



Department of Counseling and Human Services

Annual Report 2016-2017

Our departmental Annual Report is prepared to provide our students, alumni, field partners, and other stakeholders with a comprehensive review of our programs' quality and effectiveness. The report includes the results of our recent SWOT analysis, includes overviews of our departmental goals, and details our overall program objectives. Our Annual Report examines profile data across all programs as well as admissions data to inform our recruitment efforts.

Program level analysis in this Annual Report includes enrollment trends, fiscal solvency, alumni survey feedback, employer feedback, and program outcomes. For our three master's programs, we also reviewed data from graduating students and from comprehensive exam scores. Many of our data sets reflect three years of aggregated data because of small numbers in some of our programs. Reviewing data across three years allows us to identify patterns as well as protect the confidentiality of students who elected to submit their feedback.

The Annual Report concludes with an overview of program modifications that the faculty has made as a result of the review and interpretation of the program quality and effectiveness data. Areas of ongoing discussion and potential modification are also included in this section.

Departmental Context

Across the last few years, the Department of Counseling and Human Services has embarked on an ambitious strategic plan. With the arrival of a new Department Chairperson in January 2014, change in the faculty composition, strategic planning processes unfolding at the University and School of Education levels, and the release of new accreditation standards from CACREP, the faculty members of the Department of Counseling and Human Services engaged in programmatic and curricular strategic planning during fall and spring semesters of the 2014-2015 academic year. Emergent from those strategic planning meetings, we generated our departmental signatures, significantly revised our curriculum, developed student learning outcomes, and identified policies that needed to be clarified and codified. The department mission statement and guiding philosophies were established and implemented in fall 2015. The master's and doctoral program handbooks were completely revised and updated in summer 2015. Student learning outcomes were generated for CACREP and Middle States Commission on Higher Education (our regional accreditor), and the learning outcome framework was implemented effective fall 2015.

The department is now systematically evaluating our updated student and program outcomes from CAEP, CACREP, and Middle States contexts.

During fall and spring semesters of 2015-2016, we actively engaged in a SWOT analysis and formalized our departmental goals. We are currently in the implementation phase of new curriculum, new policies, new pathways for student completion, and expanded student learning and program outcomes. We have been strategically evaluating our implementation processes and identifying domains that require adjustment or revision.

Department of Counseling and Human Services

Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis

As part of the strategic planning process, the Department of Counseling and Human Services completed a SWOT analysis informed by data from multiple sources across multiple stakeholders. Data informing the SWOT analysis were collected from students through course evaluations, forums with the department chair, student evaluation of program objective outcomes at the conclusion of the program, and feedback provided about clinical experiences and site supervisors. Data from alumni were aggregated through surveys of graduates about their level of satisfaction and perceived preparedness for their professional roles. Employers of recent graduates are also surveyed about their impressions of the alumni's preparedness, knowledge, and competence. Site supervisors provide multiple sets of data on student clinical and professional development through mid-semester and final semester. Some of our field placement supervisors also participated in a School of Education hosted feedback forum in which recommendations were shared with the department. Faculty reflected on and evaluated pedagogical, clinical, supervisory, professional, and performance metrics.

Department of Counseling and Human Services Strengths

- Nationally recognized programs with a reputation for excellence
- Our students have a 100% pass rate on the National Counselor Examination for licensure and credentialing
- Our job placement rates for our graduates range between 90-100% within 6 months of graduating
- Our CACREP Accreditation differentiates us from our close competitors
- Faculty who are national/international leaders with active (grant-funded) research agendas
- We are student focused in our approach to teaching and scholarship as evidenced by our collaborative work with doctoral and master's level students who are mentored to become engaged scholars. Our students, both master's and doctoral, present, publish, and impact state policy

- Agility due to size, collaboration with other School of Education (SOE) units, swiftness of response to emergent issues, and national involvement of faculty who can shape the profession and set policy on school and mental health issues
- Substantial growth potential due to national involvement of faculty, faculty expertise, quality of students, agility, and good citizenship within the SOE
- The depth of training and preparation of our graduate students especially through intense clinical supervision that requires live observation or recording of all counseling sessions (minimum of 280 direct client/student contact hours)
- Our level of graduate credit production for the SOE, percentage of undergraduate and graduate students, and overall fiscal contribution to the school
- Experiential and constructivist teaching practices, among others, grounded in humanism
- Impact of our professional accreditation standards on curricular needs and faculty-student ratios
- SOE invested in our technological infrastructure which positions us to provide HIPAA compliant video-based and electronic record data transfer and storage
- Our students are leaders and are recognized at the national, regional, and state level for their accomplishments
- Our clinical mental health counseling program differentiates itself from other CACREP programs by requiring a disability-focused counseling course and an advanced multicultural clinical course
- Our number of qualified doctoral program applicants has remained strong in a highly competitive market due to targeted and intentional recruitment efforts
- We are actively generating data on different program features and using it to guide our decision making (i.e., – admission analytics)
- We require the GRE at the master's level which impacts academic rigor metrics
- Students report that they experience and value the emphasis on the development of personhood and self-awareness that is communicated as a central focus of the program experience
- We have a diverse applicant pool and diverse student body
- We have a racially diverse faculty
- There is a breadth of research foci across faculty and students
- SOE supports CHS students through scholarships and graduate assistantship allocations
- Success in consistently securing Fellowships for highly-qualified doctoral students
- Recently updated website content and integration of student profiles
- Engagement in HESC grant provides opportunities for our students to gain professional experience
- New departmental facilities as of May 2016 will bring new opportunities
- Administrative support to engage in a (successful) search to fill sixth tenure-track line in advance of 2017-2018 academic year
- Intentional focus on departmental climate and culture – increased community within department

Department of Counseling and Human Services Weaknesses

- Missed opportunities to build relationships with site supervisors
- Unclear pathways for students to become engaged in research projects

- Lack of traction for growth initiatives and inability to achieve over-arching departmental 3-year goal (namely to be in the top 5% of counselor education doctoral programs in the nation).
- Consistent encountering of systemic impediments such as considerable administrative demands with five tenure line faculty across four programs (SC, CMHC, SA, Doctoral CE)
- Lack of additional department-based doctoral funding, unfilled tenure track line, and lack of capital
- Missed opportunities to support international students
- Small number of faculty with high teaching needs to meet CACREP standards hinders our ability to engage in collaborative partnerships, build community-based initiatives, and expand our curriculum through C.A.S. or elective offerings
- Need for more intentional and thoughtful recruitment at the master's level
- Lack of systematic engagement with alumni

Department of Counseling and Human Services Opportunities

- Counseling has a higher than average expected growth trajectory in the next decade based on Occupational Outlook metrics
- White House's Reach Higher Initiative could provide opportunities and visibility for school counseling and student affairs counseling programs
- Build collaborative partnership with Institute of Veterans and Military Families – Governor Cuomo's investment in IVMF initiatives
- Expand collaboration with Clinical Simulations and Clinic Development Capabilities
- History of strong graduates who could be connected to current students and recent alumni
- For the first time in 30 years, NY is revising the rules and regulations for school counseling preparation and credentialing. Our program exceeds the newly revised standards that may be enacted into law this legislative session.
- Expand scope of clinical placements to include sites within 60 to 90 minute commutes

Department of Counseling and Human Services Threats

- Competitors with much lower tuition (i.e., - Competing SUNY programs within area having tuition at 1/3 of our cost)
- RCM budget contributes to our fiscal responsibility and low discount rate not being directly rewarded
- Financial solvency of SOE impacts hiring and ability to invest in growth areas
- Some clinical placements are reluctant to host our students due to video-recording requirements
- Some sites prefer other institutions who directly pay site supervisors as opposed to using tuition waivers
- Declining graduate school applications nationally
- Legislative policies negatively impacting school counseling program funding
- Some clinical sites are not able to provide students with 10 hours of group counseling co-facilitation or facilitation experience which is required by CACREP

Departmental Goals: 2016 to 2019

From the SWOT analysis and ongoing strategic program review, Department of Counseling and Human Services faculty members identified 7 departmental goals to guide our ongoing systemic evaluative process and to set our strategic vision for our future. Detailed below are departmental goals and objectives to focus our professional initiatives for the next three academic years.

