Annual Report

2023-2024

Department of 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)

December 2024

Prepared by:
Dr. Shalini Mathew
Program Coordinator

# Contents

## Faculty and Staff

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

| | | |
|---|---|---|
| Shalini Mathew, Ph.D. NCC,LPC(SD),CSC(SD) | Assistant Professor Program Coordinator CACREP Liaison | School & CMH Counseling |
| Christopher Puglisi, Ph.D. CSC(NY) | Assistant Professor | School Counseling |
| Junwei Jia, Ph.D. | Assistant Professor | CMH Counseling |

## Administrative Staff

| | | |
|---|---|---|
| Jeffrey Howard, PHD | Department. Chair | Psychology & Counselor Education |
| Dawn Preszler | Administrative Secretary | School of Education |
| Taylor Ellis | Graduate Studies Coordinator | Graduate Studies |
| April Hinze | Assessment Coordinator | School of Education |

## Adjunct Faculty

| | | |
|---|---|---|
| Karyl Meister, Ph.D. | Adjunct Professor (Summer) | Forensic Counseling |

**Overview 2023 – 2024**

*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 364 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 who are accepted into the program typically possess an undergraduate degree in psychology, sociology, or education.

Of the 24 students enrolled, 9 were new students accepted in the 2023-2024 incoming cohort. Program faculty conducted prospective student interviews for the new cohort in January 2024, March 2024, and June 2024.; students were given the option to participate in-person or through Zoom.

Table 1 Demographics 2023 – 2024 Academic Year Headcount

|  | Faculty | | | Students | | |
|---|---|---|---|---|---|---|
|  | **Male** | **Female** | **Non-binary** | **Male** | **Female** | **Non-binary** |
| **Caucasian/White** | 1 |  |  | 4 | 15 |  |
| **African/African American** |  |  |  |  |  |  |
| **Asian/Asian American** | 1 | 1 |  |  | 1 |  |
| **Native American** |  |  |  | 1 |  |  |
| **Latinx** |  |  |  |  |  |  |
| **2 or more Races** |  |  |  |  | 2 |  |
| **Nonresident alien** |  |  |  |  | 1 |  |
| *Totals* | *2* | *1* | *0* | *5* | *19* |  |

## Recruitment and Retention

*Recruitment* – Prospective student interviews are typically held in January, March, and June for the upcoming school year. To support enrollment goals for the 2024-25 cohort, three interview dates were added to accommodate prospective student schedules.

During the 2023-24 academic year, recruitment efforts were ongoing. High school career fairs were held in Western NY. Dr. P led recruitment initiatives, and attended graduate recruitment events at Houghton and Fredonia. These efforts aimed to attract qualified candidates and maintain strong enrollment in the counseling programs.

Counseling faculty actively engaged in outreach to undergraduate psychology and education majors by delivering in-class educational and informational sessions. These sessions served to introduce students to the counseling profession, promote the program's unique offerings, and encourage potential applicants to consider careers in mental health. As part of ongoing recruitment efforts, faculty members collaborated with student organizations, attended department-wide events, and connected with academic advisors to further increase program visibility and attract a diverse group of future counselors.

In addition to these recruitment activities, the counseling program facilitated a range of events designed to raise awareness of critical mental health topics and to showcase the program's commitment to community engagement. Notable examples included presence at the regional and national counseling supervision conferences, participation in the NSU Noon Forum, and career fair for high schools in partnership with scrubs camp and Dakota Dream. These initiatives not only enhanced understanding of mental health issues but also strengthened the program's presence across campus and the broader professional community.

### *Academic and Student Development Activities*

All Student Meeting – October 3, 2023

An all-student meeting was held on October 3, 2023, from 5:30–6:30 pm in Gerber 203. The South Dakota Counseling Association (SDCA) was in attendance, providing students with networking opportunities. Discussions included the Counselor Preparation Comprehensive Examination (CPCE) and logistics for booking a testing room and applying for anticipated accommodation.

Fall Midterm Dispositions – October 5, 2023

On October 5, 2023, faculty conducted midterm disposition reviews to assess student progress, professionalism, and readiness for continued clinical training. These reviews are essential for providing timely feedback and supporting student growth.

Assessment Day – October 31, 2023

Assessment Day took place on October 31, 2023, beginning at 9:00 am. Faculty worked collaboratively on the annual assessment report, which was due to NSU administration by December 1, 2023. The report focused on program outcomes, student learning, and continuous improvement efforts.

Final Dispositions – November 30, 2023

Final disposition reviews were conducted during the department meeting on November 30, 2023. The semi-annual academic review ensured that students met program standards and identified areas for further development as they progressed toward graduation.

**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 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. In Spring 2024, students in Pre-Practicum completed formative self-evaluations and were evaluated by course instructor at midterm and final using the evaluation given at practicum and internship. 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. As the program got approval for Digital Delivery from CACREP during the 2022-23 academic year, all evaluations were delivered electronically, for ease of distribution and tracking in the 2023-24 academic year. 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 self-study was submitted to CACREP in the summer of 2024, which reflected the 2016 standards for program reaccreditation. 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 |
|---|---|---|---|
| Fall | Program Admission Evaluation (Formative) | Program wide | Faculty |

| Fall | Digital competency for Hyflex | Program wide | Student |
|---|---|---|---|
| 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 | Program Admission Evaluation (Formative) | Program wide | Faculty |
|---|---|---|---|
| Spring | Digital competency for Hyflex | Program wide | Student |
| 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 | Program wide | Site supervisors |

| | | | |
|---|---|---|---|
| | Evaluation (Formative) | | |
| 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 |

***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.

The advisory board suggested that students are prepared well for the field experiences and job market and didn't seem to need any immediate curriculum revisions. The school counselor advisory board requested a more systematic process for placement in the 2024-2025 academic school year at the Aberdeen School district. After 2 year the high school has agreed to provide placements to SC students and has come up with a new application process that involves individual interviews.

To improve communication between the NSU Counseling Program and School Site Supervisors, a new Site Supervisor Orientation was developed, this has been going well. To provide more support, the faculty supervisor plans to hold a supervisor's meeting prior to placements and have triadic meetings of site supervisor, counselor-in-training and faculty supervisor at least once a semester based on the number of students in a section. Discussion to purchase Supervision Assist is progressing, hopefully the program can implement this by Summer 2025.

## Selected Academic Assessment Outcome

*Academic Assessment Annual Report* – Each academic program is required to evaluate both its effectiveness and the progress of its students on an annual basis. The deadline for submitting the yearly assessment report is December 31, covering the previous academic year's activities. After its completion, the report is examined by the department chair or dean. In the spring, the campus assessment committee evaluates all collected reports. The assessment director communicates feedback and any necessary follow-up to the department chair. The committee's annual report to the provost's office then highlights the overall assessment outcomes across the campus. The Clinical Mental Health and School Counseling programs conduct their assessments separately. A summary of the relevant Assessment Report is integrated into each program's Annual Report (see Appendix C and D).

*Semi-Annual Academic Review* - Faculty work with students to address and overcome concerns identified through the review and dispositions process in accordance with the student retention and gatekeeping policy and procedures.

