Department of Counseling and Human Services

Annual Report 2017-2018

The departmental Annual Report is prepared to provide applicants, students, alumni, field partners, and other stakeholders with a review of the year's key activities, initiatives, as well as immediate and intermittent goals. In addition, the Annual Report examines profile data that our stakeholders will find useful.

Overview of the 2017-2018 Academic Year

There is no question that this was a banner year for CHS:

- In November, the Department hosted a CACREP visiting team for a review of all four programs within the Department (Clinical Mental Health Counseling; School Counseling; Student Affairs Counseling; and the doctoral program in Counseling and Counselor Education). After a rigorous review of programs (including interviews with faculty, students, alumni, administrators, and site supervisors) by a four-person team, a report was written and submitted to the CACREP Board of Directors. This report was then considered along with the Department's original self-study, an addendum to the self-study, and the CHS response to the team's report. The decision of the Board was to grant each program reaccreditation without conditions for the maximum number of years possible (7 years).

- During the Spring Semester, under the direction of Dr. Seward, the selection committee for new faculty recommended the hiring of two new tenure-track faculty. These recommendations were accepted by the Dean and Academic Vice-Chancellor. As a result, Drs. Sharon (Sherrie) Bruner and Yanhong Liu will begin the 2018-2019 as tenure-track faculty.

- Despite the incredible effort of navigating the accreditation process and searching for and selecting two new faculty members, members of the Department (faculty and students) also had a host of significant accomplishments that included scholarly publications, service in professional leadership roles, many of which were recognized nationally.

Readers of this report are encouraged to link to Department News to see descriptions of new faculty members, recognitions given to CHS as a department, individual faculty and students, as well as a list of recent publications of faculty and students in CHS:

http://soeweb.syr.edu/academic/counseling_and_human_services/dept_news.aspx

Annual Review of Programs

Because this was a reaccreditation year, the review of programs was primarily conducted by CACREP. However, after the successful CACREP visit, all programs were reviewed in Spring 2018 based on CACREP recommendations for improvement, student and site supervisor input, and faculty experiences. As a result, courses in the doctoral program have been reconstituted for more efficiency and greater adherence to CACREP Standards. Courses for the Master's programs were deemed to be CACREP-compliant as they currently are constituted. Emphasis for the next academic year will be in recruitment of students and increasing the investment in the relationships with clinical site supervisors. As part of this investment, Dr. Sherrie Bruner is currently planning a training workshop in clinical supervision for site supervisors.

For all programs, the faculty created a syllabus template that will be used to match course goals and evaluation methods to CACREP standards in a manner that will make the purpose of different assignments more transparent to students. Another infrastructure improvement was the decision to assign oversight of Master's students' clinical files to a doctoral student GA who will work with clinical course faculty. By doing so, there should be more consistency across student files. This is not only important for the Department but for program alumni when seeking licensure or certification.

Faculty Roles during 2017-2018

The 2017-2018 academic year was unique in many ways, including roles filled by full-time faculty.

During the searches for two new tenure-track faculty, the Department secured two visiting assistant professors to fill teaching assignments and assist in service to the Department. These were held by Drs. Sherrie Bruner and George Vera. As noted earlier in this report, Dr. Bruner will return in the next academic year as a tenure-track faculty member. The Department is very grateful to both Drs. Bruner and Vera for their enormous help during the transition year.

Dr. Melissa Luke assumed the role of Program Coordinator for the doctoral program late in 2016-2017 and this will be ongoing. Dr. Caroline O'Hara joined the tenure-track faculty in August of 2017 and assumed the role of Program Coordinator for the Clinical Mental Health Counseling Program.

In addition, Dr. Jim Bellini served as Department Chair for the 2017-2018 academic year, and Dr. Janine Bernard served as Interim CACREP Liaison.

Some new assignments have been determined as of summer, 2018. Dr. Derek Seward has assumed the role of Department Chair. Dr. Melissa Luke has accepted a position (half-time) as Associate Dean for Research in the School of Education. Dr. Luke will serve a three-year term in this role.

In summary, the 2017-2018 academic year was one defined by many new roles for the faculty and 2018-2019 will be similar in this regard.

Profile of Students and Recent Graduates

Success in Passing the CPCE (national exam used by Department as comprehensive examination): Passing the CPCE is required for students to apply for graduation from their Master's program. Therefore the rate of passing for students on this objective national exam is indicative of program success in educating/training future counselors. Students must score no less than one standard deviation below the national mean in order to receive a grade of "pass" on the exam. For more information on the CPCE, go to

http://cce-global.org/AssessmentsAndExaminations/CPCE

Completion rates: Completion rates are determined by a combination of attrition and the time to completion for students who graduate from each program. The Department has set guidelines for "years for completion" and students who do not complete their degree in a timely fashion are treated as an attrition for the purpose of compiling completion rates.

Certification and Licensure: The Department attempts to track alumni success for three important post-degree practitioner credentials: Certification with the National Board for Certified Counselors (NCC) (for graduates of all programs); Certification as a School Counselor (for graduates of School Counseling program); and/or Licensure as a Clinical Mental Health Counselor (for graduates of the Clinical Mental Health Counseling program).

NOTE: Licensure in NYS requires a minimum of 3000 post-degree hours under supervision as well as passing the National Clinical Mental Health Counseling Examination (NCMHCE). For this Report, the Department tracks the success of SU students/graduates who take the NCMHCE as part of the licensure process.

The School Counseling Certification process may take a few months after graduation to complete. Therefore, we consistently track certification for School Counseling graduates one year prior to this Report.

