



Department of Counseling and Human Services

Academic Year 2022-2023 (September 2022-August 2023)

Our departmental Annual Report is prepared to provide our students, alumni, field partners, and other stakeholders with a comprehensive and robust framework of our programs' quality and effectiveness. This report provides a departmental context that identifies the results of our recent adoption of CACREP 2024 Standards, preparation of the Integrated Self-Study, redesign of KPIs, analysis, and details our overall program objectives. Our Annual Report examines profile data across all programs as well as admissions analytics 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 two master's programs, we also reviewed data from graduating students and from comprehensive exam scores. The data in this report reflects Academic Year 2023.

The Annual Report concludes with an overview of program modifications that the faculty have conducted after 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 undergone many changes in faculty, staff, and programs. The newly appointed Department Chair accessed a Leave of Absence, and an Interim Department Chair was named in September 2023. The Department hired two (2) new Teaching Professors. New Department Program Objectives were drafted, vetted, and adopted in summer 2023. Following the release of new accreditation standards from CACREP, the faculty members of the Department of Counseling and Human Services conducted an Intensive Two-Day Workshop, reviewing the standards and engaging in process, programmatic and curricular review to meet the new standards. Additionally, KPIs for all programs were defined and

aligned to the new 2024 standards for implementation in fall 2023. The master's and doctoral program handbooks are revised and updated annually to reflect changes in local, state, and national policies and trends in counselor education to promote clarity and excellence. A new Field Placement Handbook was drafted, vetted, and adopted for implementation in AY2023/ The department evaluate each program's student learning outcomes annually, as well as assesses our student and program outcomes from CACREP and Middle States contexts.

Overview

Department of Counseling and Human Services

Academic Year 2022-2023

This departmental report includes 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 a revised SWOT analysis and Departmental goals. In addition, this annual report examines profile data that our stakeholders will find useful.

Overview

Department faculty and students had an impressive presence at professional conferences including the biennial North Atlantic Region Association for Counselor Education and Supervision Fall Conference, Association for Assessment and Research Annual Conference, the New York State School Counseling Association Annual Conference, the American Counseling Association Conference and Expo. Faculty and students presided from their varied leadership roles and presented research.

Our student-led chapters of Chi Sigma Iota and Counselors for Social Justice engaged in collaborative activities that promoted counselor identity and community belongingness. With support and guidance from department faculty, our student led organizations held activities ranging from a peer mentoring program to community holiday celebrations.

We received a record-number of applications for Fall 2022 admissions cycle.

Faculty members continued to broach topics and advocacy strategies related to social and political unrest to support students' lived experiences within their ecological contexts.

The CHS department remains cognizant of the transformed nature of counselor education by staying aware of the standards set forth by the New York State Board of Education and the Council

for Accreditation of Counseling and Related Education Programs. To support members of our communities, we are also engaging with more flexibility (i.e., combinations of in-person and/or virtual engagement) in formats for some select aspects related to the curriculum and to departmental administration, as appropriate.

As the School of Education (SOE) website has been redesigned, please see the following link for specific information about our programs, faculty, and accreditation:

<https://soe.syr.edu/about/accreditation/cacrep/>

In addition, please note the new location of news and updates about CHS at the newly redesigned SOE News link: <https://soe.syr.edu/news-events/>.

Faculty Roles during AY2022-2023

Dr. Melissa Luke was named a Provost Faculty Fellow. Dr. Luke collaborates with the Associate Provost for Faculty Affairs to implement a range of projects associated with faculty career, leadership, and professional development needs. Additionally, Dr. Luke develops and implements intermediate-level diversity, equity, and inclusion workshops for faculty, staff, and students.

Dr. Rafael Outland has a newly appointed position as an Assistant Teaching Professor.

Dr. Ahram Lee was hired into a 2-year term as a Visiting Faculty. Dr. Lee became the Program Coordinator for the School Counseling P-12 master's program.

Dr. Caroline O'Hara was appointed as CACREP Liaison in fall 2023 and received a promotion to Associate Professor, with Tenure, in Spring, 2023.

Dr. Melissa Luke was on leave in spring 2023 and will return full time in spring 2024 to the Department of Counseling and Human Services.

Dr. Yanhong Liu became the program coordinator for the Doctoral Program in Counseling and Counselor Education.

Dr. Brittany Williams became the program coordinator for the Clinical Mental Health Counseling master's program.

The School of Education underwent an organizational change effective fall 2023. The new structure eliminated departments and dedicated program administrative personal. Effective fall 2023 the school has a model of shared administrative responsibilities across all programs. Department Chairs positions were deleted, and two new SOE appointments (Faculty Directors) were added. A Unit Head position was created to oversee the Counseling programs, policies, and functions to ensure that there is a coherent Counseling Unit to meet CACREP standards. We are grateful to Dr. Seward for assuming this role as of fall 2023 for the upcoming academic year.

