

Annual Report

2021-2022

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 25, 2023

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Faculty and Staff

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

Faculty

Erin Kaszynski, PhD	Assistant Professor Program Coordinator	CMH Counseling
Shalini Mathew, PhD	Assistant Professor, FC CACREP Liaison Field Coordinator	School Counseling

Adjunct Faculty

Yasmin Gay, Ph.D.	Adjunct Professor (Fall)
Karyl Meister, Ph.D.	Adjunct Professor (Summer)

Administration & Staff

Heather Scott	Department Chair	School of Education
April Hinze	Assessment Coordinator	School of Education
Raelynn Zens	Administrative Secretary	School of Education

Overview 2021 – 2022

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 formerly 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 346 students have completed the program, most of whom have been Non-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 were 17 new students accepted in the 2022-2023 incoming cohort. Program faculty conducted the first round of prospective student interviews on January 14, 2022, and continued to accept applications until February 15, 2022.

Table 1 *Demographics 2021 – 2022 Academic Year*

	Faculty			Students		
	Male	Female	Non-binary	Male	Female	Non-binary
Caucasian/White		1		5	9	
African/African American				1		
Asian/Asian American		1			1	
Native American					2	
Latinx						
Two or More						
Totals	2			18		

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, and a specialized Practicum and Internship in a 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. Students also have access to these documents electronically through the university’s learning management system (D2L).

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, and 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.

Leadership/Advocacy in the Discipline or Profession - NSU Faculty, Dr. Mathew and Dr. Kaszynski, were appointed to positions within the South Dakota Counseling Association in the summer 2022. Dr. Mathew accepted the appointment of President Elect while Dr. Kaszynski is chairing the ethics committee.

Improvements in Pedagogy – Dr. Mathew and Dr. Kaszynski, were selected to participate in the first NSU Hyflex Pedagogy Training through the Center for Excellence in Teaching and Learning (CETL). The counseling faculty were among only 10 chosen by the NSU Advisory Committee for the training. Faculty had the opportunity to gain knowledge and skills to implement consistent, high quality Hyflex teaching practices. The training involved regular meetings to discuss Hyflex scholarship, attendance at workshops led by Hyflex scholars, and the development of individualized Hyflex delivery materials for two counseling courses.

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. Advisory Council members do not have voting rights or official status but are valued for their contributions and input. 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 established 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: Pre-Practicum, 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 in 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, the Site Supervisor and course faculty. Every semester, students can 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 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 current 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 Evaluation Final Evaluation (Formative)	Practicum/Internship	Student
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 Dispositions) (Summative)	Practicum/Internship	Site supervisors & Internship Faculty
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 of each academic year. 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 are 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 2021-22 semi-annual academic review, 94% of students were meeting all benchmarks and progressing through the counseling program in both degree tracks. Faculty work individually with students unable to meet established standards to support them in developing the skills necessary for successful program completion and entry into the field.

Placement Information - During the 2021-2022 report cycle, 7 students were eligible for graduation by May/August 2022, of which 6 were clinical mental health and 1 was school counseling. The completion rate for the Clinical Mental Health track is 83% and the job placement rate for the Clinical Mental Health track is 100%. The school counseling completion rate us 100% and the job placement rate was also 100%. Typical employers of counseling program graduates include many schools in this geographic region, Northeastern Mental Health Center and other regional mental health non-profits, and Vocational Rehabilitation.

Summary of the Vital Statistics Report

2021-2022 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	6	9	10	83%	100%	100%
School Counseling	2	6	3	100%	100%	100%