*Placement Information* - During the 2023-24 report cycle, 7 students were eligible for graduation by May 2024, of which 4 were clinical mental health and 3 were school counseling. The completion rate for the Clinical Mental Health track is 100% and the job placement rate for the Clinical Mental Health track is 75%. The school counseling completion rate was 100% and job placement rate was 100% as well. Typical employers of counseling program graduates include many K-12 schools in this geographic region, Northeastern Mental Health Center, Capstone Wellness, Arkansas, Brookings Behavioral Health and Wellness and other regional mental health non-profits.

*Summary of the Vital Statistics Report*

2023-2024 ACADEMIC YEAR
PROGRAM/STUDENT OUTCOMES

| Program | New Admits | Total Program Enrollment | Graduates | Completion Rate | Licensure or Certification Pass Rate | In Field Employment Rate |
|---|---|---|---|---|---|---|
| Clinical Mental Health Counseling | 8 | 18 | 4 | 75% | 100% | 100% |
| School Counseling | 1 | 6 | 3 | 100% | 100% | 100% |

**CPCE Cumulative Data 2017 – 2024**

| Knowledge Domain | Means and Standard Deviations by Year | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2018-2019 | | 2019 – 2020 | | 2020 – 2021 | | 2021 – 2022 | | 2022 – 2023 | | 2023– 2024 | |
| | NSU | Nat'l | NSU | Nat'l | NSU | Nat'l | NSU | Nat'l | NSU | Nat'l | NSU | Nat'l |
| Prof. Orient. /Ethics | 11.46, 3.50 | 11.52, 1.96 | **12.00, 1.90** | 11.77, 2.19 | 13.0, 1.1 | 13.77, 2.3 | 11.5, 2.2 | 12.3, 2.1 | **11.6 1.1** | 11.4, 2.1 | 10.5, 2.3 | 10.9, 2.4 |
| Social/Cult. Found. | 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 | 8.2, 3.6 | 10.0, 2.5 | 9.2 3.6 | 10.1, 2.4 |
| Human Growth & Dev. | 8.92, 3.34 | 10.01, 2.36 | **10.70, 3.34** | 10.65, 2.58 | **9.70, 2.1** | 9.50, 2.3 | 9.3, 1.9 | 10.3, 2.4 | 7.8, 2.6 | 10.6, 2.4 | 10.2 1.6 | 11.1, 2.6 |
| Career Development | 10.31 3.46 | 10.51, 2.08 | 10.40, 1.70 | 10.52, 2.32 | 10.80, 2.6 | 11.4, 2.6 | 9.2, 2.6 | 11.4, 2.7 | **10.8, 2.8** | 10.2, 2.4 | 10.8 3.0 | 11.1, 2.7 |
| Helping Relationships | 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 | 9.4, 3.3 | 10.0, 2.7 | **10.8 2.7** | 10.8, 2.7 |
| Group Work | 9.85, 3.61 | 10.37, 2.51 | 9.40, 2.30 | 10.55. 2.58 | 10.8, 1.20 | 12.50, 2.5 | 9.0, 2.4 | 12.0, 2.7 | **12.0, 1.0** | 11.9, 2.5 | 10.6 1.3 | 10.2, 2.8 |
| Assessment | 10.62, 3.70 | 10.85, 2.22 | **11.80, 1.60** | 10.30, 2.39 | 8.50, 2.00 | 10.00, 2.5 | 8.2, 1.8 | 9.2, 2.5 | 9.2, 3.3 | 10.1, 2.5 | 10.9 2.0 | 10.8, 2.7 |
| Research & Prog. Eval. | **11.00, 3.53** | 10.90, 2.14 | **10.40, 3.00** | 9.00, 2.58 | 10.00, 2.00 | 11.5, 2.6 | 10.0, 1.7 | 11.6, 2.9 | **12.0, 2.9** | 11.8, 2.8 | 12.6 1.6 | 12.1, 2.2 |

## Data Informed Program Modifications (AY 2023-2024)

*HyFlex Delivery* – During the 2023–24 academic year, the counseling program at Northern  State University transitioned to a fully HyFlex delivery model, significantly expanding educational access and flexibility for students. By allowing learners to choose between in- person, synchronous online, or asynchronous online participation, the program accommodated a diverse range of student needs, including those balancing work, family, or geographic limitation, and reached individuals far beyond the Aberdeen area and the borders of South Dakota. This approach not only enhanced student engagement and satisfaction but also improved inclusivity by removing traditional barriers to participation, such as distance and scheduling conflicts. As a result, the program was able to attract and retain a broader and more diverse student population, supporting institutional goals of increased enrollment and equity while preparing students with the technological and self-regulated learning skills essential for contemporary counseling practice

*Counseling Program Curriculum* – Foundations of Mental Health: Curriculum Enhancement for Clinical Mental Health Track

During the 2023–2024 academic year, the Northern State University Counseling Program undertook a significant revision to the curriculum for students in the Clinical Mental Health Counseling track. Recognizing the evolving needs of the mental health field and the importance of comprehensive foundational knowledge, the program introduced the Foundations of Mental Health along with Psychopharmacology.
This change was informed by feedback from the Counseling Program Advisory Board, which includes practicing clinicians, community partners, and alumni. The Board consistently emphasized the necessity for graduates to possess a strong grounding in the foundational principles of mental health, as well as a practical understanding of psychopharmacology, to better serve clients and collaborate effectively with other professionals in integrated care settings.

### *Foundations of Mental Health: Course Overview*
Foundations of Mental Health is now offered as an independent course within the Clinical Mental Health Counseling track. This course is designed to provide students with a comprehensive understanding of the historical, theoretical, and practical aspects of mental health care. Key topics include:
- Historical perspectives on mental health and illness
- Current theories and models of mental health intervention
- The role of social, cultural, and environmental factors in mental health
- Introduction to evidence-based practices and outcome measurement
- Ethical and legal considerations specific to mental health counseling

### *Clinical Mental Health Advisory Board Feedback/Recommendation*
The addition of Foundations of Mental Health as a stand-alone course was a direct recommendation from the Advisory Board. Board members noted that, while students previously received foundational content integrated within other courses, the rapid expansion of the mental health field and the increasing complexity of client needs warranted a dedicated, in-depth exploration of mental health foundations. The Board also highlighted the importance of preparing students to navigate multidisciplinary teams and to understand the broader context of mental health service delivery. By establishing Foundations of Mental Health as an independent course, the program ensures that students develop a robust conceptual framework that supports advanced clinical training and professional practice.

Going forward, Foundations of Mental Health will remain a required course for all Clinical Mental Health Counseling students. This curricular enhancement reflects the program's commitment to staying at the forefront of counselor education, responding to the recommendations of our professional community, and preparing graduates to meet the diverse and complex needs of clients in today's mental health landscape. The introduction of Foundations of Mental Health as an independent course, alongside psychopharmacology, marks a significant step in strengthening the clinical mental health curriculum at Northern State University. This change, driven by Advisory Board recommendations, ensures that our students are well-equipped with the foundational knowledge and skills essential for effective and ethical practice in mental health counseling.