Goal 1: Train and inspire students to develop robust professional identities in order to serve as leaders and advocates in their respective communities

- Objective 1: Create student learning experiences that build awareness and knowledge of leadership and advocacy competence
- Objective 2: Expand student awareness, knowledge, and career readiness skills
- Objective 3: Encourage identity development through curricular and co-curricular experiences

Goal 2: Engender a student-centered learning community that champions humanistic engagement

- Objective 1: Develop and implement co-curricular community building events
- Objective 2: Model student-centered pedagogical practices
- Objective 3: Increase student-centered evaluation and gatekeeping practices

Goal 3: Foster impactful and engaged scholarship by promoting a departmental culture of inquiry

- Objective 1: Highlight scholarly accomplishments of faculty and students
- Objective 2: Increase student engagement in research projects
- Objective 3: Contribute significantly to the professional discourse through refereed publication
- Objective 4: Evidence international, national, regional, and local dissemination of scholarship
- Objective 5: Develop pathways for seeking external funding

Goal 4: Build collaborative relationships with colleagues in the School of Education, Syracuse University, Syracuse community, New York, North Atlantic region, National and Global communities

- Objective 1: Develop ongoing collaborative partnership with the Syracuse City School District, other departments and academic units on campus
- Objective 2: Active engagement in SOE and SU governance and service

Goal 5: Actively recruit and retain diverse students, faculty, and staff

- Objective 1: Achieve and retain a diverse student, faculty, and staff population through consistent and concerted recruitment efforts
- Objective 2: Evaluate diversity within our department

Goal 6: Impact the field of professional counseling and counselor education through service and leadership

- Objective 1: Students will be engaged as emergent professionals in service to the greater Syracuse community
- Objective 2: Alumni will contribute through service and leadership activities
- Objective 3: Faculty will engage in leadership roles and service functions

Goal 7: Be in the top 5% of all CACREP doctoral program based on quality of students and professional reputation (top 4 of 72 doctoral programs)

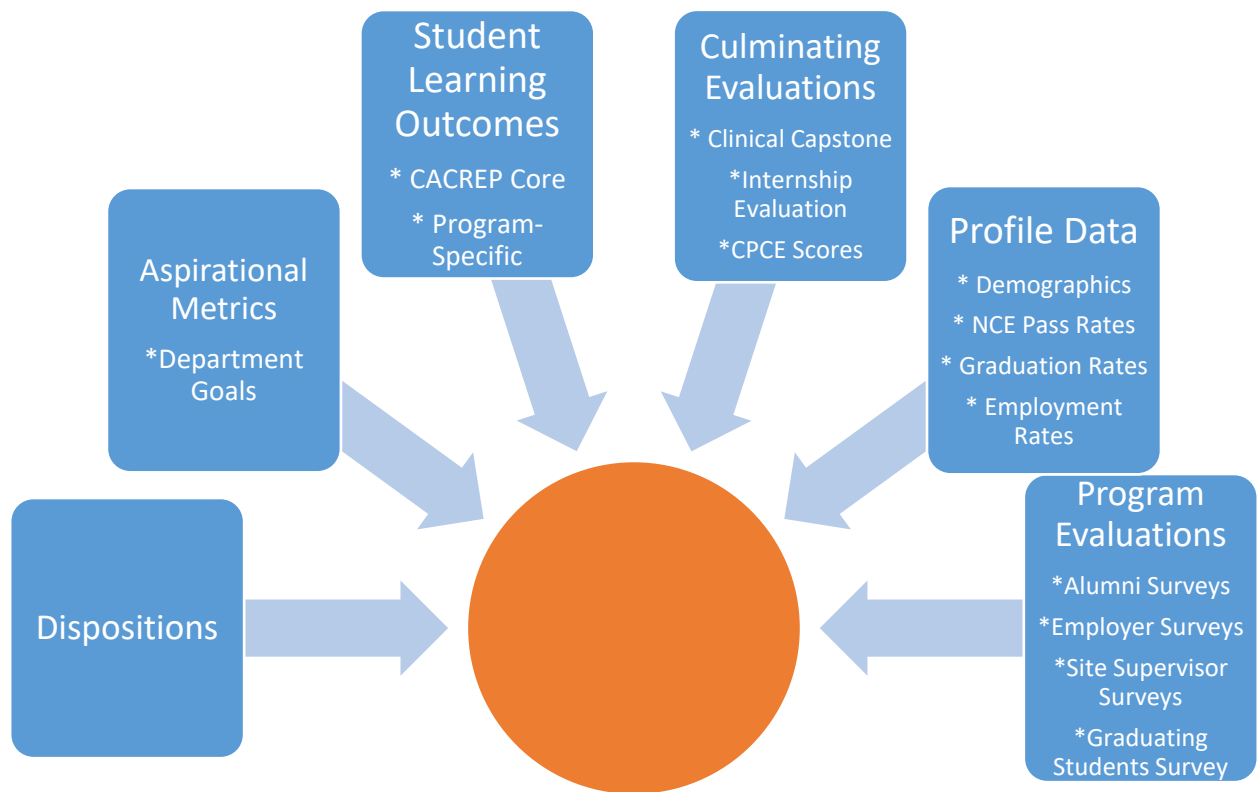
- Objective 1: Engage in professional association leadership that impacts profession and increases visibility
- Objective 2: Identify SU faculty and students at professional conferences and other venues
- Objective 3: Provide opportunities for alumni to engage with SU remotely and in person at professional events
- Objective 4: Differentiate ourselves as exemplary through our students' demonstration of their quality, professionalism, and level of service and engagement

Department Program Objectives

Our overall program objectives emergent from our departmental signatures and department goals are:

- ***Train and inspire students to develop robust professional identities***
- ***Prepare professional counselors who serve as leaders and advocates in their respective communities***
- ***Cultivate a community in which students and faculty pursue standards of excellence in the counseling profession***
- ***Promote a commitment to wellness, prevention, and resiliency in educational, supervisory, and therapeutic environments***
- ***Foster a dedication to individual and community well-being by competently and ethically serving a diverse society***

Our empirically based plan for systematically evaluating the program objectives is based on 6 data dimensions informing the assessment of program quality and effectiveness. The data dimensions are: Dispositions, Aspirational Metrics, Student Learning Outcomes, Culminating Evaluations, Profile Data, and Program Evaluations. For the purposes of this Annual Report, profile data, culminating evaluations, and program evaluations will be the primary foci. Dispositions and student learning outcomes are currently developed and being implemented. They will be reported in subsequent Annual Reports as data emerge from those assessment measures. The figure below summarizes the data dimensions involved in our comprehensive assessment of program quality and effectiveness.



Summary of Program Quality and Effectiveness Evaluation

Profile Data

The Department of Counseling and Human Services faculty reviewed and analyzed profile data that captured the demographics of our applicants, matriculated students, and graduates. Data were aggregated from Summer 2015, Fall 2015, and Spring 2016. Across this time period, there were 68 Applicants to our Master of Science programs and 25 applicants to our doctoral program. Table 1 summarizes the race and gender of applicants as disclosed on their application materials. The institutional form only captures gender as a binary construct, which is then reflected in our categories for gender in our profile data.

Table 1
2015-2016 Applicants

	M.S. in Clinical Mental Health	M.S. in School Counseling	M.S. in Student Affairs Counseling	Ph.D. in Counseling and Counselor Education	Total
African American	3 Female 0 Male 3	0 Female 1 Male 1	0 Female 1 Male 1	3 Female 0 Male 3	6 Female 2 Male 8
American Indian/Native Alaskan	0 Female 0 Male 0	0 Female 0 Male 0	0 Female 0 Male 0	0 Female 0 Male 0	0 Female 0 Male 0
Asian American	1 Female 1 Male 2	0 Female 0 Male 0	0 Female 0 Male 0	0 Female 0 Male 0	1 Female 1 Male 2
Caucasian / White	26 Female 4 Male 30	11 Female 3 Male 14	4 Female 1 Male 5	8 Female 7 Male 15	49 Female 15 Male 64
Hispanic / Latino / Spanish American	0 Female 0 Male 0	0 Female 0 Male 0	0 Female 0 Male 0	1 Female 0 Male 1	1 Female 0 Male 1
Native Hawaiian / Pacific Islander	0 Female 0 Male 0	0 Female 0 Male 0	0 Female 0 Male 0	0 Female 0 Male 0	0 Female 0 Male 0
Multiracial	0 Female 0 Male 0	0 Female 0 Male 0	0 Female 0 Male 0	0 Female 0 Male 0	0 Female 0 Male 0
Other / Undisclosed	0 Female 0 Male 0	0 Female 0 Male 0	0 Female 0 Male 0	0 Female 0 Male 0	0 Female 0 Male 0
Non-resident Alien	7 Female 0 Male 7	2 Female 2 Male 4	1 Female 0 Male 1	4 Female 2 Male 6	14 Female 4 Male 18
Total Applicants	37 Female 5 Male 42	13 Female 6 Male 19	5 Female 2 Male 7	16 Female 9 Male 25	71 Female 22 Male 93

The profile data for Matriculated Students were also aggregated for faculty review and consideration. Our headcount of students from Summer 2015, Fall 2015, and Spring 2016 was 81 (19 doctoral students and 62 master’s students). Table 2 provides an overview of the racial and gender composition of our matriculated students.

Table 2
2015-2016 Matriculated Students

	M.S. in Clinical Mental Health	M.S. in School Counseling	M.S. in Student Affairs Counseling	Ph.D. in Counseling and Counselor Education	Total
African American	9 Female 1 Male 10	2 Female 1 Male 3	0 Female 0 Male 0	1 Female 1 Male 2	12 Female 3 Male 15
American Indian/Native Alaskan	1 Female 0 Male 1	0 Female 0 Male 0	0 Female 0 Male 0	0 Female 1 Male 1	1 Female 1 Male 2
Asian American	2 Female 1 Male 3	1 Female 0 Male 1	1 Female 0 Male 1	0 Female 0 Male 0	4 Female 1 Male 5
Caucasian / White	19 Female 6 Male 25	5 Female 2 Male 7	1 Female 1 Male 2	9 Female 2 Male 11	34 Female 11 Male 45
Hispanic / Latino / Spanish American	1 Female 1 Male 2	0 Female 0 Male 0	0 Female 0 Male 0	1 Female 0 Male 1	2 Female 1 Male 3
Native Hawaiian / Pacific Islander	0 Female 0 Male 0	0 Female 0 Male 0	0 Female 0 Male 0	0 Female 0 Male 0	0 Female 0 Male 0
Multiracial	1 Female 0 Male 1	0 Female 0 Male 0	0 Female 0 Male 0	0 Female 0 Male 0	1 Female 0 Male 1
Other / Undisclosed	0 Female 0 Male 0	0 Female 0 Male 0	0 Female 0 Male 0	0 Female 0 Male 0	0 Female 0 Male 0

Non-resident Alien	5 Female 1 Male 6	0 Female 0 Male 0	0 Female 0 Male 0	3 Female 1 Male 4	8 Female 2 Male 10
Total Matriculated Students	38 Female 10 Male 48	8 Female 3 Male 11	2 Female 1 Male 3	14 Female 5 Male 19	62 Female 19 Male 81

To contextualize our profile of matriculated students, we engaged in a comparative analysis of our student-based data related to gender and ethnicity with data provided by the overall School of Education and data presented in the 2015 CACREP Annual Report (https://issuu.com/cacrep/docs/cacrep_2015annualreport_final_web/).