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

<i>Knowledge Domain</i>	<i>Means and Standard Deviations by Year</i>											
	<i>2016-2017</i>		<i>2017-2018</i>		<i>2018 – 2019</i>		<i>2019 – 2020</i>		<i>2020 – 2021</i>		<i>2021 – 2022</i>	
	<i>NSU</i>	<i>Nat'l</i>	<i>NSU</i>	<i>Nat'l</i>	<i>NSU</i>	<i>Nat'l</i>	<i>NSU</i>	<i>Nat'l</i>	<i>NSU</i>	<i>Nat'l</i>	<i>NSU</i>	<i>Nat'l</i>
<i>Prof. Orient. /Ethics</i>	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	11.5, 2.2	12.3, 2.1
<i>Social/Cult. Found.</i>	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	9.2, 2.0	10.4, 2.6
<i>Human Growth & Dev.</i>	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	9.3, 1.9	10.3, 2.4
<i>Career Development</i>	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	9.2, 3.4	11.4, 2.7
<i>Helping Relationships</i>	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	10.8, 3.1	12.1, 2.9
<i>Group Work</i>	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	9.0, 2.4	12.0, 2.7
<i>Assessment</i>	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	8.2, 1.8	9.2, 2.5
<i>Research & Prog. Eval.</i>	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	10.0, 1.7	11.6, 2.9

Data Informed Program Modifications (AY 2021-2022)

Digital (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 began to identify the courses that could be taught asynchronously or synchronously using distance delivery. The faculty, with the support of the university administration, submitted a substantive change request to the CACREP Board during summer 2022. All program handbooks, the curriculum, course outcomes, and assessments were reviewed and modified to ensure that program policies and procedures were inclusive of Hyflex learning in anticipation of a shift to Hyflex delivery. Implementation of Hyflex delivery is planned for Fall 2023, pending CACREP approval.

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 CACREP standards to the 2016 CACREP standards. All 2021-2022 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. The curriculum was reviewed as a part of the substantive change request process for Hyflex delivery. All courses were updated to ensure that program standards, learning outcomes, assignments, and assessments were developed for Hyflex delivery, if approved by the CACREP Board.

As a component of the Hyflex Training and in anticipation of future Hyflex delivery, Dr. Mathew and Dr. Kaszynski adapted and piloted the program's first Hyflex courses during Spring 2022. The piloted courses were CGPS 745 – Addictions and CGPS 760 – Introduction to Integrative Care. To maximize and improve the teaching-learning experience, the counseling faculty collected data from students about their experiences. Both formative and summative evaluations were implemented. Preliminary findings indicated that the majority of the students (N=14) enrolled in a Hyflex counseling course found it to be interesting (86%), found it to be fun (79%), felt competent in learning through Hyflex delivery (100%), found Hyflex delivery to be of value (100%), and indicated that they would take another Hyflex course if offered (93%). Preliminary analysis of qualitative data indicate that students found Hyflex delivery to decrease their level of stress, create a positive learning experience, provide more flexibility for their preferred learning style, increase their control over learning, increase their level of accountability, and provide more work-life balance.

Finally, CGPS 794 - Internship, was modified to include CPCE/NCE preparation during the Spring 2021 semester. A CPCE/NCE preparatory text was added to the course materials. Review and learning support was offered to help students successfully meet required professional competencies.

Pre-Practicum Outcome - Starting Fall 2020, all students admitted to the counseling program began participating in at least three individual counseling sessions. This requirement is fulfilled prior to completion of CGPS 795 Practicum (CMH/SC). These personal counseling sessions are included as an assignment in CGPS 758 Pre-practicum. The counseling requirement was established, in part, 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. Students can receive counseling services for free through the university counseling center and are given a list of organizations where counseling services can be obtained in their communities. All the information is available to students through the Student Sandbox in D2L. All students completed this standard in 2021-22 academic year.

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. All students completed this standard in 2021-22 academic year and reportedly found this approach beneficial to their learning; students spent 8 or 16-week rotations at each level.

An important part of the practicum/internship school counseling curriculum are data driven projects. Three students competed for and received the Northern Edge grant to support their data driven research on Xenophobia under the supervision of Dr. Mathew. The students presented the results of their research at the South Dakota Counseling Association conference with Dr. Kaszynski.

Course Rotation Change - Beginning in the Summer of 2020, the curriculum rotation was revised so that students could 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 with a more streamlined path toward degree completion.