There was significant progress in curriculum development and assessment processes within the Clinical Mental Health Counseling program, as discussed at the January 2024 Advisory Board meeting. Faculty reviewed the delivery methods for course content, emphasizing the adoption of fully hyflex and synchronous hyflex formats, in alignment with current CACREP standards. The board also explored enhancements to site supervision, including the development of a micro credential supervision training program featuring 10-hour video modules, with a proposal set for submission. Feedback from advisory board members indicated that students are arriving at internship sites better prepared, reflecting improvements in curriculum alignment and practical training. The meeting also addressed ongoing efforts to close the loop of assessment by actively incorporating advisory board feedback into program development and by planning to revisit all discussed initiatives at the next department meeting for further review and action. This iterative process ensures continuous improvement and responsiveness to stakeholder input, supporting both accreditation requirements and the evolving needs of students and community partners.

### *School Counseling Advisory Board Feedback/Recommendation*
The 2023-24 School Counseling Advisory Board meeting focused on ongoing curriculum development and the program's commitment to closing the loop of assessment. The board reviewed the successful implementation of a fully HyFlex program delivery model since Fall 2023, which now offers both synchronous and asynchronous options across all core courses, enhancing accessibility and flexibility for students. In direct response to advisory board feedback, the curriculum was strengthened by adding more content on child and adolescent development—specifically in CGPS 774—and by incorporating a problem-based learning approach to trauma evaluation in CGPS 750. To further support student preparedness, a new Site Supervisor Orientation was developed and distributed at the start of each practicum and internship, improving communication and expectations between the university and school sites.

Assessment data from the past year indicated strong student outcomes, with a 100% completion, job placement, and NCE pass rate for school counseling graduates. However, the board noted that student performance in the Human Growth & Development and Social/Cultural Foundations domains was slightly below national averages, suggesting areas for targeted improvement. Advisory board members commended the program's responsiveness to feedback and recommended ongoing review of course content in these domains. They also encouraged the continued use of data-driven curriculum adjustments and the inclusion of current site supervisors in future advisory meetings to ensure that the curriculum remains relevant and effective. Part of the practicum/internship school counseling curriculum are data-driven projects. Two students applied, and both received the Northern Edge grant to support their data-driven research under the supervision of Dr. Mathew. All students who submitted proposals for the grant presented the results of their research at the South Dakota Counseling Association conference with Dr. Mathew and Dr.Jia. These efforts demonstrate a robust process for closing the loop of assessment, as program modifications are directly informed by both advisory board input and student performance data, supporting continuous improvement and alignment with accreditation standards

**Contributions to the University**

*Hyflex Pedagogy Training -* Dr. Junwei was accepted to and successfully completed the Hyflex Training Program offered by the Center for Excellence in Teaching and Learning at Northern State University over the summer before starting classes.

*Noon Forum-* Faculty and students participated in the campus Noon Forum, engaging the broader university community in discussions about mental health, counseling careers, and current issues in the field. Drs. Puglisi and Mathew along with student Abiah George talked about the importance of pets and mental health. On November 1, 2023, counseling faculty and students hosted a noon forum for campus and community members to explore the important connection between mental health and pets. The session highlighted research demonstrating how animal companionship can reduce stress, anxiety, and feelings of loneliness, while also increasing happiness and social support. Presenters shared personal stories and practical tips for incorporating pets into self-care routines and discussed the role of therapy animals in clinical and campus settings. The forum fostered engaging discussion and encouraged attendees to consider the positive impact that pets can have on well-being and mental health.

*Center for Excellence in Teaching and Learning Grant Recipient -* Dr. Mathew received a grant to support the implementation of Trauma Informed Care using Artificial Intelligence in her Trauma Informed Care course using an AI companion from Replika. This project presentation is already accepted as a conference presentation for 2024 NCACES and SACES. Data collected and results compiled will be presented at these regional conferences.

*Active Listening Workshop for TRIO Mentors*
A workshop on Active Listening was presented for TRIO Mentors at 11:00 am on November 13, 2023. This training equipped mentors with essential communication skills to better support their mentees, reinforcing the counseling program's commitment to outreach and service.

*Professional Counseling Education Sessions –* Dr. Junwei and Dr. Mathew provided education sessions to undergraduate students about the counseling field and careers in the counseling profession multiple times in the fall and spring terms, as requested.

*Faculty Recruitment -* The department searched for a new tenure track faculty member in spring 2024 to begin during the 2024-25 academic year. Dr. Tanya Brown accepted and will be welcomed to campus as a core faculty in Fall 2024.

*Active Minds –* Active Minds is a student-led organization on campus, primarily led by counseling students, dedicated to promoting mental health awareness and reducing stigma. This year, we are excited to have expanded our membership to include undergraduate students, fostering a more inclusive and diverse community. In collaboration with the Psychology Club, we organized several successful tabling activities, including a "Destress and Doodle" event during finals week, providing students with a creative and relaxing outlet to manage stress.
These efforts continue to strengthen our campus commitment to mental wellness and peer support.

**Contributions to Discipline or Profession**

*Demonstration of Leadership/Advocacy in the Profession –* Counseling Faculty Dr. Jia got selected as the emerging leader for South Dakota Counseling Association. Dr. Mathew was selected a

*Innovations in Pedagogy –* Dr. Puglisi, was accepted in the NSU HyFlex Pedagogy Cohort through the Center for Excellence in Teaching and Learning. This yearlong course provides training, tools, and experience to effectively implement HyFlex coursework.

Dr. Mathew received multiple competitive grant funding including:

**Sanford Faculty Development Award-2024** (Publications, Research, and/or Scholarly- Creative Activity Stipend:1000$).*AI integration in Counselor Education: Best Practices and Ethical Considerations.*
 o This project will explore and discuss the best practices and ethical considerations of Artificial Intelligence (AI) integration in counselor education. This project aims to offer a comprehensive overview of AI applications in counselor education through a systematic review of counseling journals. Data on the implications for AI integrated training and practice for the next generation of counselors, evidence-based pedagogical approaches, and future research directions will be provided.

**Sanford Faculty Development Award-2024** (Interdisciplinary Publications, Research, and/or Scholarly-Creative Activity Stipend:3000$) *Higher Education Faculty Experiences Utilizing Artificial Intelligence in Teaching and Research: A Phenomenological Inquiry.*
This project investigated the experiences of higher education faculty who have utilized AI in their teaching and research. Two key research questions of the investigation are: (1) What are the experiences of higher education faculty while using AI in teaching and research; and (2) What opportunities and challenges exist, while higher education faculty use AI in teaching and research?

**CETL Pedagogy Grant- $1000 (2023-24).** *Innovative Pedagogy using AI Companion in Trauma Informed Care.* Class CGPS 750-Trauma Informed Care  This project provided counselors-in-training enrolled in CGPS 750- Trauma Informed Care with hands on experience in using AI for trauma informed and integrative mental health care. Racial disparities and inequalities in the field of counseling and mental health are persistent challenges that have detrimental effects on individuals from marginalized communities. To address this issue, this project aimed to initiate a transformative journey of racial healing within counselor education through the integration of inclusive pedagogy and innovative technology. This project used an AI companion, which was designed to assist counseling students in recognizing, understanding, and mitigating racial bias within their practice.