		Female	Male	Self-Identified Minority-Ethnicity
SOE Graduate Students (<i>n</i> = 557)	Frequency	389	168	124
	Percent	70%	30%	25% 14% NR
CACREP Students (<i>n</i> = 41,333)	Percent	Alternate Gender Identity (0.06%)		32% 0.90% NR
		82.25%	17.69%	
CHS Ph.D. Students (<i>n</i> = 18)	Frequency	13	5	4
	Percent	72%	28%	22% 22% NR
CHS M.S. Students (<i>n</i> = 72)	Frequency	58	14	22

	Percent	81%	19%	31%
				8% NR

At the master’s level, thirty-one percent of our students self-identify as being part of a minority group and eight percent self-identify as a non-resident alien. The representation of students of color is higher in our master’s programs compared to the overall School of Education at Syracuse University and is comparable to the diversity represented in an aggregate of CACREP graduate students. Our percentage of students who identify as non-residents is significantly higher than the percentage of CACREP students who are non-resident citizens. Our gender distribution is equivalent to the female-male representation reported by CACREP in their 2015 Annual Report. Our institutional profile data do not include the alternate gender identity report option as reflected in the CACREP profile. Our profile data of Matriculated students demonstrates continuous and systematic efforts to recruit and retain students from diverse groups.

Across Summer 2015, Fall 2015, and Spring 2016, we had 33 Graduates from our programs with 6 being from our doctoral program and 27 being from our M.S. programs. Table 3 highlights the demographics of our Graduates.

Table 3

2015-2016 Graduates

	M.S. in Clinical Mental Health	M.S. in School Counseling	M.S. in Student Affairs Counseling	Ph.D. in Counseling and Counselor Education	Total
African American	2 Female 0 Male 2	0 Female 1 Male 1	0 Female 0 Male 0	1 Female 1 Male 2	3 Female 2 Male 5
American Indian/Native Alaskan	0 Female 0 Male 0	0 Female 0 Male 0	0 Female 0 Male 0	0 Female 0 Male 0	0 Female 0 Male 0
Asian American	1 Female 0 Male 1	0 Female 0 Male 0	1 Female 0 Male 1	0 Female 0 Male 0	2 Female 0 Male 2

Caucasian / White	8 Female 2 Male 10	6 Female 1 Male 7	1 Female 0 Male 1	2 Female 1 Male 3	17 Female 4 Male 21
Hispanic / Latino / Spanish American	0 Female 0 Male 0	0 Female 0 Male 0	1 Female 0 Male 1	0 Female 1 Male 1	1 Female 1 Male 2
Native Hawaiian / Pacific Islander	0 Female 0 Male 0	0 Female 0 Male 0	0 Female 0 Male 0	0 Female 0 Male 0	0 Female 0 Male 0
Multiracial	1 Female 0 Male 1	0 Female 0 Male 0	0 Female 0 Male 0	0 Female 0 Male 0	1 Female 0 Male 1
Other / Undisclosed	0 Female 0 Male 0	0 Female 0 Male 0	0 Female 0 Male 0	0 Female 0 Male 0	0 Female 0 Male 0
Non-resident Alien	1 Female 1 Male 2	0 Female 0 Male 0	0 Female 0 Male 0	0 Female 0 Male 0	1 Female 1 Male 2
Total Graduated Students	13 Female 3 Male 16	6 Female 2 Male 8	3 Female 0 Male 3	3 Female 3 Male 6	25 Female 8 Male 33

The faculty is committed to recruiting and retaining diverse students across all programs. In our applicant pool from the 2015-2016 academic year, 10 percent of our applicants for our master's programs were prospective students of color and 18% identified as non-resident aliens. As applicants completed the admissions process, we matriculated students who were 31% students of color and 8% non-resident aliens. Graduates from our M.S. programs reflected similar demographic patterns with 30% being students of color and 8% being non-resident aliens. The faculty believes that our graduating student profile is as expected because we invest in all students and work to ensure they are receiving the support they need to be successful. The difference in the racial composition of our applicant pool compared to our matriculated students and graduates evinces the faculty's commitment to admitting a diverse group of students into the master's programs.

At the doctoral level, 16% of our applicants were individuals of color and 24% identified as non-resident aliens. For matriculated students, 22% were students of color and another 22% were non-resident aliens. Compared to other CACREP accredited doctoral programs, we had

significantly higher representation by students who are non-resident aliens and less representation by students of color. Our graduates at the doctoral level were 50% students of color.

Regarding gender, our applicants for our M.S. program were 81% female and 19% male (again, based on the binary construct provided by institutional data points). The matriculated students had a similar pattern with 77% female and 23% male. Our yearly graduates were students who were 81% female and 19% male. There was a slight variation across the three different groups, but there was an 80% benchmark of women in our master's programs. At the doctoral level, there was more variation across the three groups, but that could be partly explained by the overall fewer number of students (64% female and 36% male for applicants; 74% female and 26% male for matriculated students; 50% female and 50% male for graduates). The faculty did note that we had a much higher percentage of men in our doctoral program compared to other CACREP accredited doctoral programs.

Admissions Analytics

Given our department goal regarding diversity of students, our responsiveness to external demands regarding enrollment, and our commitment to positively impacting communities by training highly qualified and exemplary counselors with robust professional identities, the Department of Counseling and Human Services engaged in an Admissions Analytic Initiative. This initiative is another example that evidences our use of assessment data from multiple sources across multiple points.

Across three years (2013-2015), our M.S. admission applicant pool was analyzed to ascertain patterns in applicants' place of origin as well as patterns across undergraduate institutions. We mapped the undergraduate institution as well as categorized place of origin as local, NY state, regional, national, and international. Across the 257 admission applications reviewed in the analysis, approximately a third of our applicants are from the local area, 25% from the state of New York, 14% from the north Atlantic region, 20% from the other regions of the United States of America, and 14% from other countries. Undergraduate institution was also examined to identify the most frequent undergraduate institution associated with our applicants. The data in our Admission Analytics provide us with descriptive details about our applicant pool and affords us an opportunity to engage in targeted and intentional recruitment efforts. Our recruitment strategy is continually reviewed, and the evaluation data related to admissions inform our continual improvement process.

Analysis by Program

Ph.D. in Counseling and Counselor Education

Enrollment Trends

Our enrollment at the doctoral level is circumscribed by our ability to provide funding to prospective doctoral students for three years of doctoral work. The Department of Counseling and Human Services currently has 8 dedicated internal Graduate Assistantships and 4 potential lines for external Graduate Assistantships. In the last three years, we have successfully secured fellowships for our incoming doctoral students and developed a successful collaboration with the College Learning Strategies course and this has provided an additional Graduate Assistantship at the doctoral level. Based on recent assistantship and fellowship allocations, our goal is to admit 3-4 doctoral students per year whom we can fund consistently for three years of doctoral coursework and study. (Securing Fellowships for students could increase admissions to 4-5 doctoral students for any particular admissions cycle.) Having a robust cohort of 10-12 doctoral students who are actively contributing to our master's programs would be the maximum that we could currently support with faculty mentoring, CACREP overall FTE ratio requirements, and funding allocations. (The cohort of 10-12 does not include students who have moved to candidacy and are working on their dissertations.)

From our interview cycle in January 2014, we did not matriculate any new doctoral students, in part because of a major transition of faculty within the Department at that time. By 2014-2015, our admissions cycle was more normative and we admitted five strong applicants. As of 2015-2016, our application pool expanded significantly and we were able to secure our top five choices of doctoral candidates who interviewed.

Our admission analytics clearly demonstrate that we are recruiting diverse applicants from across the nation and world. Of our current doctoral students, two are international students. In fall 2016 incoming cohort of doctoral students, 20% identify as international, and 40% identify as a student of color. For fall 2017, 67% of incoming doctoral students identify as students of color.

Doctoral Alumni Survey Results

Since 2013, the Department of Counseling and Human Services has graduated 7 doctoral students. Of those 7 doctoral students, two completed and submitted the Survey of Doctoral Program Alumni (response rate of 28.5%). The two alumni both reported that they completed the program full-time.

The Survey of Doctoral Program Alumni captures profile information about professional engagement and examines level of satisfaction with the counselor education program across domains such as preparation for professional responsibilities in teaching, research, and clinical practice, professional relationships with faculty, support in finding employment, availability of academic advisor, assistance from dissertation advisor, training related to clinical supervision, and participation in the Future Professoriate Program.