After reviewing the course rotation and considering the student's development level in the program, additional changes were made. Effective starting fall 2022, Supervision CGPS 770 will move from spring to the summer so that students have experience using counseling with clients prior to the course and are simultaneously receiving supervision. Students reported that the content would be easier to process if they had those experiences. CGPS 739 - Psychopharmacology moved to the spring to be taken concurrently with CGPS - 737 Assessment of Psychopathology and Diagnosis, which is anticipated to enhance learning and retention. CGPS 765 - Group and Family Counseling will move to the fall so that students have completed the course prior to taking the CPCE rather than completing them concurrently. Finally, CGPS 752 - Crisis Counseling will be delivered over an extended period of time in summer 2023. The increase to 10 weeks was made to provide students more time to acquire, practice, and reflect on course content.

Electronic Data Collection – As discussed with members of the Advisory Council, the use of Formstack for completing trainee evaluations started in Fall 2021. This new process provides a means to collect assessment information digitally, which has streamlined assessment workflows and maximized data collection and analysis efforts, all while maintaining security and compliance standards. This new process has improved the efficiency with which the assessment coordinator can develop data reports. The Field Coordinator was also given access to Formstack in Spring 2022 to increase access of faculty to program data and to update or modify forms, as needed.

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 Peer Mentoring Program provides support, resources, and information to master’s level counseling students as they navigate 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 participated during the 2021-22 academic year.

New this year, mentors were assigned based of faculty determination of needs and interests from a completed interest questionnaire. 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. Faculty report that the mentors are a helpful, additional support for first year students. This program will continue to be monitored and revised, as indicated. Modifications are planned for Hyflex delivery, if approved by the CACREP Board.

Contributions to the University -

Wolves Emerging Scholar Program (WESP) - Dr. Mathew, in collaboration with counseling students enrolled in the Group Counseling class, developed the WESP program. This program was identified as an area of need by the NSU Opportunity Center and was focused on supporting first-time students in the transition to college. The program was also made available to students returning on probation. WESP provides students with group counseling psychoeducation and mental wellness support. Groups are led by master’s in counseling students and supervised by the counseling faculty.

International Mental Health Day Planning Committee & Tabling at Event - Dr. Kaszynski and Dr. Mathew participated in the coordination of the first NSU Mental Health Day, serving as mental health consultants for a variety of events and identifying mental health professionals to present to the campus community. Additionally, they provided communication and outreach during a campus resources fair providing participants with self-care tips.

Alcohol Awareness Month Activity – Dr. Kaszynski and the students enrolled in CGPS 745 - Chemical and Behavioral Addictions conducted a tabling outreach activity in the university student center, April 2022. The interactive activities were designed to discuss the dangers of drinking and driving with students on a non-threatening way. Smoking cessation kits were also made available to students.

Hyflex Pedagogy Training - Dr. Mathew and Dr. Kaszynski successfully completed a yearlong Hyflex Training Program offered by the Center for Excellence in Teaching and Learning (CETL) at Northern State University. They piloted the program’s first Hyflex courses in Spring 2021. Data collection and analysis will be completed to inform modifications for future Hyflex delivery.

Center for Excellence in Teaching and Learning Grant Recipient - Dr. Kaszynski received NSU grant funding to support the implementation of Hyflex pedagogical strategies in the CGPS 758 - Pre-practicum course via Theravue (now Skillsetter) simulation software. This software is intended to provide an additional opportunity for assessment, supporting the development of basic counseling skills for first-year students.

Northern Virtual Reality Grant - Dr. Mathew was awarded the NSU Virtual Reality grant to support student learning experiences in the CGPS 752 – Crisis and Disaster Intervention and Wellness course using simulation software. Implementation of the funding will occur in Summer 2023.

NCAA Grant - Dr. Mathew was part of an interdepartmental university team that won the NCAA grant for the project, “Changing Outcomes through Positive Empowerment (COPE): A Mental Health Initiative for Student Athletes.” This research is intended to enhance mental health literacy in campus culture by creating a program for student-athletes and coaches that targets time constraints, criticism, relationships, pressure, fatigue, disconnection, and wellbeing. The project aims to decrease stigma, increase help-seeking behaviors, and enhance psychological skills. It also seeks to gain insight into the comfort level, preparedness and knowledge of coaches surrounding their approach to the mental health and well-being of their athletes.