SDCA Conference 2023-24 - Drs. Mathew and Jia presented research with 4 graduate counseling students at the South Dakota Counseling Association.

2024 NDCA Conferences – Dr. Puglisi presented on research related to animal-assisted therapy at the North Dakota Counseling Association conference.

2023 ACES Conference- Dr. Mathew and Dr. Puglisi presented at ACES conference and did a job-talk for recruiting faculty for the counseling program.

CACREP Reviewer  - Dr. Mathew continued serving as a CACREP Team Member, and participated in two reviews

ACES Grant Proposal Reviewer - Dr. Mathew continued serving serves as a grant proposal reviewer ACES.

Subject Matter Expert(SME) with National Board of Certified Counselors(NBCC) – Dr. Mathew got selected as an SME. Being a **subject matter expert (SME) with the National Board for Certified Counselors (NBCC)** means serving as a key contributor to the development and maintenance of national counselor certification examinations, such as the National Counselor Examination (NCE) and the National Clinical Mental Health Counseling Examination (NCMHCE). SMEs are experienced professionals typically with at least a master's degree from a CACREP-accredited or regionally accredited counseling program, a minimum of five years of counseling or counselor education experience, and a passing score on the relevant NBCC examination who are in good standing with their credentials and licenses. Their primary responsibilities include collaborating with psychometricians and item writers to ensure the accuracy, relevancy, and fairness of exam content, participating in standard-setting and form equivalency tasks, reviewing and revising test items, and attending quarterly meetings (either in person or virtually). SMEs are also expected to avoid any involvement in test preparation activities outside of formal educational programs for the exam committees on which they serve. Dr. Mathew got training through NBCC, covering the entire test development cycle, including job analysis, item writing, and psychometric evaluation, where she was well-prepared for her role in upholding the integrity of the counseling profession.

*Junior Achievement of South Dakota -* Dr. Jia volunteered with the Junior Achievement of South Dakota at Aberdeen Central High School, presenting and engaging with students on ethical decision-making.

*Aberdeen Scrubs Camp -* Drs. Mathew, Jia and Professor, Scott volunteered and presented at the Aberdeen Scrubs Camp on October30[th], 2024. The focus of the presentation was mental health careers and engaging students in a hands-on learning activity  there were approximately 110 students in attendance.

**<u>Appendix A</u>**

Clinical Mental Health Advisory Board Meeting  Agenda

January 24, 2024, 10:00 AM
HyFlex (Virtually on Zoom )

Introductions
New Faculty Member- Dr. Junwei Jia
Review of class content delivery
Site Supervisors-improving communication & collaboration
HyFlex Program Delivery
CACREP Reaccreditation and Advisory Board
Feedback, Concerns/questions from Advisory Board

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

## **Appendix B**
School Counseling Advisory Board Meeting  Agenda

February 15, 2024, 2:00 PM
In-Person (Aberdeen School District Office)

New Faculty Member- Dr. Junwei Jia
Review of class content delivery
Site Supervisors-improving communication & collaboration
HyFlex Program Delivery
CACREP Reaccreditation and Advisory Board
Feedback, Concerns/questions from Advisory Board

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

# Appendix C

# NSU Academic Assessment Annual Report

| | |
|---|---|
| **Academic Unit/Department** | Psychology and Counseling |
| **Academic Program** | Counselor Education – Clinical Mental Health |
| **Date Range** | 08/2023 – 07/2024 |
| **Completed By** | Dr. Junwei Jia & Dr. Tanya Brown |

*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.*

## Progress on Action Plans to Improve Student Learning Taken Since Last Assessment:

Action 1 Increase first attempt pass rates for students taking CPCE

Only one student did not pass the CPCT on the first attempt, and only 1 point away from pass. This student took the NCE alternative assessment and passed.

Action 2 Increase enrollment in the CMH program

CMH program on 2022-2023 enrollment was 15 and on 2023-2024 enrollment was 18. The enrollment showed slight increasement.

Action 3 A change in the course description, content, and assignments in CGPS 739 Psychopharmacology – to meet the CACREP standards of CMH foundations

New catalog and new textbook added in CGPS 739 to meet the standards of CMH foundation. Here is description of updated CGPS 739: A study of brain chemistry and its interaction with drugs, both prescribed and illicit. Behavioral aspects related to the use of drugs as it pertains to treatment and therapy.
This course provides an overview of the field of clinical mental health counseling along with psychopharmacology. Students explore historic, philosophical, and sociocultural trends in mental health counseling. Topics include professional roles, functions, specialties, employment trends, preparation standards, credentialing, and ethical standards. Students will also learn brain chemistry and its interaction with drugs, both prescribed and illicit. Behavioral aspects related to the use of drugs as it pertains to treatment and therapy will also be discussed. The new textbook is *Foundations for Clinical Mental Health Counseling -An Introduction to the Profession.*

Action 4 Complete CACREP SS-send out for Internal Review in January 2024

CACREP SS was submitted on time and prepare is site visit.

Action 5 Develop plan for having permanent members on the advisory board.

We developed permanent members on the advisor board who are willing to meet CACREP reviewers. We were not able to provide supervision training to supervisor during Summer 2024 but we plan to provide the training on Summer 2025. SDCA executive director was reached about NBCC approval.

Action 6 HyFlex training for new faculty

Dr. Junwei Jia completed Hyflex training and Dr. Shalini Mathew was providing ongoing support.

## Learning Outcome 1

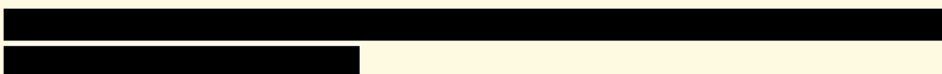| | |
|---|---|
| Cross-curricular skill (bachelor's and associates programs only) | N/A (Graduate Program) |
| Outcome description | ***To describe the foundations of the clinical mental health counseling profession.*** |
| Method of assessment | In CGPS 769 (Professional Orientation & Ethics) – Ethical Decision-Making Project that is both formative and summative.<br><br>In the final semester, students take the Counselor Preparation Comprehensive Exam (CPCE). |
| Goal for assessment results | Students will score a B or better on the Ethical Decision-Making Project in CGPS 769.<br><br>Students will score within one standard deviation of the national mean on the Counselor Preparation Comprehensive Exam (CPCE). |
| Data and/or evidence | ███████████████████████████ ██████████████<br><br>The national average for students taking the CPCE was 87.09 with a standard deviation of 15.93. CMH students scored an average of 86.75 on the CPCE. All students passed the National Counselor Exam (NCE). |
| Goal met? | Met |

## Learning Outcome 2

| | |
|---|---|
| Cross-curricular skill (bachelor's and associates programs only) | N/A (Graduate Program) |
| Outcome 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.<br><br>CGPS 795 (Practicum) & 794 (Internship) - Counseling Skills Acquisition Form.<br><br>CGPS 795 (Practicum) & 794 (Internship) - Student Evaluation of Self.<br><br>CGPS 762 (Multicultural Counseling) - Cultural Immersion Experience and Counselor Exploration of Self & Self with Others. |
| 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; a score of at least 4.00 must be obtained at Final in CGPS 794.

