nsuassessment@northern.edu. Also attach to this email a current copy of the assessment plan for the program. The assessment plan should include the rubrics used to assess each learning outcome and a curriculum map showing which required courses focus on and assess each learning outcome.

Learning Objective 1

Objective description

To describe the foundations of the clinical mental health counseling profession.

Method of assessment

In CGPS 769 (Professional Orientation & Ethics) – Ethical Decision-Making Project that is both formative and summative.

In the final semester, students take the Counselor Preparation Comprehensive Exam (CPCE).

Goal met?

Partially met

Learning Objective 2

Objective description

To demonstrate self-awareness and sensitivity to others, seeking supervision when appropriate.

Method of assessment

Dispositions were reported for each CMH student each semester.

CGPS 795 (Practicum) & 794 (Internship) - Counseling Skills Acquisition Form.

CGPS 795 (Practicum) & 794 (Internship) - Student Evaluation of Self.

CGPS 762 (Multicultural Counseling) - Cultural Immersion Experience and Cultural Autobiography/Project Implicit reflection.

Goal met?

Met

Learning Objective 3

Objective description

To implement culturally appropriate counseling practice.

Method of assessment	<p>Dispositions were reported for each CMH student each semester.</p> <p>CGPS 795 (Practicum) & 794 (Internship) - Counseling Skills Acquisition Form.</p> <p>CGPS 795 (Practicum) & 794 (Internship) - Student Evaluation of Self.</p> <p>CGPS 762 (Multicultural Counseling) - Cultural Immersion Experience and Cultural Autobiography/Project Implicit reflection.</p>
Goal met?	Met
Learning Objective 4 Objective description	<i>To adhere to professional standards and codes of ethical conduct.</i>
Method of assessment	<p>Dispositions were reported for each CMH student each semester.</p> <p>CGPS 795 (Practicum) & 794 (Internship) - Counseling Skills Acquisition Form.</p> <p>CGPS 795 (Practicum) & 794 (Internship) - Student Evaluation of Self.</p> <p>CGPS 769 (Professional Orientation & Ethics) - Midterm and Final Exams.</p>
Goal met?	Met
Learning Objective 5 Objective description	<i>To articulate a theoretically based philosophy of counseling.</i>
Method of assessment	<p>CGPS 795 (Practicum) - Theory of Change paper.</p> <p>CGPS 761 (Theories of Counseling) – Three (3) Reflection papers: Theory Integration into Counseling, “Theory Sorter” results, and Theory in Practice.</p>
Goal met?	Met
Learning Objective 6 Objective description	<i>To demonstrate effective and therapeutic use of research relevant to the practice of clinical mental health counseling.</i>

Method of assessment	CGPS 736 (Assessment), CGPS 739 (Psychopharmacology), CGPS 762 (Multicultural Counseling), and CGPA 769 (Professional Orientation & Ethics) – Research Article Reviews EDER 761 (Graduate Research & Design) – successful completion.
Goal met?	Met

Learning Objective 7 Objective description	<i>To demonstrate knowledge of various approaches to clinical evaluation and to select appropriate assessment interventions.</i>
Method of assessment	CGPS 736 (Assessment) - two clinical evaluation papers (Inventory Reports) and Midterm and Final Exams.
Goal met?	Met

Learning Objective 8 Objective description	<i>To demonstrate appropriate knowledge of the principles of the diagnostic process and use of diagnostic tools.</i>
Method of assessment	CGPS 736 (Assessment) - two clinical evaluation papers (Inventory Reports); successful completion. CGPS 737 (Psychopathology & Diagnosis) - Diagnostic Assessment Report, Case Study Report, and successful course completion.
Goal met?	Met

Summary of strengths and/or areas for improvement	Overall, the goals of the program were met. Students passed all required courses and did very well on the assignments in the courses, meeting the required benchmarks on all assignments and tests. Only one student was not successful in passing the CPCE on first attempt, however, the student did pass on the second attempt. Enrollment in the CMH Counseling Program slightly increased from the prior year. Significant efforts continue to increase enrollment in the CMH program.
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Action Plans	
Action Item 1 (Course Level)	
Description	While students were largely successful in meeting the overall goal established for the CPCE in objective 1 (Foundations), there are potential areas for improvement, as evidenced by the CPCE sub-score data.