Professional Counseling Education Sessions – Dr. Kaszynski provided education sessions to undergraduate students. By attending a variety of courses, she was able to discuss the counseling field and careers in the counseling profession during both the fall and spring semesters.

Faculty Recruitment - The department conducted a search for a new tenure track faculty member in Fall 2021 and Spring of 2022 to begin in the 2022-23 school year. A candidate was identified and accepted in spring 2022. Dr. Christopher Puglisi will start as part of the core faculty in Fall 2022.

Active Minds – Dr. Kaszynski, in collaboration with current counseling students, started a chapter of Active Minds at NSU. Active Minds is open to both graduate and undergraduate students and engages in mental health activities and advocacy on and off campus in the Aberdeen community.

Contributions to the Profession - NBCC & SDCA Sponsored Counselor Supervision Training – One of the suggestions that has come from the Advisory Council meetings is a request for additional training in supervision. To achieve this, NSU Faculty led a summer supervision workshop with 4 contact hours of training in supervision models that could be used for licensure renewal for Clinical Mental Health & School Counselors. This event was held from 9:00 am – 1:00 pm on June 17, 2022 on the NSU campus. The training was attended by counselors in the state of South Dakota. Participants earned CEUs for this training through NBCC.

This professional development event provided an overview of supervision models and framework and best practices in the supervision role. Specifically, it helped participants to:

- Discuss the discrimination model of supervision from a developmental framework
- Discuss trauma-informed supervisory practice
- Identify and explore best practices & ethical issues in counselor supervision
- Evaluate supervision notetaking, goal setting, & internship practice or program planning

Due to the overwhelmingly positive feedback received by the South Dakota Counseling Association, a similar event is planned again in fall 2022. This event will be hosted virtually to reach more participants within the state.

ACA, SDCA & NDCA 2022 Conferences – Dr. Kaszynski and Dr. Mathew presented research with masters counseling students at ACA, SDCA, and NDCA.

Titles included:

Culturally Responsive Practice for School Counselors Working with Native American Students
Active Learning Strategies Using Technology in Hyflex Counseling and Counseling Education
Classroom Guidance Lesson Addressing Xenophobia in Elementary School Students
The Trauma of Racism among Children of Color and Strategies for Post-Traumatic Growth,
The truth about vaping: Facts, dangers, and intervention and prevention strategies for students

South Dakota Counseling Association Leadership - During the summer of 2022, Dr. Mathew was appointed to the position of President elect in the South Dakota Counseling Association, while Dr. Kaszynski will be serving as the Ethics Committee Chair.

CACREP Reviewer - Dr. Mathew applied for and was appointed to the CACREP Site Review Team. She will participate in her first review Fall 2022.

ACES Graduate Student Grant Proposal Reviewer - Dr. Mathew continues to serve as a grant proposal reviewer for graduate level students on behalf of ACES. She recently accepted her second 3-year term.

Appendix A

Clinical Mental Health Advisory Board Meeting – Sample Agenda

Advisory Board Meeting
January 27, 2022, 10:00 AM
Hyflex (Virtually on Zoom & F2F in GB 211)

1. Introductions of new faculty and Department Chair
 2. Updates on prospective changes in course rotations
 3. Annual Report presentation
 4. Concerns/Questions from Advisory Board
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Appendix B

School Advisory Board Meeting - Sample Agenda

Advisory Board Meeting
January 20, 2022, 2:00 PM
Virtual Meeting Via Zoom

1. New Faculty Introduction
 2. SC Practicum/Internship Expectations
 3. SC Data Driven Project
 4. Annual Report
 5. Concerns/Questions from Advisory Board
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Appendix C

NSU Academic Assessment Annual Report – Clinical Mental Health

Academic Unit/Department	Psychology and Counseling
Academic Program	Counselor Education – Clinical Mental Health
Date Range	08/2021 – 07/2022
Completed By	Dr. Erin Kaszynski and Heather Scott (Chair)

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 for assessment results

Students will score a B (80%) or better on the Ethical Decision-Making Project in CGPS 769.