Students will score at least an average of B on the Cultural Immersion Experience and Counselor Exploration of Self & Self with Others - Journal Reflection

Data and/or evidence

[redacted]

Goal met?    Partially met

## Learning Outcome 3

Cross-curricular skill (bachelor's and associates programs only)    N/A (Graduate Program)

Outcome description    *To implement culturally appropriate counseling practice.*

Method of assessment    Dispositions were reported for each CMH student each semester.

CGPS- 758 (Pre-Practicum), CGPS 795 (Practicum) & 794 (Internship) - Counseling Skills Acquisition Form.

CGPS- 758 (Pre-Practicum), CGPS 795 (Practicum) & 794 (Internship) - Student Evaluation of Self.

CGPS 762 (Multicultural Counseling) - Cultural Immersion Experience and Counselor Exploration of Self & Self with Others.
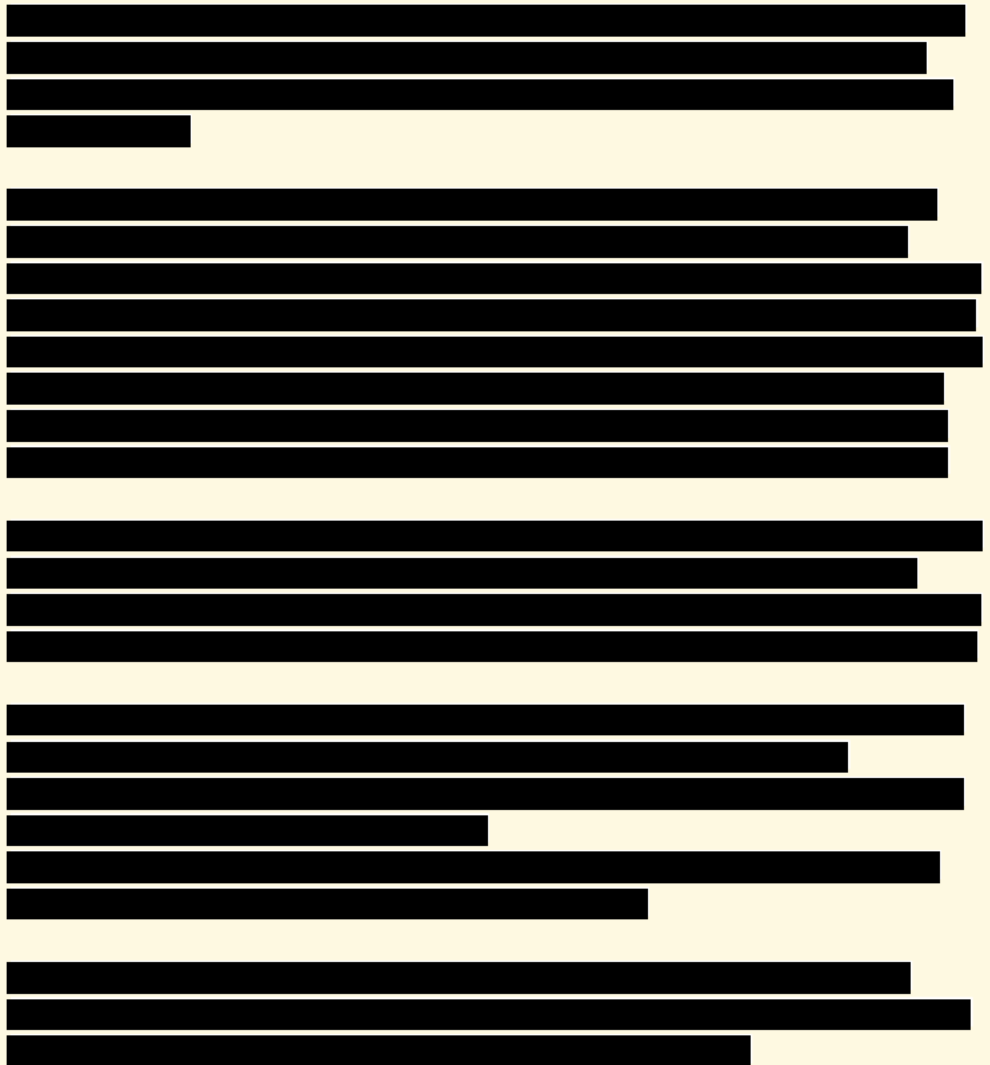
**Goal for assessment results**

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; a score of at least 4.00 must be obtained at Final in CGPS 794.

Students will score at least an average of B on the Cultural Immersion Experience and Counselor Exploration of Self & Self with Others - Journal Reflection.

**Data and/or evidence**

| | |
|---|---|
| Goal met? | Partially met |

## Learning Outcome 4

| | |
|---|---|
| Cross-curricular skill (bachelor's and associates programs only) | N/A (Graduate Program) |
| Outcome description | ***To adhere to professional standards and codes of ethical conduct.*** |
| Method of assessment | Dispositions were reported for each CMH student each semester. |
| | CGPS- 758 (Pre-Practicum), CGPS 795 (Practicum) & 794 (Internship) - Counseling Skills Acquisition Form. |
| | CGPS- 758 (Pre-Practicum), 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 on the Midterm and Final exams in CGPS 769. |
| Data and/or evidence | |

| | |
|---|---|
| | █████████████████████████████ |
| | █████████████████ |
| | █████████████████████████████████ |
| | ██████████████████ |
| | ████████████████████████████████ |
| | ████████████████████████████████ |
| | ████████████████████ |
| | ████████████████████████████████ |
| | ███████████████████ |
| | ████████████████████████████████ |
| | ██████████ |
| Goal met? | Partially met |

## Learning Outcome 5

| | |
|---|---|
| Cross-curricular skill (bachelor's and associates programs only) | N/A (Graduate Program) |
| Outcome description | *To articulate a theoretically based philosophy of counseling.* |
| Method of assessment | CGPS 795 (Practicum) - Theory of Change paper.<br><br>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.<br><br>Students will attain an average of at least a B on the three reflection papers in CGPS 761. |
| Data and/or evidence | ███████████████████████████ ██████████ ███████████████████████████ ██████████████████████████ █████████████████████████ |
| Goal met? | Met |

## Learning Outcome 6

| | |
|---|---|
| Cross-curricular skill (bachelor's and associates programs only) | N/A (Graduate Program) |
| Outcome 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 CGPS 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 on all research article reviews in all courses assigning reviews. |
| | Students will complete EDER 761 with a C or better. |
| Data and/or evidence | ████████████████████████████████████████ ██████████████████████████████████ █████████████████████████████████████ ███████ ██████████████████████████████ |
| Goal met? | Met |

## Learning Outcome 7

| | |
|---|---|
| Cross-curricular skill (bachelor's and associates programs only) | N/A (Graduate Program) |
| Outcome 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 on each of the clinical evaluation papers in CGPS 736. |
| | Students will score an average of at least a B on the Midterm and Final exams in CGPS 736. |
| Data and/or evidence | █████████████████████████████████ ████████████████████████████ CMH students in CGPS 736 scored an average of A on the midterm exam and B on the final exam. |
| Goal met? | Met |

