AY2025 Program Evaluation Report

Program Objectives & Major Program Activities

1-2 paragraphs providing context regarding program activities or context for the Academic Year. Might note new faculty joining, curricular updates implemented, etc.

The Clinical Mental Health Counseling MS program has a unique and foundational commitment to **social justice, culturally relevant skills, advocacy, and leadership**. Graduates will be able to construct and implement comprehensive needs assessments, collaborative treatment plans, and case notes for diverse clients, and provide a pathway to develop systematic methods of clinical intervention. Regardless of specialty area, all professional counselors focus on wellness, development, empowerment, and prevention.

The School Counseling P-12 MS prepares graduates to be thoughtful, responsive, and empathetic counselors in educational settings who advocate for their students and provide support in line with contemporary expectations and cutting-edge best practices. This program helps students develop the dispositions, knowledge, and skills to **promote the academic, career, and personal/social development of all students**. Graduates are change agents who develop and implement holistic, data-driven school counseling programs that include both direct and indirect services, program planning, and management.

The Counseling and Counselor of Education PhD prepares graduates who demonstrate commitment, excellence, and humanistic engagement, having meaningful and sustained impact in their communities, actively and diligently affirming the dignity and self-worth of all persons. This rigorous program prepares students to be practitioner-scholars within the academy, clinics, community agencies, and school districts. Faculty support students' **commitment to scholarship, social justice, servant leadership, and advocacy** activities across the profession through developmentally sequenced curricular, mentoring, and supervisory experiences.

Major Program Activities

- Update to MS and Doctoral admissions processes (e.g., save the date for Zoom interviews; restructure for interview day) and systemic review of Doctoral students to include all doctoral students (ABD) in the end of semester reviews, and throughout their program.
- Update of doctoral program curriculum to align with changes within the SOE and 2024 CACREP Standards.
- Implement and continue to streamline our doctoral qualifying portfolio assessment.
- Faculty reviewed the efficacy of CAS programs and determined that they will continue to support enrolled students to finish, but no new students will be admitted to the CAS programs starting Fall 2025.

- Continue to provide information and resources to support our professional school counseling students as they navigate a new NYS required certification exam (a Content Specialty Test) by examining our training environment, curriculum, and fieldwork opportunities.
- Implement and review the new VALT system.
- Planning for and moving into a new space allocation in Huntington Hall, where most of the SOE is housed and movement of faculty/student classes from Sims Hall.
- The year concluded with the departure of Dr. Lee in spring, and with the hiring of a new visiting faculty member, Dr. Meredith Snieckus, for academic year 2025-2026.
- The Unit received the CACREP Response Addendum to the Self-Study Accreditation Report. Faculty prepared the Addendum for response, submitted in fall 2025 in preparation for an accreditation visit anticipated to take place in AY2026.
- Benefitted from the assistance of Marieke Kearns, SOE Director, Experiential Learning & Partnership to secure practicum and internship sites.
- Participated in NYS Career Gene Career Pathways Training Program. Seven new master's students in the CMHS program are participating in this program with fully covered tuition, books, and fees.
  Upon graduation, they will provide a three-year service commitment to an agency in NYS and 30% of their patient population receives Medicaid. Since the funding through the Career Pathways Training (CPT) Program is limited to students who can complete their education by Spring 2027, CHS adjusted the curriculum for these students for an earlier Summer 2025 start date.

Sources of Data

The following sources of data were utilized in developing this report:
- University reports regarding admissions, enrollment, and graduation data for AY2024-2025
- Graduate performance on the National Counselor Examination (NCE)
- Student performance on the Counselor Preparation Comprehensive Examination (CPCE)
- Aggregate data on all key performance indicators assessed during this year
- Student performance on final internship ratings from instructors and site supervisors
- Faculty observations and discussions during systematic program evaluation meetings held at the end of each fall semester