Students will score within one standard deviation of the national mean on 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.

<p>Goal for assessment results</p>	<p>CGPS 762 (Multicultural Counseling) - Cultural Immersion Experience and Cultural Autobiography/Project Implicit reflection.</p> <p>Dispositions - students obtain at least an average of a 2.00 on all dispositions prior to graduation.</p> <p>Counseling Skills Acquisition - students average at least a 4.00 in CGPS 795 and an average of at least a 6.00 in CGPS 794.</p> <p>Student Evaluation of Self – students average at least a 3.00 at Midterm in both CGPS 794 and 795; a score of at least 4.00 must be obtained at Final in CGPS 794.</p> <p>Students will score at least an average of B (80%) on the Cultural Immersion Experience and Cultural Autobiography/Project Implicit reflection.</p>
<p>Goal met?</p>	<p>Met</p>

Learning Objective 3
Objective description

<p>Method of assessment</p>	<p><i>To implement culturally appropriate counseling practice.</i></p> <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>
<p>Goal for assessment results</p>	<p>Dispositions - students obtain at least an average of a 2.00 on all dispositions prior to graduation.</p> <p>Counseling Skills Acquisition - students average at least a 4.00 in CGPS 795 and an average of at least a 6.00 in CGPS 794.</p> <p>Student Evaluation of Self – students average at least a 3.00 at Midterm in both CGPS 794 and 795; a score of at least 4.00 must be obtained at Final in CGPS 794.</p> <p>Students will score at least an average of B (80%) on the 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	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 769 (Professional Orientation & Ethics) - Midterm and Final Exams.
Goal for assessment results	Dispositions - students obtain at least an average of a 2.00 on all dispositions prior to graduation. Counseling Skills Acquisition - students average at least a 4.00 in CGPS 795 and an average of at least a 6.00 in CGPS 794. Student Evaluation of Self – students average at least a 3.00 at Midterm in both CGPS 794 and 795 Students will score at least a B (80%) on the Midterm and Final exams in CGPS 769.
Goal met?	Partially met
Learning Objective 5	
Objective description	<i>To articulate a theoretically based philosophy of counseling.</i>
Method of assessment	CGPS 795 (Practicum) - Theory of Change paper. CGPS 761 (Theories of Counseling) – Three (3) Reflection papers: Theory Integration into Counseling, “Theory Sorter” results, and Theory in Practice.
Goal for assessment results	Students will receive a score of “satisfactory” on the Theory of Change paper in CGPS 795. Students will attain an average of at least a “B” (80%) on the three reflection papers in CGPS 761.
Goal met?	Met

Learning Objective 6

Objective description

To demonstrate effective and therapeutic use of research relevant to the practice of clinical mental health counseling.

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 for assessment results

Students will score at least a “B” (80%) on all research article reviews in all courses assigning reviews.

Students will complete EDER 761 with a “C” (70%) or better.

Goal met?

Partially met

Learning Objective 7

Objective description

To demonstrate knowledge of various approaches to clinical evaluation and to select appropriate assessment interventions.

Method of assessment

CGPS 736 (Assessment) - two clinical evaluation papers (Inventory Reports) and Midterm and Final Exams.

Goal for assessment results

Students will score at least an average of “B” (80%) on each of the clinical evaluation papers in CGPS 736.

Students will score an average of at least a “B” (80%) on the Midterm and Final exams in CGPS 736.

Goal met?

Partially met

Learning Objective 8

Objective description

To demonstrate appropriate knowledge of the principles of the diagnostic process and use of diagnostic tools.

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 for assessment results

Students will score an average of “B” (80%) or better on two Inventory reports CGPS 736.

Students will score an average of at least a “B” (80%) on the Diagnostic Assessment Report, Case Study Report, and course grade for CGPS 737.

Goal met?