Goal	100% of CMH students will pass the CPCE on their first attempt with a score higher than one standard deviation below the national mean.
Timeline	Spring 2022
Individual(s) responsible	Dr. Shalini Mathew & Dr. Erin Kaszynski, in collaboration with students.
Resources needed	Study time, study resources, availability of faculty to answer questions, review longitudinal sub-score data and implement strategies to address identified areas of need.

Action Item 2

(Programmatic)

Description	Increase enrollment in the CMH program.
Goal	Enrollment in the CMH program will increase by nine students for a total of 15.
Timeline	AY 2022-2023
Individual(s) responsible	Dr. Shalini Mathew, Dr. Erin Kaszynski, Chair Heather Scott, with support from the offices of Enrollment & Marketing and Graduate Studies.
Resources needed	Continue to pursue innovative marketing for the Counseling program with special attention given to the forensic counseling specialization. Information sessions directed to the Aberdeen-area community and undergraduate students. Continued focus on ways to streamline undergraduate psychology and other appropriate majors efficiently into the counseling program.

Action Item 3

(Programmatic)

Description	Seeking CAREP approval for Hyflex delivery of coursework.
Goal	Two courses will be piloted using Hyflex delivery in Spring 2022; data will be collected and submitted to CACREP along with additional documentation required for this change. Documents will be submitted based on the timeline established by CACREP, which is anticipated to be August 2022.
Timeline	Application by August 2022, implementation anticipated for Fall 2023.
Individual(s) responsible	Chair Heather Scott, Dr. Shalini Mathew, and Dr. Erin Kaszynski

Resources needed

Hyflex training for new faculty member, ensure that learning platform and technology meet FERPA and HIPPA requirements, and available classrooms to meet Hyflex instructional needs.

Supervisor Response

I have reviewed and concur with the information reported in this document. Efforts to focus on course objectives, assessments, and outcomes and strong alignments with CPCE outcomes will be ongoing. Continued recruitment efforts, including novel advertising opportunities, and seeking CACREP approval for HyFlex delivery are anticipated to aid in efforts to expand the reach of the program. HyFlex delivery will provide enrollment options to prospective students not able to relocate or commute to campus, as well as those from rural regions.

Appendix D

NSU Academic Assessment Annual Report (School Counseling)

Academic Unit/Department	Psychology & Counseling
Academic Program	Counselor Education- School Counseling
Date Range	August 2020 to July 2021
Completed By	Dr. Shalini Mathew

Submit this report to the NSU Office of Institutional Research & Assessment via the email address nsuassessment@northern.edu. Also attach to this email a current copy of the assessment plan for the program. The assessment plan should include the rubrics used to assess each learning outcome and a curriculum map showing which required courses focus on and assess each learning outcome.

Learning Outcome 1

Outcome description	To describe the foundations of the school counseling and educational system.
Method of assessment	<i>Grades assigned for Informational interviews & Shadowing reflection in CGPS 754; ASCA School Counseling Program Assignment (ASCA Mock Comprehensive School Counseling Program Project) in CGPS 774</i>
Goal met?	Met

Learning Outcome 2

Outcome description	To demonstrate self-awareness and sensitivity to others, seeking supervision when appropriate.
Method of assessment	<i>Professional disposition scores in CGPS 769, CGPS 795 & CGPS 794 Counseling Skills Acquisition Form in CGPS 795 & 794 (twice per class); Practicum/Internship Student Evaluation of Self; Cultural Immersion Experience in CGPS 765; Project Implicit Reflection in CGPS 765</i>
Goal met?	Met

Learning Outcome 3

Outcome description	To implement culturally appropriate counseling practice.
Method of assessment	<i>Dispositions in CGPS 765, CGPS 758, CGPS 769, CGPS 795, CGPS 794; Counseling Skills Acquisition Form in CGPS 795 & 794 (twice per class); Practicum/Internship Student Evaluation of Self. Cultural Immersion Experience in CGPS 765; Project Implicit reflection in CGPS 765. Students will receive at least a "B" on the Project Implicit results reflection portion of their Cultural Autobiography.</i>

Goal met?

Met

Learning Outcome 4
Outcome description

To adhere to professional standards and codes of ethical conduct.

Method of assessment

Dispositions in CGPS 765, CGPS 758, CGPS 769, CGPS 795, CGPS 794; Counseling Skills Acquisition Form in CGPS 795 & 794 (twice per class); Practicum/Internship Student Evaluation of Self.; Ethical decision-making project and presentation in CGPS 769.

Goal met?