MS Academic Quality Indicators

MS Aggregate Assessment of Student Success

KPI	Time	N (#)	M	SD	% Met Threshold	Trend
3-A Apply an ethical decision-making model to counseling practice	Time 1: COU 612 Ethical Branching Assignment	SC P-12: 8 CMHC: 25 Total: 33	3.94 3.74 3.79	.165 .350 .332	100% 100%	Students are meeting or exceeding minimum expectations on these KPIs. Continue as we are doing.
	Time 2: COU 790 Ethical Decision-Making Exercise	SC P-12: 4 CMHC: 22 Total: 25	3.88 3.75 3.77	.138 .320 .303	100% 100%	
3-B Demonstrate culturally appropriate knowledge and awareness of diverse sociocultural groups	Time 1: COU 626 Cultural Conversation	SC P-12: 5 CMHC: 18 Total: 23	3.93 3.91 3.91	.133 .190 .178	100% 100% 100%	Students are meeting or exceeding minimum expectations on these KPIs. Continue as we are doing.
	Time 2: COU 790 Case Presentation Format	SC P-12: 5 CMHC: 22 Total: 27	4.00 3.40 3.51	.000. .261 .332	100% 100%	
3-C Demonstrate working knowledge of human development across the lifespan	Time 1: COU 628 Lifespan Cumulative Exam	SC P-12: 5 CMHC: 19 Total: 24	92 (4.00) 91.57 (3.763) 91.67 (3.708)	2.190 5.752 5.217	100% 100%	One SC and one CMHC student each had three (3) attempts to successfully pass this KPI Although most students are meeting or exceeding this KPI, we may consider how to better prepare students for the CPCE, including similar objective assessment in coursework as well as encouraging CSI to hold CPCE preparation workshops. Two students did not meet the minimum success indicator for this CPCE subarea.
	Time 2: CPCE Human Growth and Development Subarea 3 (assessment January through July)	SC P-12: 4 CMHC: 21 Total: 25	3.25 3.71 3.63	1.299 .547 .699	75% 95% 92%	

KPI	Time	N (#)	M	SD	% Met Threshold	Trend
						Student 1 (CMHC) received an overall score of 2 and Student 2 (SC P-12) received an overall score of 1. Both students successfully passed the CPCE.
3-D Demonstrate working knowledge of career theory relevant to practice in clinical or school settings	Time 1: COU 642 Career - Quiz/Exam Time 2: CPCE Career Subarea 4 - Career (assessment January through July)	SC-P-12: 5 CMHC: 18 Total: 23 SC-P-12: 4 CMHC: 21 Total: 25	3.20 3.33 3.30 3.50 3.43 3.48	.400 .445 .460 .500 .791 .699	100% 100% 100% 81% 84%	Students are meeting or exceeding minimum expectations on this KPI. Continue as we are doing. Although most students are meeting or exceeding this KPI, we may consider how to better prepare students for the CPCE, including similar objective assessment in coursework as well as encouraging CSI to hold CPCE preparation workshops. Trend in lower scores on the CPCE Career subarea may indicate a need for strengthening this content area in coursework. Four CMHC students did not meet the minimum success indicator for this CPCE subarea. All students received a score of 2 overall score of 2. Three of these students successfully passed the CPCE. One student did not pass and will go on to retake the exam. Unit Lead and faculty are putting a plan

KPI	Time	N (#)	M	SD	% Met Threshold	Trend
						together to support this student's retake
3-E Apply invitational, attending, and influencing skills in working with clients/students	Time 1: *COU 750 Practicum - Clinical Skills Evaluation Form*	SC P-12: 5 CMHC: 21 Total: 26	3.98 3.98 3.96	.040 .490 .220	100% 100%	As most students are meeting or exceeding these KPIs, and this is the place in the program where we are more likely to identify skill deficits, it makes sense to continue as we are-- offering continued doctoral supervision in Internship when a student is not meeting the KPI.
	Time 2: COU 790 Internship - Clinical Skills Evaluation Form	SC P-12: 5 CMHC: 21 Total: 26	3.96 3.95 3.95	.031 .154 .140	100% 100%	
3-F Applies group leadership skills in a counseling context	Time 1: COU 614 Group – group leadership reflection & skills feedback	SC P-12: 3 CMHC: 19 Total: 22	3.98 (9.56) 4.00 (9.52) 4.00 (9.56)	.117 .000 .052	100% 100%	All students are meeting or exceeding these KPIs, and we should continue as we are.
	Time 2: COU 790 Internship - Reflection Paper	SC P-12: 5 CMHC: 19 Total: 24	3.92 3.84 3.86	.097 .233 .215	100% 100%	
3-G Interpret and synthesize information from multiple sources	Time 1: COU 646 Assessment - Integrated Assessment Report	SC P-12: 3 CMHC: 18 Total: 21	4.00 3.83 3.86	.00 .372 .349	100% 100%	Students are meeting or exceeding minimum expectations on these KPIs. Continue as we are doing.
	Time 2: COU 790 Internship - Case Presentation Form	SC P-12: 5 CMHC: 22 Total: 27	4.00 3.43 3.54	.000 .321 .364	100% 100%	
3-H Use counseling research to inform practice	Time 1: COU 628 Lifespan - Presentation of a	SC P-12: 5 CMHC: 19 Total: 24	4.00 4.00 4.00	0 0	100% 100%	Students are meeting or exceeding minimum expectations on these KPIs. Continue as we are doing.