Program Review

Counseling and Counselor Education

The Ph.D. Program in Counseling and Counselor Education continued its strong tradition of excellence preparing outstanding counselors, counselor educators, supervisors, and leaders who through commitment, excellence, and humanistic engagement have a meaningful and sustained impact on their communities. Our students engaged in a range of scholarly endeavors including publishing in high quality peer reviewed journals (e.g., *Professional School Counseling*, *Journal of Psychoeducational Assessment*, *Journal of Counselor Preparation and Supervision*, and *The Journal of Individual Psychology*), conducting research funded partly from highly competitive awards (e.g., Syracuse University Pre-Dissertation Award, Syracuse University Summer Dissertation Award, NBCC Minority Fellowship, NBCC Vacc Award), and presenting their scholarship at national professional conferences. This past year our doctoral students continued to be award winning. Here are a few accolades of our students: Association for Counselor Education and Supervision Outstanding Doctoral Student, Counselor Education and Supervision Student Fellow, and Holmes Scholar Award. We are particularly excited about this year's four doctoral graduates all of whom obtained employment as counselor educators and counselors at Niagara University, Kean University, University of New Haven, and Northwestern University.

Clinical Mental Health Counseling

During academic years 2022-2023, all Clinical Mental Health Counseling students passed the CPCE exam and 100% of the students were successfully placed at schools within central New York for their practicum and internship experiences. The employment rate at graduation was ninety-one percent (91%). The clinical mental health counseling program continues to attract students from the Central New York region, across the country, and around the world. School of Education

tuition scholarships were made available to all incoming students who started in the 2021 and 2022 admissions cycles. Although continued challenges in site staffing exist, nearly all existing field partners have continued to be interested in hosting practicum students and interns. Field partners have been re-engaged or newly developed in college counseling centers, private practices, and community mental health agencies. Faculty have approved curriculum revisions including program electives such as courses in play therapy, college counseling, and trauma. To improve how we meet the needs of our community and provide additional structural support to students, we now require CMHC students to take COU: 672: Counseling Children and Adolescents. CMHC students also collaborate with the Social Work department through enrollment in their Psychopathology course.

We are also pleased to continue to grow opportunities for students to participate in the HRSA grant, with additional interprofessional behavioral health training and up to \$5,000 stipend per semester of internship for domestic students.

School Counseling

During academic years 2022-2023, 100% of the students were successfully placed at schools within central New York for their practicum and internship experiences. The employment rate at graduation was 100%.

Opportunities for students to participate in Community Schools Optimal Health Project led by Dr. Hennessey Lustica, with additional professional development opportunities and up to \$2,500 stipend per semester of internship. Students also receive interdisciplinary supervision through this grant funded project.

All Programs.

Faculty have updated their course syllabi using a CACREP syllabus template, which aligns course goals and objectives as well as evaluation methods to CACREP standards. This standardization makes the purpose of different assignments more transparent to students and facilitates the tracking of standards across the curriculum. CACREP curricular standards and KPI's appear in each syllabus as they are mapped throughout our programs.

Profiles 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 to receive a grade of "pass" on the exam. For more information on the CPCE, go to <https://www.cce-global.org/assessmentsandexams/cpce>.

CPCE Results: The CMHC and SC MS programs use the Counselor Preparation Comprehensive Examination (CPCE) as a comprehensive assessment of student learning and a requirement for program completion. During AY2023, Thirteen (13) Clinical Mental Health Counseling and 5 School Counseling students completed the CHS students had a 94% pass rate (M = 85.88; SD = 12.489).

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 (NBCC) (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.

Dispositions.

Candidates are assessed on seven dispositions multiple times throughout their academic career: (i) Development of personal maturity; (ii) Commitment to one's own growth and accountability; (iii) Attention to diversity and equity; (iv) Display of subject matter excellence; (v) Demonstrates professional ethics, integrity, and professional standards; (vi) Uses interpersonal behaviors for collaboration and cooperation; and (vii) Seeks, accepts, and uses constructive criticism and supervision. Ratings are based upon a five (5) point Likert scale 5 (1-minimal evidence through 5-

consistent evidence). The first assessment of dispositions is during the admissions interview. Disposition ratings for twenty-six (26) students demonstrated that students were coming into the program with a clear demonstration of dispositions ($M = 3.53$; $SD = .967$) or developing evidence in the respective area. Two (2) students received rating of two or lower (inconsistent evidence).

Additionally, 14 CMHC and 2 SC MS students completed a Practicum and were assessed by Site Supervisors on dispositions. CMCH candidates; SC MS students were assessed on a scale of 1-5 (1-minimal evidence through 5-consistent evidence). SC students received an average disposition score that ranged 4.29 to 5.00. All students received ratings of 4 (significant evidence) with the exception of two students who received ratings of 3 and 3.5 (developing evidence). As these ratings are aligned to fourteen (14) competencies that align to the seven dispositions, these ratings were in line with each student's developmental trajectory.