Job Placement: The Department makes a sincere effort to track graduates of each cohort to determine placement in a professional counseling position. The percentage reported is for the previous year's graduates as 6 months are allowed for graduates to secure a professional position. Students who are accepted into doctoral programs are included in the number of successful placements.

Counselor Education and Supervision (Ph.D.)

Qualification Exam passing rates (2017-2018)	Number of Graduates (2017-2018)	Completion Rate	School Certification Pass Rate	Job Placement Rate	National Certification (NCC) Pass Rate (2017-2018)
100%	1	82%	N/A	100%	100%

Clinical Mental Health Counseling

CPCE passing rates (2017-2018)	Number of Graduates (2017-2018)	Completion Rate	Licensure Exam Passing Rate	Job Placement Rate (2017 graduates) ***	National Certification (NCC) Pass Rate (2017-2018)
100%	13	100%	**	100%	100%

School Counseling

CPCE passing rates (2017-2018)	Number of Graduates (2017-2018)	Completion Rate	School Certification Rate (2017 graduates)	Job Placement Rate (2017 graduates) ***	National Certification (NCC) Pass Rate (2017-2018)
100%	5	89%	100%	100%^	75%

^ This includes one full-time substitute position.

Student Affairs Counseling

CPCE passing rates (2017-2018)	Number of Graduates (2017-2018)	Completion Rate	Licensure Exam Passing Rate	Job Placement Rate (2017-2018) ***	National Certification (NCC) Pass Rate (2017-2018)
100%	2	100%	N/A	100%	100%

** Data regarding success of SU students on the NCMHCE for this year will be available in August. This report will be updated at that time.

*** Percentages for graduates of Master's programs are based on information that the Department was able to secure from 2017 graduates. Of the total number of graduates (N=29), employment data was secured for 24 graduates (83%).

Departmental Goals: 2016 to 2019

From a SWOT analysis conducted in 2016 and ongoing strategic program review, the Department of Counseling and Human Services faculty members identified 7 departmental goals to guide the ongoing systemic evaluative process and to set a strategic vision for the future. Detailed below are departmental goals and objectives to focus 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 programs 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
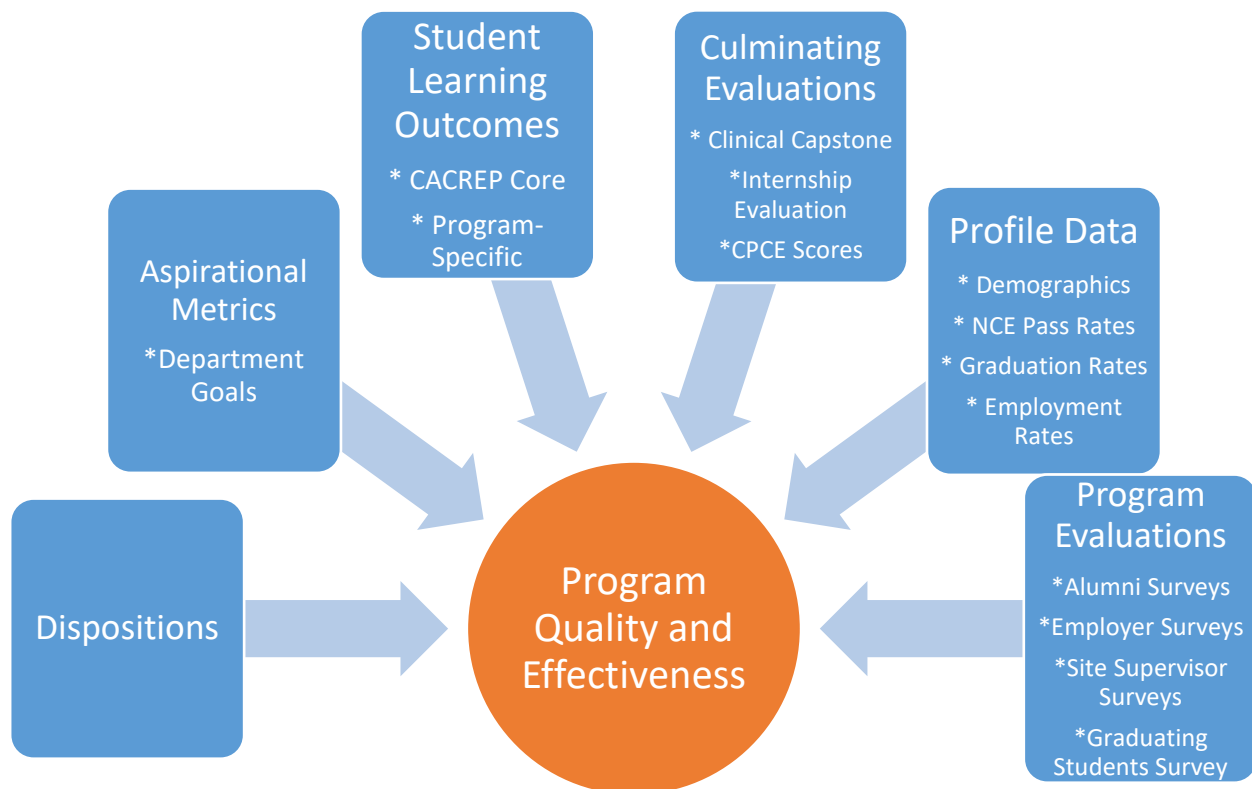
Department Program Objectives

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.

Respectfully Submitted to Current Students, Alumni, Site Supervisors, Part-Time Instructors, School Administrators, and Other Stakeholders,