Both doctoral alumni reported holding licenses and certificates, namely the NCC, P-LMHC, and ACS. They continued to be involved in professional associations by belonging to ACES, their specialty division (i.e., AMHCA, ASCA), and a state counseling association for one, and ACES, NARACES, their specialty division (i.e., AMHCA, ASCA), ACA, and the state branch of their specialty division for the other. Both are currently employed as counselor education faculty with one respondent specifying that it was a tenure-track position. Both alumni selected the doctoral program at Syracuse University because of our CACREP accreditation and financial support, and one alumnus additionally added the reputation of the program as a reason for attending. When asked about whether they would complete their doctoral program again at Syracuse University, one alumnus responded “yes” and another reported “probably.” One alumnus was definitive in saying “yes” about recommending the program to others, while the other alumnus reported “probably.”

Employer/Supervisor Surveys

From Fall 2014 until Spring 2017, seven doctoral students successfully completed their degrees and were awarded the Ph.D. in Counseling and Counselor Education. Upon graduation, six of the seven doctoral graduates were working full-time in counselor education faculty positions or collegiate counseling center positions. Five of the six employers (83%) provided feedback on the quality and preparation of our doctoral graduates.

Areas of Competence:

The first five items are areas of competence that are rated by employers/supervisors on a 5 point Likert-type scale ranging from “Very ineffective to “Very effective.” Employers scored alumni as above average or highly above average on all items, including ability to teach and supervise, work with diverse populations and competence as doctoral level counselors.

Dispositions and Professional Behaviors:

Employers and supervisors were also asked to evaluate the doctoral graduates’ professional behaviors on five items ranging on a five point Likert-type scale from “Low level” to “High level.” For all items, employers rated alumni as significantly above average on professional behaviors, including a commitment to contributing to his/her employment site, displaying ethical behavior, and displaying a commitment to professional development.

Employers and supervisors surveyed all reported that the CACREP-accreditation of the doctoral program “mattered” in the hiring process with 60% of them reporting that it mattered significantly. Additionally, all of the employers and supervisors indicated that they would be “just as likely” (n = 2, 40%) or “more likely” (n = 3, 60%) to recommend the doctoral program at Syracuse University to prospective students based on the caliber of our graduates.

The employer feedback is invaluable in that it provides external perspective for how well we are preparing our doctoral students. The results of the survey of employers/supervisors demonstrate that our graduates are performing effectively across multiple professional tasks.

Despite this positive profile, the faculty is considering the addition of exposure to single case design as applied to clinical counseling and supervision research as one way to make the research expertise of doctoral graduates even stronger.

Our doctoral alumni were also rated very high on professional dispositions by their employers/supervisors. Qualitative comments highlighted how knowledgeable and well-prepared our students are as educators and supervisors. Overall, the employers seem impressed and highly satisfied with our students. Our graduates are well-rounded, professional, and competent evidenced by the 4's and 5's across the competency areas.

Program Outcomes

Overall program outcomes related to graduation completion rates and employment rates continue to be positive indicators of the caliber of our graduates. The table below summarizes the number of graduates, completion rates, and job placement rates for the last three years of data. The six graduates in 2015-2016 reflect the faculty's commitment to encouraging degree completion for a few of our doctoral students who had been ABD for multiple years. The faculty discussed length of completion times for doctoral students and initiated strategies to support students finishing their dissertations. The 100% job placement rate evinces that doctoral students are marketable upon completion of their program and are meeting professional expectations of preparedness.

Year	Number of Graduates	Completion Rate	Job Placement Rate
2013-2014	1	100%	100%
2014-2015	0	90%	100%
2015-2016	6	85%	100%

Our doctoral program is integrally connected to our master's program in that we would not be able to support the number of master's students and their clinical training needs without the doctoral student engagement. Additionally, our doctoral program brings high visibility to the department, school, and university. Our doctoral students are highly recognized for their quality and contribution. For example, one of our doctoral students received the national award for Outstanding Graduate Student Leadership from the Association for Counselor Education and Supervision. Our doctoral students are consistently recognized as emerging leaders, scholars, and professionals who can positively impact the profession.

M.S. in Clinical Mental Health Counseling

Enrollment Trends

Since New York passed clinical mental counseling licensure, the Clinical Mental Health Counseling program has been steadily increasing in enrollment. In the last three years, our student headcount has vacillated between 46 and 52. Our applications received for fall 2016 matriculation are 25% more than last year at this point in time. We still need to focus on recruitment and departmental responsiveness to inquiries as last year's applications had decreased from expected levels. So the increase this year is from a point of data that reflected a decrease for us.

Graduating Students Survey

As Clinical Mental Health Counseling students complete their final internship, they complete the Graduating Students Survey which includes an assessment of how well the program has met its identified objectives from the students' perspective as well as feedback regarding strengths and areas of improvement. Across the most recent three academic years (2013-2014, 2014-2015, 2015-2016), forty-nine students graduated from the Clinical Mental Health Counseling program. Of those forty-nine graduating students, the responses of thirty-four graduating students (70%) are represented in this analysis of the program level evaluation of Program Objectives of Clinical Mental Health Counseling.

The Clinical Mental Health Counseling Program Objectives Survey asks graduating students to rate 14 identified program objectives on a scale from 1 to 5. The scale ranges from "Program Didn't Meet Objective at All" to "Program Met at a High Level." Higher scores correspond to perceptions that the program effectively met the program objectives as assessed by students at the completion of their final semester of internship.

Survey Responses: Means and Standard Deviations

Graduates of the clinical mental health counseling program:

- possess knowledge of human development and how development is enhanced or restricted due to a number of intrapersonal, interpersonal, and systemic variables; have demonstrated skill in assisting clients in meeting developmental tasks (**$M = 4.44$, std. dev. = .504**)
- possess knowledge, awareness, and skills requisite for counseling persons from different cultural contexts and of different levels of ability; have demonstrated a respect for individual differences and an ability to assist persons in ways that are both culturally sensitive and enhancing (**$M = 4.15$, std. dev. = .657**)
- possess knowledge of counseling and consultation theory; have demonstrated case-conceptualization skills, and a range of counseling interventions that are theoretically sound and contribute to the ability of their community clients to respond effectively to their issues and developmental tasks; have demonstrated an ability to use brief therapy modalities (**$M = 4.41$, std. dev. = .557**)

- possess knowledge of the principles of group dynamics as well as knowledge of various approaches for working in groups with client populations; possess skills in group work ($M = 4.21$, **std. dev.** = .687)
- possess knowledge of career development theory and assessment tools for assisting clients with their work-related issues ($M = 3.88$, **std. dev.** = .808)
- possess knowledge in appraisal methods and their underlying constructs; have demonstrated the use of individual and group assessment and evaluation instruments in ways that are both culturally and developmentally enhancing ($M = 3.94$, **std. dev.** = .704)
- have demonstrated an ability to draw upon counseling research; assess its contribution to the profession's knowledge base, and apply/integrate its contribution to specific areas of knowledge ($M = 4.44$, **std. dev.** = .613)
- possess functional skills for using technology in one's work ($M = 4.09$, **std. dev.** = .668)
- have demonstrated an ability to assess the needs of a community or populations; develop both appropriate programs to meet assessed needs and an evaluation plan ($M = 4.00$, **std. dev.** = .603)
- have demonstrated methods for assessing mental health status, including an ability to diagnose behavior using the DSM IV TR ($M = 4.24$, **std. dev.** = .606)
- possess knowledge of the historical, philosophical, and political influences that have shaped the counseling profession and the practice of mental health counseling; have knowledge of present certification, accreditation, and licensing standards ($M = 4.26$, **std. dev.** = .567)
- possess the requisite skills for advocacy of agency clients within public policy and governmental venues; possess skills to advocate for the counseling profession ($M = 3.91$, **std. dev.** = .668)
- possess knowledge of ethical codes that direct the practice of community mental health counseling; have demonstrated the ethical practice of counseling ($M = 4.68$, **std. dev.** = .475)
- have demonstrated an integration of the knowledge and awareness obtained through individual courses and how this knowledge applies to the community counseling context ($M = 4.68$, **std. dev.** = .475)

Overall, our students are rating the program objectives consistently above the mid-point on our Likert-type scale. The 34 Clinical Mental Health Counseling graduates rated all 14 items above a 3.8. The lowest rating of career-based outcomes is consistent with other data points related to career counseling competence. Based on these data, the faculty targeted the recent hiring process to recruit a faculty member with clinical practice and expertise in career development. Faculty also have worked diligently to address other issues identified by our graduating Clinical Mental Health Counseling students, such as creating a COU 600 course focused on psychopharmacology and psycho-diagnosis for counselors that is delivered in a face-to-face format (rather than on-line).

CPCE Results

Across the past year, 20 Clinical Mental Health Counseling students completed the Counselor Preparation Comprehensive Examination (CPCE) as a comprehensive assessment of student learning. The table below summarizes the scores of the 20 Clinical Mental Health Counseling students across the 8 content areas and provides comparative data for the national results.