These data demonstrate that all students in the Counseling & Human Services Department programs are demonstrating acceptable performance of dispositions.

Student Learning. These data demonstrate that all students in the Counseling & Human Services Department programs are demonstrating acceptable performance of student learning outcomes and are at the academic developmental level expected.

Additionally, below are CMHC and SC MS student learning results from AY2023 key performance indicators, as aligned to the 2016 CACREP Standards

1. CACREP Std 1. Professional Counseling Orientation and Ethical Practice need data

Case Presentation – Eighteen (18) students completed COU 790 and the Case Presentation project. The assessment will measure students' ability to discuss culturally appropriate knowledge and awareness of diverse sociocultural groups. Students will complete a case presentation that addresses problem identification, a description of a counseling approach that is theoretically consistent and demonstrates cultural and developmental knowledge and skill, and self-reflective learning goals. . Students were rated on a scale of 1-4 (1=Inadequate; 2=Adequate; 3-Exemplary) for a total score of eighteen (18) points. Two students did not receive an assessment form. Of the sixteen (16) students who were assessed, six (6) were not rated on one or more competency, skewing the overall success rate for the group. Of the ten (10) students who were assess to completion, all students received a score of 12 or greater (mean: 13.20; $SD: 1.398$), demonstrating, demonstrating satisfactory knowledge of CACREP Standard 1.

2. CACREP Std. 2. Social and Cultural Diversity

Cultural Profile Group Project (COU 626) – twenty-seven (27) students completed COU 626 and the Cultural Profile Group Project. In order to evidence social and cultural diversity awareness, knowledge, and competence, students worked in groups (five) to generate a collaborative educational project about a specific cultural group. Students used professional literature to inform the presentation (a minimum of ten professional references that included peer-reviewed journals, non-governmental or governmental organization reports, student textbook, and other professional counseling texts. Students were rated on a scale of 1-3 (1=Unacceptable or evidence unavailable or absent; 2=Acceptable or minimal evidence; 3-Exemplary or adequately to strong evidence). All students received a rating of two or higher; a mean of 2.43, SD .190, demonstrating satisfactory knowledge of CACREP Standard 2.

3. CACREP Std. 7. Assessment and Diagnostic Process

Integrated Assessment Report (COU 646) – nineteen (19) students completed COU 646 and the Integrated Assessment Report. In order to evidence assessment and diagnostic processes, students are evaluated on their level of synthesis, application, and thoroughness of their report, using language and terms that we have explored throughout the course. Students will engage their understanding of **counseling implications** related to the assessment process (i.e., selection, administration, interpretation, and communication of findings). The goal is to demonstrate specific assessment strategies to meet the needs of an individual client and an ability to synthesize objective, behavioral, and clinical data in service planning. Students received 7-10 points for each of four (4) dimensions of assessment for a total of 40 points. All students received an overall score of 38 or higher; mean of 39.53, SD .696, demonstrating satisfactory knowledge of CACREP Standard 7.

Department Program Objectives

The Department reviewed and updated program objectives in spring 2023. Feedback was solicited from Stakeholders (May 2023). Surveys were sent to one hundred sixteen (116) Stakeholders with a response rate of 32. The respondents were asked to rate each program objective as: Highly Relevant, Relevant, Somewhat Relevant or Not Relevant. Of the 32 respondents who assessed the MS Program Objectives, 28 or more responding that the objectives were relevant to highly relevant. Of the 25 respondents who assessed the PhD Program Objectives, 19 assessed the objectives as relevant to highly relevant. After taking all feedback into consideration, the program

objectives were adopted for AY2024. These new program objectives align with the emergent departmental signatures and department goals.

CHS Program Objectives

MS level

1. Graduates will demonstrate foundational knowledge expected of professional counselors in a diverse society.
2. Graduates will demonstrate foundational interpersonal skills and interventions that acknowledge dimensions of context, culture, and ethics.
3. Graduates will demonstrate dispositions that are expected and consistent within the profession of counseling.
4. SC graduates will be prepared to function effectively in educational settings and assume the roles and responsibilities of their specialized practice area.
5. CMHC graduates will be prepared to function effectively in mental health settings and assume the roles and responsibilities of their specialized practice area.

PhD level

1. Graduates will demonstrate advanced knowledge expected of professional counselors in a diverse society.
2. Graduates will demonstrate skills across the five core areas of competence including counseling, 2) supervision, 3) teaching, 4) research and scholarship, and 5) leadership and advocacy.
3. Graduates will demonstrate dispositions that are expected and consistent within the profession of counseling.

Our empirically based plan for systematically evaluating the program objectives is based on six 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 being developed and 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.

Compiled and prepared by Kimberley Salanger, with input from Dr. Caroline O'Hara.