Met

Summary of strengths and/or areas for improvement

Overall, the goals of the program were met. The majority of students successfully passed the CPCE during the assessment period. Enrollment in the CMH Counseling Program increased from the prior year. Significant efforts continue to increase enrollment in the CMH program.

Action Plans

Action Item 1 (Course Level)

Description	Increase first attempt pass rates for students taking CPCE.
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 in collaboration with students as part of their internship courses.
Resources needed	Adoption of an ACA approved text to support preparation for the National Counseling Examination and CPCE examinations. Integrating examination preparation as a part of the internship course focus, share additional study resources, a review of 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	While enrollment in the CMH program increased from 9 students for a total of 16 for AY 2021-22, action item, our goal is to increase CMH enrollment by 10%.
Timeline	AY 2022-2023
Individual(s) responsible	Dr. Shalini Mathew, Dr. Erin Kaszynski, Heather Scott, Dr. Puglisi with support from the offices of Enrollment & Marketing and Graduate Studies.
Resources needed	Continue to pursue innovative marketing for the Counseling program. Information sessions directed to the Aberdeen-area community, undergraduate students, and promoting positive reviews from previous students. Continued focus on ways to streamline undergraduate psychology and other appropriate majors efficiently into the counseling program. Increased social media presence and student activity in the community. Meeting with graduate admissions staff to give more information about the program. Increased follow up to

students demonstrating interest via Slate. Going into classrooms to market the counseling program.

Action Item 3 (Course level)

Description	Review the 2016 CACREP standards for CMH programs, and the core counseling courses in preparation for department's upcoming CACREP reaccreditation process.
Goal	Making sure that CACREP CMH standards are addressed in core classes and CMH track courses, CGPS 770 and 739, making sure that all standards are met across the curricula.
Timeline	July 2023 and ongoing until reaccreditation
Individual(s) responsible	Dr. Erin Kaszynski with Professor Scott
Resources needed	Reviewing standards and re-evaluation existing assignments and assessments

Action Item 4 (Programmatic)

Description	Review state standards of all states for licensure requirements in preparation for Hyflex delivery.
Goal	The counseling program is seeking full approval of digital delivery through CACREP with the intention to deliver all courses Hyflex. Two core courses were piloted in Spring 2022 with another in the summer 2022, and data was sent to CACREP for approval. Department will collaborate with OCE to reassess state certification requirements.
Timeline	August 2024 and anticipated implementation for Hyflex delivery Fall 2023, if approved by the CACREP Board.
Individual(s) responsible	Dr. Erin Kaszynski, Heather Scott, Dr. Shalini Mathew and Dr. Chris Puglisi
Resources needed	Availability for Hyflex classroom and increased technology support in the evenings

Action Item 5 (Programmatic)

Description	Develop plan for sourcing internship sites for CMH locally and for Hyflex delivery.
Goal	Develop connections with community members for support in developing a plan to increase site availability to support the growth of the program in Aberdeen and surrounding areas.

Create plan for evaluating site access as part of onboarding process for students outside of Aberdeen who plan to participate in Hyflex delivery.

Provide NBCC approved supervision training to supervisors during summer in collaboration with SDCA.

Timeline August 2024 and ongoing

Individual(s) responsible Dr. Erin Kaszynski, Heather Scott, Dr. Shalini Mathew and Dr. Chris Puglisi

Resources needed Site supervisors with locations where students can practice; institutional support for supervisor training (marketing, tech support for Hyflex training and space to hold training)

Supervisor Response

I have reviewed and concur with the information reported in this document. Efforts to strengthen and expand practicum and internship sites, especially outside of the Aberdeen area, will continue to be important. Faculty focus on course objectives, assessments, and strong alignments with CPCE outcomes will be ongoing. Efforts to engage in a thorough review of the CACREP Standards has begun and will continue as the faculty prepare for an accreditation site visit in 2025. Continued recruitment efforts, including advertising with a popular local counseling podcast, 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.