## Learning Outcome 8

| | |
|---|---|
| Cross-curricular skill (bachelor's and associates programs only) | N/A (Graduate Program) |
| Outcome 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.<br><br>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 or better on two Inventory reports CGPS 736.<br><br>Students will score an average of at least a B on the Diagnostic Assessment Report, Case Study Report, and course grade for CGPS 737. |
| Data and/or evidence | █████████████████████████████████████████<br>████████████████████████████████<br><br>██████████████████████████████████████████<br>████████████████████████████████████████<br>███████████████████████████████████████████<br>███████████████████████ |
| Goal met? | Partially met |

## Summary of strengths and/or areas for improvement

Overall, the goals of the program were met. Students passed all required courses with B or better average. Students did well on the most assignments and tests in the courses. Except for one student, all others successfully passed CPCE during the assessment period; the student took the NCE alternative assessment and passed. Only one of goals did not meet which is the counseling skills acquisition, all students were at 5.7 which is close to our goal 6. Enrollment in the CMH counseling program increased from the prior year. Significant efforts continue to increase enrollment in the CMH program.

## Action Plans to Improve Student Learning

*Action Item 1*

| | |
|---|---|
| Description | Increase first attempt pass rates for students taking CPCE. |
| Goal | 100% of CMH students will pass the CPCE on their first attempt. |
| Timeline | Spring 2025 |
| Individual(s) responsible | Dr. Shalini Mathew and Dr. Junwei Jia in collaboration with students as part of their internship courses. |
| Resources needed | During the internship, students will be encouraged to ask questions and form study group for CPCE. Additional study resources will be shared. |

*Action Item 2*

| | |
|---|---|
| Description | Increase enrollment in the CMH program |
| Goal | While enrollment in the CMH program increased by 16% for a total 18 for AY 2023-2024. It was a significant increase. We met our goal from last year, we would like continue to increase our enrollment. Since we started with HyFlex delivery in Fall 2023. |
| Timeline | AY 2024-2025 |
| Individual(s) responsible | Dr. Shalini Mathew, Dr. Junwei Jia, Dr. Tanya Brown and Professor Heather Scott with support from the offices of enrollment & Marketing and Graduate Studies. |

|  |  |  |
|---|---|---|
| | Resources needed | Continued focus on ways to streamline undergraduate psychology and other appropriate majors efficiently into the counseling programs. Counselor professors are intentionally to give guest lectures for undergraduate classes, not only in psychology major also other majors. Information sessions directed to Aberdeen area community, undergraduate students, and promoting positive reviews from previous students. Ongoing conversations about building a counseling minor. 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 with prospective students. |
| *Action Item 3* | | |
| | Description | Prepare CACREP site visit |
| | Goal | The counseling program has got its initial feedback for the reaccreditation self-study, and the program is gearing towards the site visit in Spring 2025 |
| | Timeline | Spring 2025 – Fall 2025 |
| | Individual(s) Responsible | All Faculty and Chair |
| | Resources Needed | Institutional support during the visit |

## Supervisor Response

# Appendix D

# NSU Academic Assessment Annual Report

| | |
|---|---|
| **Academic Unit/Department** | Psychology & Counseling |
| **Academic Program** | Counselor Education-School Counseling |
| **Date Range** | August 2023 to July 2024 |
| **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.*

## Progress on Action Plans to Improve Student Learning Taken Since Last Assessment:

### Update on 2022-2023 Action Items

**Action Item 1** (course level): The Peer Intervention Assignment was introduced in CGPS 774, students prepared a presentation.

Assignment instruction: *Peers are an important influence on the development of children and adolescents. A lack of peer support can be detrimental to a student's academic, career, and social/emotional development. As a school counselor, it is important that you tap into all your resources, and other students are a resource available for assistance. For this assignment, identify a peer intervention that can address a problem of your choice, and prepare a brief presentation to share (uploaded to D2L) for your classmates to review. This presentation should include the identified problem, evidence of that problem, the peer intervention, why you think it would work, and an experiential activity you would use when implementing this peer intervention. Presentations should last between 15 and 30 minutes.*

Rubrics used-

| Criteria | Exemplary (4) | Proficient (3) | Developing (2) | Beginning(1) |
|---|---|---|---|---|
| Identified Problem | Clearly identifies a relevant, specific problem affecting students' development with strong rationale. | Identifies a relevant problem, but with limited specificity or rationale. | Identifies a general problem but lacks detail or clear relevance. | Fails to clearly identify a relevant problem for intervention. |
| Evidence of Problem | Provides comprehensive, well-cited evidence supporting the problem's impact on students' development. | Provides some evidence of the problem's impact, though lacks depth or citation. | Limited evidence provided; may not strongly support the relevance of the problem. | Lacks evidence to support the relevance of the identified problem. |
| Peer Intervention | Clearly explains the peer intervention, including specific strategies, goals, and role of peers. | Explains the peer intervention, but lacks detail on specific strategies, goals, or peer roles. | Briefly mentions peer intervention with limited clarity or specificity on how it will be implemented. | Does not clearly explain a peer intervention relevant to the identified problem. |
| Rationale for Effectiveness | Strong, well-supported rationale for why the intervention will be effective, using theory or research. | Provides a reasonable rationale for effectiveness, though with limited theoretical or research support. | Basic rationale provided but lacks research or theory to support effectiveness. | Fails to provide a clear rationale for the intervention's effectiveness. |
| Experiential Activity | Includes a creative, relevant experiential activity that is well-aligned with intervention goals. | Includes a relevant activity, but alignment with intervention goals may be unclear. | Provides a basic activity but lacks creativity or clear connection to intervention goals. | No experiential activity provided, or activity is irrelevant to the intervention. |
| Presentation Clarity | Presentation is well-organized, clear, and engaging; length is appropriate (15–30 minutes). | Presentation is mostly organized and clear but may lack full engagement or adherence to time limits. | Presentation is somewhat disorganized, unclear, or does not meet time requirements. | Presentation lacks organization, is unclear, or does not meet length requirement. |
| Use of Visuals and Support Materials | Visuals and support materials are clear, well- | Visuals and materials are present, but do not fully | Limited visuals or materials provided, with | Lacks visuals or support materials, or visuals |

| | integrated, and enhance understanding. | enhance the presentation. | minimal impact on presentation clarity. | detract from presentation quality. |
|---|---|---|---|---|
| Upload and Accessibility | Presentation is uploaded on time to D2L and accessible to classmates with no technical issues. | Presentation is uploaded on time, but minor accessibility or technical issues may be present. | Presentation is uploaded, but accessibility or technical issues affect ease of viewing. | Presentation is not uploaded on time, or significant technical issues prevent access. |

**Action Item 2** (program level): Increase enrollment in the School Counseling program. The school counseling program will increase by nine students. This action plan was completed and total students currently enrolled in the SC track is nine.

**Action Item 3** (program level): Complete CACREP SS-send out for Internal Review in January 2024. The program coordinator completed the CACREP SS and submitted for Internal Review in January and got it submitted to CACREP in April for external review. We have got the review notes back and are now preparing the Addendum and the site visit.