CPCE Results 2016-2017
Student Learning Outcome Measures

Clinical Mental Health Counseling

<i>Semester</i>	<i>ID</i>	<i>HGD</i>	<i>SC</i>	<i>HR</i>	<i>Group</i>	<i>Career</i>	<i>Assessment</i>	<i>Research</i>	<i>PO&EP</i>	<i>Total</i>
Fall16	1	14	11	13	13	14	13	16	15	109
Fall16	2	11	9	15	14	12	13	13	14	101
Fall16	3	11	12	11	9	7	10	13	4	77
Fall16	4	11	10	15	14	11	9	13	14	97
Semester Mean		11.75	10.5	13.5	12.5	11	11.25	13.75	11.75	96
National_F16		10.39	9.88	11.4	11.77	10.34	9.97	10.55	11.37	
		2.65	2.52	2.66	2.57	2.71	2.81	3.06	2.91	
Spring2017	5	6	10	12	14	8	10	14	12	86
Spring2017	6	9	11	13	9	7	10	13	13	85
Spring2017	7	8	8	13	14	13	8	11	12	87
Spring2017	8	11	14	15	15	12	10	9	13	99
Spring2017	9	14	13	14	15	10	11	17	15	109
Spring2017	10	14	12	15	14	13	11	13	15	107
Spring2017	11	14	7	15	13	8	15	13	10	95
Spring2017	12	11	13	13	12	8	12	14	10	93
Spring2017	13	13	8	16	14	13	12	12	13	101
Spring2017	14	11	11	14	15	14	13	13	13	104
Spring2017	15	10	13	12	12	11	9	12	11	90
Spring2017	16	12	6	13	15	14	11	11	14	96
Spring2017	17	12	10	13	12	10	11	11	10	89
Spring2017	18	10	11	12	13	10	12	9	12	89
Spring2017	19	13	13	14	13	14	9	13	14	103
Spring2017	20	9	13	13	15	10	13	14	11	98
Semester Mean		11.0625	10.81	13.563	13.438	10.9375	11.0625	12.4375	12.375	95.688
National_SP17		10.39	9.88	11.4	11.77	10.34	9.97	10.55	11.37	
		2.65	2.52	2.66	2.57	2.71	2.81	3.06	2.91	

In fall 2016, we had 6 master's students from our Clinical Mental Health Counseling and School Counseling programs complete the CPCE as a comprehensive exam. The mean of all of our master's students from that semester was 97.17 with a standard deviation of 9.81. The national mean for that point in time administration was 85.67 with a standard deviation of 16.84 for a sample of 740. Our Clinical Mental Health Counseling students scored higher on each of the content domains as compared to the national sample.

In spring semester, a total of 22 master's students completed the CPCE of whom 16 were Clinical Mental Health Counseling students. Our overall student mean was 93.82 with a standard deviation of 10.21. The national mean for this administration of the test was 85.67 with a standard deviation of 16.84 ($n = 681$). As is consistent with past patterns, our Clinical Mental Health Counseling students scored higher on all eight domains when compared to the national averages.

Alumni Surveys

Across the three most recent academic years (2013-2014, 2014-2015, 2015-2016), forty-nine students graduated from the Clinical Mental Health Counseling program. Of those forty-nine graduating students, only three alumni (6%) responded to our request for feedback. Alumni were contacted via email for a minimum of three times requesting feedback about the overall program. Because of the low response rate, the results of this effort are viewed as inadequate for program evaluation as it is intended.

With the above caveat in mind, all three of the Clinical Mental Health alumni were able to find positions related to their program focus. All three alumni respondents were Nationally Certified Counselors and were seeking licensure as a LMHC.

Alumni were surveyed about 19 program objectives and their corresponding assessment of how effectively the program met them. The Likert-type scale ranged from 1 ("Very Ineffective") to 5 ("Very Effective"). Of the 19 program objectives, five of them were rated as "Very Effective" ($M = 5.00$) by all alumni respondents, namely knowledge and understanding of professional standards and their application, professional ethics, personal and professional behaviors that promote self-growth and student learning, ethical behaviors, and knowledge and skills specific to one's program of study. The remaining items were all rated as above average.

Overall Satisfaction with the S.U. Program

On a scale of 1 ("Very Dissatisfied") to 5 ("Very Satisfied"), the average for alumni respondents' satisfaction with their clinical mental health counseling program was 4.33.

Qualitative comments about the program highlighted the positive effect of a focus on cultural competence. Also highlighted was dedication of some faculty and the assistance of doctoral students. For corrective feedback, students noted a need for a more refined selection process for clinical courses and a reduction of any overlap across courses.

The faculty is concerned about the low response rate from our largest program and have discussed several options to best access our alumni for feedback in the future. For example, we may need to send text messages to students with links for a survey rather than email messages. Because of the low response rate, it is difficult to make generalizations about the data to the overall program. Still, we have also worked diligently on site development and the clinical placement process to alleviate some of the concerns regarding site selection. We also have worked to differentiate our COU 612 Professional Orientation and Ethical Practice course from our COU 727 Foundations of Mental Health Counseling to reduce any overlap of content. Overall, our Clinical Mental Health Counseling students, in this small sample, seemed satisfied with the overall program and their preparation to be professional counselors.

Employer/Supervisor Surveys

We only received one employer survey for all of our master’s programs, so the data are incomplete and not sufficient for analysis. We are exploring ways to better track our alumni’s employment settings as faculty interact with different alumni in different contexts.

Program Outcomes

The three-year trend data for number of graduates, completion rate, licensure/certification pass rate, and job placement rate are steady. Graduates continue to show significant strength in passing the licensure/certification exam and finding employment as professional counselors by six months post graduation.

Year	Number of Graduates	Completion Rate	Licensure or Certification Examination Pass Rate	Job Placement Rate
M.S. in Clinical Mental Health Counseling				
2013-2014	14	97%	100%	95%
2014-2015	17	100%	100%	90%
2015-2016	16	95%	100%	90%

The Clinical Mental Health Counseling M.S. is currently our largest master’s program. The students in our program are 30% students of color, which reflects our commitment to recruiting and retaining diverse students. Our students are highly accomplished with many of them presenting at professional conferences, receiving state and regional awards, and being active in professional associations and volunteer roles. As one example, one of our master’s students

received a Veteran Fellowship Award from the National Board of Certified Counselors. Our students demonstrate high levels of knowledge and competence through the CPCE scores compared to national averages, and we are consistently having 100% pass rates on our licensure/certification examinations. Our students consistently score the program as high for meeting the identified program objectives. Our alumni surveys also demonstrate positive levels of satisfaction and perceptions of high level of preparedness.

M.S. in School Counseling

Enrollment Trends

Our enrollment in our M.S. in School Counseling has remained relatively stable across the last 4 years with the total number of students ranging from 11 to 17. Our school counseling students are 30% students of color. National projections expect the professional pursuit of school counseling to increase, especially with the White House's initiative focused on career access and readiness, which places school counselors at the cornerstone of all efforts. Our applications for fall 2016 are 18.8% fewer than what we had at this point in time for fall 2015. For fall 2017, we are seeing an increase in applications, which is in contrast to some of the national trends. We are intentionally expanding our recruitment efforts for school counseling and intend to admit an additional 2-3 students in this program across the next three years. These recruitment goals will help us to maintain a strong, yet moderately sized, school counseling program. Our enrollment has to be considered in the context of our other two master's programs and doctoral program given our CACREP FTE ratio requirement of 12:1, students to faculty.

Graduating Students Survey

Across the most recent three academic years (2013-2014, 2014-2015, 2015-2016), sixteen students graduated from the School Counseling program. Of those sixteen graduating students, the responses of eleven graduating students (69%) are represented in this analysis of the program level evaluation of Program Objectives of School Counseling. The School Counseling Program Objectives Survey asks graduating students to rate 14 identified program objectives on a scale from 1 to 5. The scale ranges from "Program Didn't Meet Objective at All" to "Program Met at a High Level." Higher scores correspond to perceptions that the program effectively met the program objectives as assessed by students at the completion of their final semester of internship.

Survey Responses: Means and Standard Deviations

Graduates of the school counseling program:

- possess knowledge of human development and how development is enhanced or restricted due to a number of variables; have demonstrated skill in assisting all students in meeting developmental tasks (***M = 4.55, std. dev. = .688***)
- possess knowledge, awareness and skills requisite for working with persons (i.e., students, educational staff, parents, etc.) from different cultural contexts and of different levels of ability, have demonstrated a respect for individual differences and an ability to

advocate for, and assist all persons in ways that are both culturally sensitive and enhancing ($M = 4.55$, $\text{std. dev.} = .688$)