Update on 2020-2021 Action Items

Action Item 1 (course level): 100% of CMH students will pass the CPCE on their first attempt with a score higher than one standard deviation below the national mean. A study plan was implemented during the during the Fall 2021 semester to help students prepare for the CPCE. Dedicated faculty time was provided to students planning to test in the spring semester. Adjustments to this plan will be made as indicated.

Action Item 2 (program level): Enrollment in the CMH program will increase by nine students for a total of 15. This goal was met with enrollments reaching 16; a new goal of 17 has been implemented.

Action Item 3 (program level): Seeking CAREP approval for Hyflex delivery of coursework. Completion of the substantive change to Hyflex delivery was completed and submitted to CACREP for review in August 2022. The CACREP Board will meet in January 2023 to decide regarding this request for change in program delivery. The University will be notified sometime in February or March of the decision.

Appendix D

NSU Academic Assessment Annual Report – School Counseling

Academic Unit/Department	Psychology & Counseling
Academic Program	Counselor Education- School Counseling
Date Range	August 2021 to July 2022
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 for assessment results	Students will score at least 80% on the informational interviews and shadowing reflection paper, in CGPS 754. Students will score at least an 80% on the ASCA Mock Comprehensive School Counseling Program Project assignment in CGPS 774.
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 for assessment results	Students obtain at least an average of a 2.00 on all dispositions prior to graduation. Students average at least 4.00 on all skills on the Counseling skills on the Counseling Skills Acquisition Form in CGPS 795. Students will score an average of at least a 6.00 on all skills on the Counseling Skills Acquisition Form in CGPS 794. Students average at least a 3.00 on the Practicum/Internship Student Evaluation of Self at both Midterm and Final for CGPS 795. Students will complete the Cultural Immersion experience with at least a “B” on the assignment. Students will receive at least a “B” on the Project Implicit results reflection portion of their Cultural Autobiography.

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 for assessment results	Students obtain at least an average of a 2.00 on all dispositions prior to graduation. Students average at least a 4.00 on all skills on the Counseling Skills Acquisition Form in CGPS 795. Students will score an average of at least a 6.00 on all skills on the Counseling Skills Acquisition Form in CGPS 794. Students average at least a 3.00 on the Practicum/Internship Student Evaluation of Self at both Midterm and Final for CGPS 795. Students average at least a 3.00 on the Internship Student Evaluation of Self at Midterm and at least a 4.00 at Final.
Goal met?	Met
Learning Outcome 4	
Outcome description	To adhere to professional standards and codes of ethical conduct.
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.; Ethical decision-making project and presentation in CGPS 769.</i>
Goal for assessment results	Students obtain at least an average of a 2.00 on all dispositions prior to graduation. Students average at least a 4.00 on all skills on the Counseling Skills Acquisition Form in CGPS 795. Students will score an average of at least a 6.00 on all skills on the Counseling Skills Acquisition Form in CGPS 794. Students average at least a 3.00 on the Practicum/Internship Student Evaluation of Self at both Midterm and Final for CGPS 795. Students average at least a 3.00 on the Internship Student Evaluation of Self at Midterm and at least a 4.00 at Final; All students obtain a “B” or better on the Ethical decision- making project in CGPS 769.
Goal met?	Partially 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 for assessment results	<i>Students will receive a “satisfactory” grade on the Theory of Change paper in CGPS 795. Students will attain at least a “B” on the two reflection papers in CGPS 761.</i>
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	<i>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.</i>
Goal for assessment results	Students will receive at least a “B” on all research article reviews and movie review in all courses assigning reviews. Students will receive at least a “B” on their Advocacy Activity in CGPS 774. Students will complete EDER 761 with at least a “C.”
Goal met?	Partially 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 for assessment results	Students will complete a data driven project as per ASCA standards in CGPS 794, School Counseling Internship. Students will complete CGPS 736 with at least a “B” or better in the course. Students will score at least an 80% on each of the Inventory Report papers in CGPS 736. Students will score an average of 80% on the Midterm and Final exams in CGPS 736 and CGPS 742.
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 for assessment results	Students will score at least 80% on the Lesson plan and Classroom management practices assignment in CGPS 774. Students will score at least an 80% on the classroom lesson presentation in CGPS 754.