**Action Item 4** (program level): Develop plan for having permanent members in the advisory board- During the Advisory Board meeting in January 2024, this was brought up and some site supervisors expressed interest in serving. The department is planning this out as we prepare for re-accreditation site visit.

**Action Item 5** (program level): HyFlex Training for new faculty- The new faculty Dr. Tanya Brown, successfully completed the HyFlex Training during summer 2023, before he started teaching classes in Fall 2023.

## Learning Outcome 1

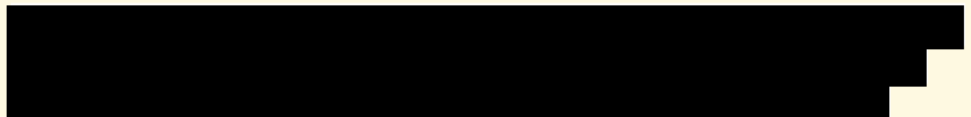| Cross-curricular skill (bachelor's and associates programs only) | N/A (Graduate Program) |
|---|---|
| Outcome description | **To describe the foundations of the school counseling and educational system.** |
| Method of assessment | *The method of assessment involved evaluating students' proficiency in understanding the foundations of school counseling and the educational system through their performance in structured informational interviews and shadowing reflections in CGPS 754. Additionally, students demonstrated their competency by developing a mock comprehensive school counseling program/website aligned with the ASCA National Model in CGPS 774. These assessments measured students' ability to integrate theoretical knowledge with practical application in a school counseling context.* |
| Goal for assessment results | Students will demonstrate proficiency in foundational knowledge of the school counseling profession by achieving a rating of "Proficient" or higher on the informational interviews and shadowing reflection paper in CGPS 754. Additionally, students will attain at least a "Proficient" level on the ASCA Mock Comprehensive School Counseling Program Project assignment in CGPS 774, 794 & 795 **(KPI-10)**, reflecting their ability to apply core principles of the ASCA National Model. |
| Data and/or evidence | |

| | |
|---|---|
| Goal met? | Met |

## Learning Outcome 2

| | |
|---|---|
| Cross-curricular skill (bachelor's and associates programs only) | N/A (Graduate Program) |
| Outcome description | **To demonstrate self-awareness and sensitivity to others, seeking supervision when appropriate.** |
| Method of assessment | *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 762; Reflective Journals-Counselor Exploration of Self & Self with others in CGPS 762* |
| 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 (Step-3) with at least a "B" on the assignment.  Students will receive at least a "B" on the Reflective Journals-Counselor Exploration of Self & self with others. **(KPI-2 is used here)** |
| Data and/or evidence | |

[redacted]

| | |
|---|---|
| Goal met? | Met |

## Learning Outcome 3

| | |
|---|---|
| Cross-curricular skill (bachelor's and associates programs only) | N/A (Graduate Program) |
| Outcome description | **To implement culturally appropriate counseling practice.** |
| Method of assessment | *Professional Dispositions in CGPS 758, CGPS 769, CGPS 795, CGPS 794; Counseling Skills Acquisition Form in CGPS 795 & 794 (twice per semester); Practicum/Internship Student Evaluation of Self. Cultural Immersion Experience in CGPS 762; Students will receive at least a "B" or better in the Group leadership experience in CGPS 765.* |
| 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 (Step-3) with at least a "B" on the assignment. Students will receive at least a "B" on the Group leadership experience in CGPS 765. ==(KPI-6 is used here)== |
| Data and/or evidence | [redacted] |

| | |
|---|---|
| | ██████████████████████████████████ |
| Goal met? | Met |

## Learning Outcome 4

| | |
|---|---|
| Cross-curricular skill (bachelor's and associates programs only) | N/A (Graduate Program) |
| 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 for assessment results | The goal of the assessment will be to evaluate graduate students' development of professional dispositions, ethical decision-making abilities, and counseling skills throughout their participation in key courses, including CGPS 765, CGPS 758, CGPS 769, CGPS 795, and CGPS 794. By utilizing tools such as Counseling Skills Acquisition Forms, Ethical Decision-Making Projects, and Practicum/Internship Self-Evaluations, the program will aim to ensure students meet the established competencies required for effective counseling practice. 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 will receive at least a "B" on the Ethical decision-making project and presentation in CGPS 769. **(KPI-1 is used here)** |
| Data and/or evidence | ██████████████████████████████████████████ |

| Goal met? | Met |
|---|---|

## Learning Outcome 5

| | |
|---|---|
| Cross-curricular skill (bachelor's and associates programs only) | N/A (Graduate Program) |
| 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 "Human Nature Survey" results and Theory in practice.* |
| Goal for assessment results | The goal of the assessment is to evaluate students' ability to integrate theoretical knowledge into practical counseling applications. This will be achieved through the Theory of Change paper in CGPS 795 and reflection papers in CGPS 761, which include a Theory Integration into Counseling paper and a Reflection of "Human Nature Survey" results with applications to theory in practice. The assessment aims to ensure students demonstrate critical thinking and self-awareness in applying counseling theories. Students will receive at least a "B" on the reflection papers in CGPS 761. **(KPI-9 is used here)** |
| Data and/or evidence | |
| Goal met? | Met |

## Learning Outcome 6

| | |
|---|---|
| Cross-curricular skill (bachelor's and associates programs only) | N/A (Graduate Program) |
| Outcome description | **To demonstrate effective and therapeutic use of research relevant to the practice of school counseling.** |
| Method of assessment | *Research Proposal in EDER 761, and final research paper in CGPS-750.* |
| Goal for assessment results | |

The goal of the assessment will be to evaluate students' ability to effectively utilize research in ways that support therapeutic practices in school counseling. Through the completion of a Research Proposal in EDER 761 and a final research paper in CGPS-750, students will demonstrate their understanding of research methodologies and their application to evidence-based counseling practices in school settings. Students are expected to get a "B" or better in these two assignments. (**KPI-8 is used here**)

**Data and/or evidence**

███████████████████████████████████
███████████████████████████████████
███████████████████████████████████
███████████████████████████████████
███████████████████████████████████
███████████████████████████████████

**Goal met?**

Met

## Learning Outcome 7

**Cross-curricular skill (bachelor's and associates programs only)**

N/A (Graduate Program)

**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**

*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.*

**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 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. (**KPI-8 is used here**)