- possess knowledge of career development theory and assessment tools for assisting students in expanding their awareness of the world of work; have demonstrated developmentally appropriate career counseling interventions ($M = 4.36$, $\text{std. dev.} = .809$)
- possess knowledge of counseling and have demonstrated the ability to form interpersonal relationships with students, case conceptualization skills, and a range of counseling interventions that are theoretically sound and contribute to the ability of students to respond effectively to their developmental tasks ($M = 4.64$, $\text{std. dev.} = .674$)
- possess knowledge in appraisal methods and their underlying constructs; have demonstrated the use of individual and group assessment and evaluation instruments in ways that are both culturally and developmentally enhancing ($M = 4.09$, $\text{std. dev.} = .831$)
- possess knowledge of the principles of group dynamics as well as knowledge of various group approaches for working with students; possess intervention skills in group work ($M = 4.36$, $\text{std. dev.} = .674$)
- possess knowledge of consultation theory; have demonstrated the ability to promote, develop, and enhance effective teamwork and the implementation of strategies to work with parents, guardians, families, and communities to empower them to act on behalf of their children ($M = 4.18$, $\text{std. dev.} = .751$)
- possess knowledge of school counseling curriculum (e.g., National Standards for School Counseling Programs) and demonstrate the ability to develop materials and facilitate large group (i.e., class) lessons effectively ($M = 4.36$, $\text{std. dev.} = .674$)
- possess skills for using technology in one's work ($M = 4.18$, $\text{std. dev.} = .751$)
- have demonstrated an ability to assess specific needs of a particular school population/environment, develop appropriate interventions and programs to meet assessed needs, and implement and evaluate comprehensive school counseling programs ($M = 4.36$, $\text{std. dev.} = .674$)
- possess knowledge of strategies to integrate the school counseling program into the total school curriculum as well as involving others (i.e., educational staff, support staff, parents, community members) in the design and implementation of a comprehensive program, and demonstrate the ability to coordinate programs and personnel ($M = 4.27$, $\text{std. dev.} = .786$)
- possess knowledge of strategies for the promotion and advocacy of the school counseling program and have demonstrated an ability to share program activities, goals, and results with constituents (i.e., educational staff, parents) ($M = 4.73$, $\text{std. dev.} = .467$)
- have demonstrated the ability to function productively within a school system ($M = 4.82$, $\text{std. dev.} = .405$)
- possess knowledge of the historical, philosophical, and political influences that have shaped the counseling profession and the practice of school counseling; have knowledge of present certification, accreditation, and licensing standards; possess the requisite skills for advocacy for students and on behalf of the counseling profession ($M = 4.36$, $\text{std. dev.} = .674$)
- possess knowledge of ethical codes that direct the practice of school counseling; have demonstrated the ethical practice of school counseling ($M = 5.00$, $\text{std. dev.} = .000$)

- have demonstrated an ability to draw upon counseling research, assess its contribution to the profession’s knowledge base, and apply/integrate its contribution to specific areas of knowledge (*M* = 4.36, *std. dev.* = .674)
- have demonstrated an ability to integrate the knowledge and awareness obtained through individual courses and apply this knowledge to the school counseling context (*M* = 4.73, *std. dev.* = .467)

It is clear from these data that graduates of the School Counseling program were highly satisfied with their experience at SU.

Despite these strong favorable ratings, qualitative comments assisted the faculty in targeting minor improvements. More specific content on IEP/504 has been added to the school counseling courses. In COU 749, more guidance lessons and comprehensive data-driven processes are being addressed and have been helpful as reflected in graduating student endorsement of advocacy (item 12) and systemic functioning (item 13). We are encouraging more of the now ‘recommended’ school counseling activities in Internship. We have formally added this to the program handbook and website.

CPCE Results

Across the past year, 7 School Counseling students completed the CPCE, two in the fall and five in the spring. The table below summarizes the scores of the seven School Counseling students across the 8 content areas and provides comparative data for the national results.

CPCE Results 2016-2017 Student Learning Outcome Measures

School Counseling

<i>Semester</i>	<i>ID</i>	<i>HGD</i>	<i>SC</i>	<i>HR</i>	<i>Group</i>	<i>Career</i>	<i>Assessment</i>	<i>Research</i>	<i>PO&EP</i>	<i>Total</i>
Fall16	21	14	13	10	13	13	11	12	12	98
Fall16	22	9	11	14	12	15	15	13	12	101
Semester Mean		11.5	12	12	12.5	14	13	12.5	12	99.5
National_F16		10.39	9.88	11.4	11.77	10.34	9.97	10.55	11.37	
		2.65	2.52	2.66	2.57	2.71	2.81	3.06	2.91	
Spring2017	23	12	12	14	12	11	13	10	9	93
Spring2017	24	12	14	14	12	11	10	12	14	99
Spring2017	25	7	8	9	10	9	10	11	7	71
Spring2017	26	9	7	14	13	10	13	11	12	89
Spring2017	27	8	7	11	12	8	6	9	10	71
Semester Mean		9.6	9.6	12.4	11.8	9.8	10.4	8.6	10.4	84.6

National_SP17	10.39	9.88	11.4	11.77	10.34	9.97	10.55	11.37
	2.65	2.52	2.66	2.57	2.71	2.81	3.06	2.91

The two School Counseling students completing the CPCE in the fall semester averaged a score of 99.5 which was higher than the overall combined program mean of 97.17 and the national average of 85.67. All the content area means were higher than the national averages.

In spring semester, five School Counseling students completed the CPCE and earned a mean of 84.6 compared to the overall program total mean of 93.82 and the national average of 85.67. It is noteworthy that these data were skewed based on a weaker performance by a small subset of students.

Alumni Surveys

Across the three most recent academic years (2013-2014, 2014-2015, 2015-2016), sixteen students graduated from the School Counseling program. Of those sixteen graduating students, five alumni (31%) responded to our request for feedback. Alumni were contacted via email for a minimum of three times requesting feedback about the overall program.

Eighty percent of graduates reported finding a position reflective of their training. Most of the alumni respondents were active in professional associations with only one respondent not responding to this particular prompt. Engagement in professional association leadership was quite diverse with the following associations represented: NYSUT, MVCA, ASCA, NYSSCA, NACAC, NYSACAC, and CSI.

Effectiveness in Program Objectives

Alumni were surveyed about 19 program objectives and their corresponding assessment of how effectively the program met them. The Likert-type scale ranged from 1 (“Very Ineffective”) to 5 (“Very Effective”). Similar to responses offered by graduating interns, responses indicated an above average rating for all items with the most likely response as Effective or Very Effective. More neutral responses were given on one item that asked about the amount of activity in internship that related directly to the job of a school counselor. As noted above, the faculty has determined to increase their efforts in enhancing this activity.

Level of Satisfaction with Aspects of Program of Study

There were 14 items related to the level of satisfaction alumni experienced related to different aspects of the program of study. The Likert-type rating scale ranged from 1 (“Very Dissatisfied”) to 5 (“Very Satisfied”). The highest rated items were commitment of the faculty to teaching, assistance provided by clerical staff ($M = 5.00$). All items were rated as well above average.

Feedback on Practicum and Internship Experiences

Alumni of the school counseling program were asked about their level of satisfaction with the clinical experiences – both Practicum and Internship. The school counseling alumni were satisfied with Practicum and Internship site selection, site, and quality of supervision. Alumni respondents were especially satisfied with the appropriateness of their internship site placement ($M = 4.8$).

Overall Satisfaction with the S.U. Program

On a scale of 1 (“Very Dissatisfied”) to 5 (“Very Satisfied”), alumni respondents reported a high level of satisfaction with their school counseling program. All respondents chose either Satisfied or Very Satisfied in their response to this item.

Recommendations for Improvement and Change of Program

In this category, alumni noted that the core courses in the Department could be more sensitive to the school counseling program. Also, as is often the case for this program, students expected more of their curriculum to focus on specific duties they might encounter as school counselors (i.e., scheduling) rather than the ASCA-approved school counseling curriculum.

Based on alumni feedback, curricular revisions have been made with embedding more content on IEP/504, applied advocacy, and guidance in school counseling courses. Additionally, the recommended activities for school counselors cover the variety of professional tasks and responsibilities. Students are being more formally encouraged to seek out experiences across the range of professional behaviors. The form listing recommended activities has been added to the program handbook.

Employer/Supervisor Surveys

Again, we received only one Employer/Supervisor survey for our master’s programs. The lack of data in this domain prevents us from doing an analysis. We will review our processes for securing employer/supervisor contact information and develop new strategies as needed.

Program Outcomes

Our number of graduates has decreased significantly since 2013 due to lower enrollments in the School Counseling program. The students who are matriculated tend to demonstrate high levels of completion rates, certification examination pass rates, and job placement rates. The table below provides a three-year summary of high level program outcome data for School Counseling.

Year	Number of Graduates	Completion Rate	Licensure or Certification Examination Pass Rate	Job Placement Rate

M. S. in School Counseling				
2013-2014	13	100%	100%*	85%
2014-2015	6	100%	100%*	85%
2015-2016	8	100%	100%*	88%

*For students who elected to complete the certification examination

Our School Counseling program has a steady level of enrollment that cannot grow without a comparable decrease in other master’s programs due to accreditation requirements. We produce a significant amount of research in the realm of school counseling which increases the impact of our school counseling program. Our students graduate with a high level of placement in school counseling positions nationwide as well as locally. The program is also one of the committed programs in the White House’s Reach Higher Initiative. Our impact is national through our leadership, scholarship, and alumni contributions. Our site supervisors consistently rank our school counseling students as well-prepared and effective in their professional roles. Graduating students also rate the program as highly effective in meeting program objectives.

M.S. in Student Affairs Counseling

Enrollment Trends

The Student Affairs Counseling program is our lowest enrolled program with our current headcount at 9. Whereas under some metrics this could be considered a low enrolled program, the program provides a diversity of options to prospective students and adds value to Syracuse University and how it supports leaders in higher education. Because only one course taught by Department faculty is dedicated for SAC students exclusively, having the Student Affairs Counseling program does not necessitate an additional faculty member.

We are intentionally engaged in recruitment efforts that are targeting student leadership at the undergraduate level for purposes of recruitment into this program. We also are working to highlight the identity of Student Affairs Counseling within our department and ensure that we are connecting current students with alumni from this program. Fifty percent of our current Student Affairs Counseling students are students of color, so we would like to continue to be deliberate in recruiting diverse individuals into our program.