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 for assessment results	Students will score at least an 80% on the Self-Development paper and Career Center Visit paper in CGPS 742. Students will score at least an 80% on the Informational Interview assignment in CGPS 754. Students will score at least an 80% on the Shadowing Reflection assignment in CGPS 754.
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 for assessment results	Students will score at least an 80% on the ASCA Section of a School Counseling Plan assignment in CGPS 774.
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 7 students currently. One of them will graduate in May 2023. 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.

Action Plans

Action Item 1(At the course level)

Description	Reviewing 2016 CACREP Standards for SC, and the core counseling classes in preparation for upcoming CACREP reaccreditation.
Goal	Making sure that all CACREP School Counseling standards are addressed in CGPS 754 and CGPS 774, which are the SC specialty classes, and making sure the core counseling classes are hitting all the standards.
Timeline	July 2023 and ongoing till reaccreditation

Individual(s) responsible	Dr. Shalini Mathew & Dr. Christopher Puglisi
Resources needed	Reviewing standards, and re-evaluating existing assignments and assessments

Action Item 2(At the program level)

Description	Increase enrollment in the School Counseling program.
Goal	The program was able to achieve the 2020-21 action item and increase enrollment in SC to 7. The school counseling program will increase by eight students.

Timeline	August 2023
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Individual(s) responsible	Dr. Shalini Mathew, Dr. Erin Kaszynski, Dr. Christopher Puglisi & Heather Scott
Resources needed	Time to attend other universities and other classrooms at Northern to address what our program and what students can do with a school counseling degree. Email to connect to other universities. Opportunities to conduct information sessions.

Action Item 3(At the program level)

Description	Reviewing state standards of all states for SC certification requirements in preparation for Hyflex delivery, if fully approved by CACREP.
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Goal	The program is looking for full approval of Hyflex delivery of classes. Two classes were piloted in Spring 2022, and data collected is submitted to CACREP for approval. Collaborate with OCE, to reassess state certification requirements.
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Timeline	August 2024, implementation of fully Hyflex anticipated by Fall 2023
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Individual(s) responsible	Heather Scott, Dr. Erin Kaszynski, Dr. Christopher Puglisi & Dr. Shalini Mathew
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Resources needed	Hyflex classroom availability, and technology support.
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Action Item 4(At the program level)

Description	Organizing and implementing NBCC approved supervision training for SC supervisors during summer in collaboration with SDCA & SDSCA. Providing a professional development workshop for SC's in the state of SD during Spring 2024, with targeted program marketing.
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Goal	The program is trying to build a strong community network in preparation for reaccreditation. So, more community outreach is needed.
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Timeline	Summer 2023 and Spring 2024
Individuals responsible	Dr. Erin Kaszynski, Dr. Christopher Puglisi & Dr. Shalini Mathew
Resources needed	Institutional support (space and marketing)

Supervisor Response

I have reviewed and concur with the information reported in this document. Efforts to focus on course objectives, assessments, and strong alignments with CPCE outcomes will be ongoing. Efforts to engage in a thorough review of the CACREP Standards has begun and will continue as the faculty prepare for an accreditation site visit in 2025. Continued recruitment efforts, including advertising with a popular local counseling podcast, 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.

Update on 2020-2021 Action Items

Action Item 1 (course level): A fair distribution of Internship hours in all three grade levels, Elementary, Middle and High in CGPS 794. This has been implemented and is included in the practicum/internship paperwork for tracking and verification purposes.

Action Item 2 (program level): Increase enrollment in the School Counseling program. The school counseling program will increase by seven students. This goal was met and has been increased to eight.

Action Item 3 (program level): Getting CACREP approval for Hyflex delivery. Completion of the substantive change to Hyflex delivery was completed and submitted to CACREP for review in August 2022. The CACREP Board will meet in January 2023 to decide regarding this request for change in program delivery. The University will be notified sometime in February or March of the decision.