**Data and/or evidence**
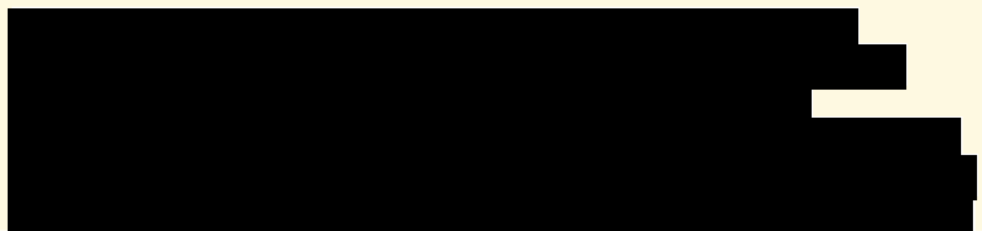
███████████████████████████████████
███████████████████████████████████
███████████████████████████████████
███████████████████████████████████

| Goal met? | Met |

## Learning Outcome 8

| Cross-curricular skill (bachelor's and associates programs only) | N/A (Graduate Program) |
| Outcome description | **To implement appropriate pedagogical strategies, including differentiated instruction, to promote student achievement at K-12.** |
| Method of assessment | *Lesson plan and classroom management practices in CGPS 774; Classroom lesson presentation in CGPS 774; Classroom lesson presentation in CGPS 754.* |
| Goal for assessment results | Students will score at least 80% on the Lesson plan and classroom management practices in CGPS 774; Classroom lesson presentation in CGPS 774 and Classroom lesson presentation in CGPS 754. **(KPI-10 is used here)** |
| Data and/or evidence | |



| Goal met? | Met |

## Learning Outcome 9

| Cross-curricular skill (bachelor's and associates programs only) | N/A (Graduate Program) |
| 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 | *Career Conceptualization paper and Career Presentation in CGPS 742; Informational Interview and Shadowing Reflection in CGPS 754.* |
| Goal for assessment results | Students will score at least 80% on the Career Conceptualization paper and Career Presentation in CGPS 742. Students will score at |

least 80% on the Informational Interview assignment in CGPS 754. Students will score at least 80% on the Shadowing Reflection assignment in CGPS 754. (**KPI-4 is used here)**

Data and/or evidence

Goal met?                    **Met**


## Learning Outcome 10

Cross-curricular skill (bachelor's and associates programs only)          N/A (Graduate Program)

Outcome description          **To develop, implement, and evaluate a comprehensive school counseling program.**
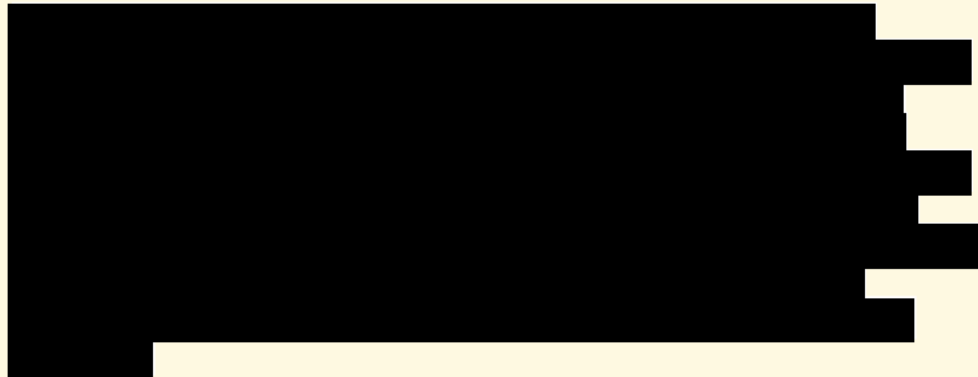
Method of assessment          *Different sections (Define, Deliver, Assess & Manage) of the ASCA Comprehensive School Counseling Program Plan in CGPS 774.*

Goal for assessment results          Students will score at least 80% on the ASCA Section of a School Counseling Plan assignment in CGPS 774. (**KPI-10 is used here)**

Data and/or evidence

Goal met?                    **Met**

## Summary of strengths and/or areas for improvement

The School Counseling program demonstrates strong alignment with professional standards and effectively prepares students for counseling practice through diverse assessments, including reflection papers, research projects, and comprehensive program planning assignments. Strengths include students' consistent ability to integrate theory into practice, achieve high levels of self-reflection, and meet or exceed benchmarks such as scoring at least 80% on key assignments. However, areas for improvement include providing additional support for students struggling with theoretical integration and enhancing opportunities for hands-on application of ethical decision-making and counseling skills. Continued focus on formative assessments and enrollment is also an area of improvement.

## Action Plans to Improve Student Learning

### Action Item 1

| | |
|---|---|
| Description | **Revise curriculum to fit the residency requirement for CACREP from Fall 2026** |
| Goal | Make changes in the course rotation to fit the residency component |
| Timeline | January 2025- August 2026 |
| Individual(s) responsible | Dr. Shalini Mathew, Dr. Junwei Jia and Dr. Tanya Brown |
| Resources needed | Institutional support- AAC and Graduate Council |

### Action Item 2

| | |
|---|---|
| Description | **Increase enrollment in the School Counseling Program** |
| Goal | The program was able to recruit more school counseling students. Still, this is an ongoing need, as SC has lower enrollment compared to CMH. We plan to have atleast 6 new admissions. |
| Timeline | August 2025 |
| Individual(s) responsible | Dr. Shalini Mathew & Chair Dr. Scott |
| Resources needed | Institutional support and marketing initiatives |

### Action Item 3

| | |
|---|---|
| Description | **Get ready for CACREP site visit** |
| Goal | The counseling program has got its initial feedback for the reaccreditation self-study and the program is gearing towards the site visit in Spring 2025 |
| Timeline | Spring 2025- Fall 2025 |
| Individual(s) responsible | All Faculty and Chair |

| Resources needed | Institutional Support during the visit |

## Supervisor Response

|  |  |

## Counselor Education Course Rotation
Updated March, 2023
*Rotation is subject to change based on departmental/student needs

### Fall Semester 2023

| | | Tuesday | | | Thursday |
|---|---|---|---|---|---|
| **First-Year** | 3:00p | CGPS 762: Multicultural** | | 3:00p | CGPS 755: HGD** |
| | 6:00p | CGPS 769: Ethics+ | | 6:00p | CGPS 761: Theories+ |
| **Second-Year** | 3:00p | CGPS 765: Group & Family+ | | 3:00p | CGPS 795/794: Practicum/Internship SCHL+ |
| | | | | 3:00p | CGPS 794: Internship CMH+ |
| | 6:00p | CGPS 775: Adv. Theories+ | | 6:00p | CGPS 736: Assessment+ |

### Spring Semester 2024

| | | Tuesday | | | Thursday |
|---|---|---|---|---|---|
| **First-Year** | 3:00p | CGPS 754: Intro to School+ | | 3:00p | CGPS 737: Diagnosis+ |
| | | CGPS 739: Psycho-Pharm** | | | |
| | 6:00p | EDER 761: Research Methods* or *** | | 6:00p | CGPS 758: Pre-practicum+ |
| **Second-Year** | 3:00p | CGPS 750: Trauma Informed Care+ | | 4:00 – 5:50p | CGPS 794: Internship+ |
| | 6:00p | CGPS 745: Addictions+ | | 6:00p | CGPS 760: Intro Integrative+ |

### Summer Semester 2024

| | | |
|---|---|---|
| **First-Term (5 weeks)** | | CGPS 752: Crisis* or ** |
| | | CGPS 770: Supervision* or ** |
| **Second-Term (5 weeks)** | | CGPS 742: Career* or ** |
| | | CGPS 774: SC Development* or ** |
| **Full-Term (10 weeks)** | Wed/100-250p | CGPS 795: Practicum+ |

*ASYNCHRONOUS
+ SYNCHRONOUS (In-person synchronous, Digital synchronous only)
**HYFLEX (In-person synchronous, Digital synchronous, Asynchronous)