Graduating Students Survey

Across the most recent three academic years (2013-2014, 2014-2015, 2015-2016), nine students graduated from the Student Affairs Counseling program. Of those nine graduating students, the responses of seven graduating students (78%) are represented in this analysis of the program level evaluation of Program Objectives of Student Affairs Counseling. The Student Affairs

Counseling Program Objectives Survey asks graduating students to rate 14 identified program objectives on a scale from 1 to 5. The scale ranges from “Program Didn’t Meet Objective at All” to “Program Met at a High Level.” Higher scores correspond to perceptions that the program effectively met the program objectives as assessed by students at the completion of their final semester of internship.

Survey Responses: Means and Standard Deviations

Graduates of the Student Affairs program:

- possess knowledge of theories of student development and how development is enhanced or restricted due to a number of variables; possess the skills to assist both traditional and nontraditional students in their various developmental tasks (***M = 3.57, std. dev. = 1.40***)
- possess knowledge, awareness, and skills requisite for counseling persons from different cultural contexts; have demonstrated a respect for individual differences and an ability to assist persons in ways that are both culturally sensitive and enhancing (***M = 4.43, std. dev. = .535***)
- possess knowledge of counseling and consultation theory; have demonstrated case conceptualization skills and a range of counseling interventions that are theoretically sound and contribute to the ability of traditional and nontraditional students to respond effectively to their developmental issues and tasks (***M = 4.14, std. dev. = .690***)
- possess knowledge of the principles of group dynamics as well as knowledge of various group approaches applicable to college and university settings; possess intervention skills in group work (***M = 4.43, std. dev. = .535***)
- possess knowledge of career development theory and assessment tools for assisting traditional and nontraditional college students in career planning; have demonstrated developmentally appropriate career counseling interventions (***M = 3.86, std. dev. = .690***)
- possess knowledge in appraisal methods and their underlying constructs; have demonstrated the use of individual and group assessment and evaluation instruments in ways that are both culturally and developmentally enhancing (***M = 4.00, std. dev. = .577***)
- possess functional skills for using technology in one’s work (***M = 3.57, std. dev. = 1.13***)
- have demonstrated an ability to draw upon counseling research, assess its contribution to the profession’s knowledge base, and apply/integrate its contribution to specific areas of knowledge (***M = 3.86, std. dev. = .690***)
- have demonstrated an ability to assess needs of different groups within a particular college environment, develop an appropriate program to meet assessed needs, and implement/present and evaluate the program; possess the skills to assess the impact of different college environments on student development (***M = 3.71, std. dev. = .951***)
- possess knowledge of the historical, philosophical, and political influences that have shaped the counseling profession and the practice of college counseling and student affairs practice; have knowledge of present certification, accreditation, and licensing standards within the profession (***M = 3.57, std. dev. = .797***)
- possess knowledge of current issues in higher education and the purpose and function of student affairs practice in higher education (***M = 3.71, std. dev. = .756***)

- possess knowledge of ethical codes that direct the practice of college counseling and student affairs practice; have demonstrated the ethical practice of college counseling ($M = 4.00$, $\text{std. dev.} = .577$)
- have demonstrated an integration of the knowledge and awareness obtained through individual courses and how this knowledge applies to a college or university student affairs context ($M = 3.71$, $\text{std. dev.} = .756$)
- have demonstrated the ability to function productively in a college/university and to contribute to a college counseling program ($M = 3.71$, $\text{std. dev.} = .951$)

The seven Student Affairs Counseling Students rated all 14 items on the survey as above average. Qualitative comments assisted the faculty in making decisions that will benefit this program.

Specifically, we have revised and updated COU 700 College Counseling and Student Affairs course so that the student affairs and counseling-specific content has been more explicitly addressed. In order to increase the identify of SAC students within the Department, we have tailored our orientation to include more discussion of certification explicitly tied to the Student Affairs and College Counseling program. We also have invested additional funds in the professional development of our program coordinator to travel to student affairs specific conferences, so he can more readily connect students to the appropriate professional associations and opportunities for networking.

CPCE Results

Only one Student Affairs Counseling student completed the CPCE during the past year. This student scored 1.5 standard deviations above the program overall mean ($M = 93.82$, $\text{std. dev.} = 10.21$) and the national average ($M = 85.67$, $\text{std. dev.} = 16.84$). For protection of privacy concerns, individual scores for this student are not shared.

Alumni Surveys

Across the three most recent academic years (2013-2014, 2014-2015, 2015-2016), nine students graduated from the Student Affairs Counseling program. Of those nine graduating students, only one alumnus responded to the call for program evaluation post-graduation. As noted above for other programs, the faculty is investigating ways to increase alumni input, as this low response rate does not allow adequate data to analyze.

Employer/Supervisor Surveys

We only secured one employer survey from across all of our master's program graduates. We found the data from our doctoral program employers/supervisors to be quite meaningful and informative, so we are committed to ongoing development of strategies to increase our response

rate with employers/supervisors of our master’s students. Some initial strategizing has identified a few potential opportunities. First, we could migrate our survey into a Qualtrics format which would expand our capabilities of sending communications and alerts about survey completion. It would also provide some data regarding if emails were open, if surveys were started but not completed, and the like. Qualtrics also interfaces with mobile devices that would increase the ease for employers/supervisors to complete the survey items. Second, we could use our faculty connections and networks to better capture employer/supervisor information. Our current method at the master’s level has been to have our administrative assistant track alumni and then ask them for the contact information of their employer/supervisor. At every level (i.e., – alumni have to respond, then have to share contact information, then employers/supervisors have to respond, then the surveys have to be completed), we are decreasing our potential pool of respondents. The doctoral process was more effective in that the faculty know where all of our alumni are working and have relationships with some of the counselor educators who serve as their supervisors. The professional networking process worked well in that capacity. We could use a platform like LinkedIn to connect with our master’s alumni, which would help us see where they are currently employed and approach the employer/supervisor directly.

Program Outcomes

We have graduated a few Student Affairs Counseling students each year for the last three years with a high point of five graduates in 2014-2015. Our completion rate, certification (if applicable), and job placement rates are high and reflect on the caliber of our students. With recent revisions to the curriculum and increased work around identity and belonging, we can continue to recruit quality students who will positively contribute to the profession of counseling.

Year	Number of Graduates	Completion Rate	Licensure or Certification Examination Pass Rate	Job Placement Rate
M. S. in Student Affairs Counseling				
2013-2014	2	90%	100%*	100%
2014-2015	5	90%	100%*	100%
2015-2016	3	100%	100%*	67%

*For students who elected to complete the certification examination

With the current context of higher education and some of the challenges present, it is a critical time for counselors to be engaged in the services and supports offered to undergraduate and graduate students. Our program emphasizes critical counseling skills that provide a foundation for professionals to meet the needs of both students in crisis and those who are engaged in developmental transitions during the collegiate experience. Our students and our alumni

positively impact higher education environments by integrating the clinical skills developed in the program, and our graduating students rate the program as high in meeting our identified program objectives.

Department of Counseling and Human Services

Program Modifications

Emergent from the department's ongoing review of the programs, Department of Counseling and Human Services faculty synthesized, analyzed, and discussed the overall department and the curriculum, student processes, policies and procedures, clinical preparation, and co-curricular experiences. We believe that ongoing assessment is the most meaningful, and we have robust discussions at particular points in time when assessment data are available for more explicit scrutiny. When assessing program quality and effectiveness and deliberating about program modifications, the Department of Counseling and Human Services faculty integrates data from student learning outcomes, comprehensive exam scores, Clinical Capstone rubrics, surveys of employers and alumni, evaluations from students and site supervisors, disposition review, changes in School of Education or University expectations, revisions to credentialing practices, and contemporary issues in counselor education, supervision, and counseling.

Department-Wide Program Modifications

- To orient our incoming students to the new course sequencing for full-time students and to ensure consistency in advising recommendations, an email detailing registration recommendations was drafted. It is sent during the summer term as incoming students are preparing to register. This helps increase communication and set clear expectations while ensuring that standardized information is shared about full-time pathways for successful degree completion.
- At the master's level, our School Counseling coordinator had prepared a letter she had used to recruit Syracuse University undergraduates to the School Counseling program. The faculty decided the letter should be sent collaboratively from all master's program coordinators to invite SU undergraduates to consider all three options. Therefore, the other two program coordinators added in details about their specific programs, and the department chair coordinated an extensive email disbursement process to approximately 300 undergraduates in spring 2016.
- Key curricular revisions were also made in the CACREP core curriculum such as integration of more ethical content into COU 612 Professional Orientation and Ethical Practice, and a renaming of COU 612 to reflect the emphasis on ethical practice. The curricular changes in COU 612 also reflect feedback from alumni and graduating students

that there was duplication between that course and the COU 727 Foundations of Mental Health Counseling course.