Met

Learning Outcome 5
Outcome description

To articulate a theoretically based philosophy of counseling.

Method of assessment

Theory of Change paper in CGPS 795. In CGPS 761, students write two reflection papers: Theory integration into counseling paper, Reflection of “theory sorter” results and Theory in practice.

Goal met?

Met

Learning Outcome 6
Outcome description

To demonstrate effective and therapeutic use of research relevant to the practice of school counseling.

Method of assessment

Research article or movie reviews in CGPS 736, 752, 754, 762, and 769; Advocacy Activity using research in CGPS 774; Successful completion of EDER 761.

Goal met?

Met

Learning Outcome 7
Outcome description

To demonstrate knowledge of various needs assessments and to select appropriate assessment strategies to evaluate academic, career, and personal/social development.

Method of assessment	<i>Successful completion of a data driven project in CGPS 794, School Counseling Internship; Completion of two clinical evaluation papers in CGPS 736, Midterm and Final exams in CGPS 736 and CGPS 742.</i>
Goal met?	Met
Learning Outcome 8 Outcome description	To implement appropriate pedagogical strategies, including differentiated instruction, to promote student achievement.
Method of assessment	<i>Lesson plan and classroom management practices in CGPS 774; Classroom lesson presentation in CGPS 774; Classroom lesson presentation in CGPS 754.</i>
Goal met?	Met
Learning Outcome 9 Outcome description	To show knowledge of, and ability to work with, school and community resources to promote academic, career, and personal/social development.
Method of assessment	<i>Self-Development paper in CGPS 742. Career Center Visit paper in CGPS 742. Informational Interviews in CGPS 754; Shadowing Reflections in CGPS 754.</i>
Goal met?	Met
Learning Outcome 10 Outcome description	To assist in the development, implementation, and evaluation of a school counseling program.
Method of assessment	<i>Section of an ASCA Comprehensive School Counseling Program Plan in CGPS 774</i>
Goal met?	Met

Summary of strengths and/or areas for improvement

The school counseling program has a strong base and students do well in that area.

Unfortunately, it is the smaller of the two programs on campus, with only 6 students currently. Four of them will graduate in May 2021. The overall school-counseling arena was shrinking nation-wide, but is slowly picking up, after the increased demands of mental health needs in

schools post COVID. The biggest area for improvement continues to be a need to increase enrollment to meet the needs of our local, regional, and national communities.

Action Plans

Action Item 1 (At the course level)

Description	An equal distribution of Internship hours in all three grade levels, Elementary, Middle and High in CGPS 794.
Goal	Making sure that all School Counseling students have an equal distribution of their internship hours in all three grade levels.
Timeline	January 2022
Individual(s) responsible	Dr. Shalini Mathew, Field Coordinator
Resources needed	Trying to set up affiliation agreements with nearby school districts to have more opportunities for students to meet the internship requirements in CGPS 794.

Action Item 2 (At the program level)

Description	Increase enrollment in the School Counseling program.
Goal	The program was able to achieve the 2019-20 action item and increase enrollment in SC to 6. The school counseling program will increase by seven students.
Timeline	August 2021
Individual(s) responsible	Dr. Shalini Mathew, Dr. Erin Kaszynski & Chair Heather Scott
Resources needed	Time to attend other universities and/or classrooms at Northern to address what the counseling program offers and what students can do with a school counseling degree. Seek opportunities to conduct information sessions.

Action Item 3 (At the program level)

Description	Getting CACREP approval for HyFlex delivery.
Goal	The program is looking for delivering classes in HyFlex mode. Two classes will be piloted in Spring 2022, and data will be submitted to CACREP, along with a required substantive change documentation, for approval.
Timeline	Application by August 2022, implementation anticipated by Fall 2023.

Individual(s) responsible	Chair Heather Scott, Dr. Erin Kaszynski & Dr. Shalini Mathew
Resources needed	HyFlex Training for the new faculty hire. HyFlex classroom availability, ensure technology compatibility with FERPA/HIPPA.

Supervisor Response

I have reviewed and concur with the information reported in this document. Efforts to focus on course objectives, assessments, and outcomes and strong alignments with CPCE outcomes will be ongoing. Continued recruitment efforts, including novel advertising opportunities, and seeking CACREP approval for HyFlex delivery are anticipated to aid in efforts to expand the reach of the program. HyFlex delivery will provide enrollment options to prospective students not able to relocate or commute to campus, as well as those from rural regions.