- We believe the CPCE data demonstrate that our students receive a comprehensive education in counseling. Our students are appropriately knowledgeable across core counseling competencies as assessed by the CPCE. To better understand how we were using the CPCE scores as comprehensive examination benchmarks, the faculty engaged in an analysis of the CPCE scores from Spring 2011 to Fall 2015 to assess the scoring threshold. As the CPCE serves as the comprehensive exam, the scoring threshold determines whether students pass or fail the exam. Based on the CPCE analysis and faculty deliberations, the High Pass point was revised and is now based on 1.5 standard deviation above the national average (typically corresponding to the 90 – 91 percentile). Additionally, as of Fall 2016, we started to disaggregate the CPCE data by hand computation. This manipulation of the data allows us to have a program-specific analysis in comparison to our overall student data points and the national metrics provided by NBCC.
- In response to student evaluation feedback and faculty discussion about departmental climate, events related to community building were developed and scheduled. For example, the Department of Counseling and Human Services began hosting a Graduation Reception to bring the departmental community together to celebrate the accomplishments of our students. Additionally, the Department of Counseling and Human Services added a Welcoming Event to the New Student Orientation to provide a gathering for all students. We continue to discuss how to create meaningful opportunities for our students to be engaged with us and each other.
- The Clinical Capstone experience was developed by the Department of Counseling and Human Services faculty members to provide a comprehensive, multidimensional assessment of competencies, academic writing, and professional presentation. It was integrated into the 2015-2016 Master of Science Degree Programs Handbook as an expectation for students matriculating as of fall 2015. The inaugural Clinical Capstones were conducted in fall 2016. The Clinical Capstone is an examination of counseling competence and practice-based student learning outcomes at the culmination of the master's program. The Clinical Capstone encompasses the submission of a recording of a counseling session, written component, and oral examination of the session and written materials. The written component includes an exploration of a student's theoretical framework, case conceptualization of client/student, and an application of ethical standards and decision-making. We discussed as a faculty how the process unfolded, how the rubrics worked to capture our identified competencies, and points of learning. We are considering moving the Clinical Capstone to a different point of the students' internship experience. We decided to keep using the rubrics as they are despite their length. We will continue to deliberate on the best time in the semester to conduct the Clinical Capstones once other semesters of Capstones are completed. In the upcoming year, faculty will

assess the effectiveness of the Clinical Capstone in meeting the student learning outcome assessment goals as well as overall procedures of implementation.

- Even though graduating students rated cultural items as high in terms of level of effectiveness, there were a couple of qualitative comments about wanting more skill-based cultural focus. We can consider how to do that through COU 645 PrePracticum II for Clinical Mental Health Counseling students and how to leverage the Clinical Capstone or other opportunities for learning across all programs. We might also consider how to ensure cultural issues are addressed in practicum. For example, how are cultural aspects being included in progress notes?
- Across programs, our alumni response rate to our survey requests was very low. Similar to the strategizing for our employer/supervisor surveys, we want to reconsider how to use technology to access our alumni. The faculty has ongoing relationships with our alumni, and so we could leverage those networks to ensure we have accurate contact information. Instead of emailing, we could use text messaging with a link to a Qualtrics survey or something similar that is easily completed on a mobile device. We also can revise our Alumni Survey to be more streamlined, and thus, more appropriate for completion on a mobile device. As we prepare for the next round of surveying, we can determine another strategy to try that expands the point of contact beyond an email request.
- Our graduating students and alumni identified needs for a more developed sense of identity and belonging within specific programs. Our School Counseling and Student Affairs Counseling students identified an emphasis on Clinical Mental Health Counseling in some of the core courses, and our Student Affairs Counseling students expressed concern with a lack of attention to professional pathways for their specialty specifically. The faculty has worked to integrate more specialty-specific content in the beginning core courses such as COU 612 Professional Orientation and Ethical Practice. We will continue to find ways to increase visibility of the Student Affairs Counseling program through the use of our bulletin boards and postings to our listserv about professional associations and opportunities. The faculty are also exploring ways that we may conduct an informal needs assessment of our students about feelings of belongingness to identify data-driven strategies of how to respond and support our students.
- Based on accreditation standards and feedback about increased opportunities to apply competencies, we are requiring an advocacy project as part of a signature assignment across programs. We are systematically requiring all of our master's students to engage in professional advocacy situated in their specialty areas.
- In reviewing our Alumni surveys, it was noted by faculty that there is a lack of a full package of professional engagement post-training through professional association membership and credentialing. We can develop strategies to increase our emphasis for all of our students on the importance of professional engagement through credentialing and association membership. We have integrated some detail into our orientation process and have encouraged professional memberships in a variety of ways. The faculty could also

consider how to share more compelling narratives about the positive impact of professional engagement post-training. This might be especially important to underscore during internship when students are preparing to enter the profession.

- The Alumni Survey results, though not a high response rate from our sample, did point to a need for ongoing discussion of how we provide support to our students through advising and ongoing engagement with faculty. As new faculty are coming into the department, it is an opportunity to collectively discuss advising practices that optimize student support and success.
- The program coordinators continually work to cultivate new placement sites and ensure our current sites are of high quality. Because of that, we pay significant attention to feedback from our alumni, graduating students, and site supervisors about how well we are functioning. The department hosted a site supervisor meeting and professional development opportunity during spring semester, and we will continually prioritize ensuring our students are having quality experiences with well-prepared clinical supervisors.

Program Modifications to Counseling and Counselor Education Program

- Curricular changes were made to the doctoral program based on faculty review of the 2016 CACREP standards. Two new doctoral courses, namely Experiential and Constructivist Pedagogy in Counselor Education and Reflexive Leadership in Counselor Education, were designed and taught during the 2015-2016 academic year. One course has already been regularized through the university system, and the second doctoral course will be submitted through the curriculum process in the coming year.
- In response to graduate enrollment decreasing at the School of Education level, and our preference to have more robust applicant pools in our programs, we identified several new strategies regarding recruitment. At the doctoral level, the department chair generated a new recruitment email that embedded our department signatures, highlighted our competitive stipend, and emphasized our strengths. Faculty members committed to sending an adapted version of the letter to a minimum of 10 professional contacts who work at master's level only counseling programs.
- We conducted an analysis of length of time to completion for our doctoral program as well as a review of leave of absences. The faculty used these data to invest in efforts to graduate ABD doctoral students and to clarify course rotations and timelines for exams and the like.
- One of our doctoral alumni described a disconnect between the written qualifying exams and the curriculum. Faculty has discussed needing to examine the written qualifying exams and to ascertain how they reflect our student learning goals for the doctoral program. Once the current model is reviewed and potentially revised if deemed appropriate, the faculty can clearly articulate the purpose of the written qualifying exams and how they are capstones for critical learning experiences across the program.

Program Modifications to Clinical Mental Health Counseling Program

- Curricular changes were made within the clinical mental health counseling sequence. Based on student evaluation feedback, the curriculum in COU 727 Foundations of Mental Health Counseling was revised to differentiate it from content covered in COU 612 Professional Orientation and Ethical Practice. A cultural genogram and treatment planning assignment was added to COU 645 Counseling PrePracticum II: Advanced Multicultural Counseling to increase students' conceptualization skills before Practicum and to establish a more direct link between assignments and the course focus on advanced multicultural counseling.
- We created full-time pathways for students to complete the M.S. in Clinical Mental Health Counseling in 2.3 years. We have sequenced our courses to address past student concerns about not having critical courses earlier in their program which then contributed to an elongated time to completion. We also increased expectations of how many credits would be completed by full-time students each semester (from 9 to 12 credits).
- Based on our alumni feedback, it seems like COU 790: Internship is working well for CMHC graduates given their comparatively high endorsement of 'integration' at 4.68. It might be worthwhile to consider infusing more 'needs assessment' (item 9) and 'advocacy' (item 12) into Foundations of Mental Health Counseling, as these were endorsed comparatively low at 4.0 and 3.91 respectively. We have already added the advocacy project to COU 727 which includes a needs assessment. We can consult the rubrics to determine if additional curricular revisions are needed moving forward.
- To address concerns about diagnosis and licensure, we have added the licensure pathway information to orientation and have hosted via CSI brown bags or special events sessions related to licensure and credentialing.

Program Modifications to School Counseling Program

- The New York State Board of regents has proposed changes to the NYS School Counseling certification requirements as well as to the NYS School Counselor preparation program requirements. In response to these revisions, communication about COU 750 Practicum in Counseling for school counseling students will be reviewed and updated as needed to reflect a mandated requirement that the practicum setting is a school setting.
- In response to lower enrollment and institutional expectations about class size, we decided to offer COU 729 The Counselor in the Schools every other fall. Fall 2016 was the first year that we did not offer it in the fall. We will closely monitor the scheduling change to ensure there is no negative impact on professional identity or competence of our school counseling trainees.
- Curricular updates have been made to the school counseling courses including increased focus on IEP/504, guidance sessions, and advocacy.

- School counseling internship activities have been conceptualized to cover a range of professional behaviors experienced by practicing school counselors. The list of recommended activities is being more explicitly integrated into all internship sections as expectations.
- When the program expands to 60 credits, more school counseling specific courses will be added as required coursework.

Program Modifications to Student Affairs Counseling Program

- Based on student evaluation feedback, consultation with the Department of Higher Education, and faculty discussion, we decided to revise COU 700 College Counseling and Student Affairs as well as to schedule it differently. In the recent past, the course had been taught during the summer in an online format. We decided to schedule the course during the academic year and have it be taught by a core counselor educator faculty member in a face-to-face modality. Additionally, the Department of Higher Education identified concern about curricular overlap of the course content and some of the HED courses. After conferring with faculty in HED, the curriculum was revised to minimize curricular overlap and to ensure the 2016 CACREP standards were reflected in the course material.
- Regarding concerns about course selection, we codified the course selection process with a full-time pathway model that integrates the HED courses and sequencing. We have posted on the CHS listserv about SAC/CC specific opportunities.
- We provided professional membership information for SAC-related associations to SAC students. We added credentialing information for SAC students in our program orientation, and we have more clear language about NCE and the like in the program handbook.

Respectfully Submitted to Our Current Students, Alumni, Site Supervisors, Part Time Instructors, Our Partners, and Other Stakeholders,

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