KPI	Time	N (#)	M	SD	% Met Threshold	Trend
	scholarly article w/ implications					
	Time 2: COU 758 Research Method - Article critiques w/ implications section	SC P-12: 3 CMHC: 17 Total: 20	13.33 (3.66) 13.94 (4.00) 3.85	1.312 .789 .357	100% 100%	
5-C Demonstrate specialized skills needed for practice in CMHC settings	Time 1: COU 790 Internship I - Site Supervisor Evaluation of CMHC Intern	CMHC: 22	3.99	.603	100%	It is evident that these data demonstrate students' growth from Site Supervisor Evaluation I to Site Visit Evaluation II.
	Time 2: COU 790 Internship II - Site Supervisor Evaluation of CMHC Intern	CMHC: 21	4.30	.602	100%	
5-H Apply the ASCA National Model with attention to school counselor roles in addressing school needs	Time 1: COU 729 COU in Schools: E-Portfolio Role Presentation Time 2: COU 749 Advocacy Project	SC P-12: 6 SC P-12: 4	3.79 4.00	.190 0.00	100% 100%	All students are meeting or exceeding this KPI, and we should continue as we are. Overall, I believe that COU 729 works best when it is offered prior to Practicum.
Demonstrate dispositions consistent with the profession of counseling	Time 1: Faculty Review (End of Fall Semester) Time 2: Faculty Review (End of Spring Semester)	54 53	3.218 3.90	.638 .247	93% or 50 98% or 52	As our system identifies if students are not meeting this KPI, I conclude our practices are working.

PhD Academic Quality Indicators

PhD Aggregate Assessment of Student Success

KPI	Time	N (#)	Mean	SD	% Met Threshold	Trend
6-B.1 Counseling	Time 1: COU 878 Adv. Theory - Theory Paper	**	**	**	**	Not administered in AY2025, as the course was not taught.
	Time 2: Qualifying Portfolio: Counseling Essay	3	3.496	.134	100%	Slight increase in average score for Counseling Essay.
6-B.2 Supervision	Time 1: COU 874 Supervision - Faculty Assessment of Supervision Skills Form	**	**	**	**	Not administered in AY2025.
	Time 2: COU 950 Doc. Internship - Faculty Assessment of Supervision Skills Form (faculty member doing individual/triadic supervision of supervision)	Fall – 3 Spr – 3	3.33 4.00	0.471 0.00	100% 100%	Students meeting or exceeding expectations. Continue as we are with COU 874 a content and clinical class in first semester. Same students in each dataset. Data show that students are demonstrating growth and improvement.
6-B.3 Teaching	Time 1: COU 800 (Adv. Pedagogy) - Teaching demonstration - Teaching Rubric	**	**	**	**	Not administered in AY2025.
	Time 2: COU 950 Doc (Internship - Teaching Rubric completed by whoever conducts a teaching observation during internship requirements (could	Spr - 3	4.00	0.00	100%	Students appear well-prepared for teaching and able to adequately implement related skills. Continue as we are with providing mentored teaching experiences.

KPI	Time	N (#)	Mean	SD	% Met Threshold	Trend
	be co-teaching a course or drop-in observation)					
6-B.4 Research and Scholarship	Time 1: COU 800 (Prof. Issues II) - Scholarly writing manuscript development	3	3.92	.056	100%	All students exceeded the benchmark of 2 in Time 1 through COU 800; All students scored greater than 75% of total score in dissertation evaluation for this KPI.
	Time 2: Dissertation	4	125	3.240	100%	
6-B.5 Leadership and Advocacy	Time 1: COU 882 Prof. Issues I - select some writing assignment	**	**	**	**	Not administered in AY2025.
	Time 2: Qualifying Portfolio: Leadership Essay	3	3.556	.160	100%	Students meeting or exceeding expectations. Continue as we are.
Disposition Demonstrate dispositions consistent with the profession of counseling	Time 1: Faculty Review (End of Fall Semester)	4	3.38	.277	100%	Most students meeting or exceeding expectations. the student who scored low in sub areas was provided feedback and support and has subsequently progressed in their program of study.
	Time 2: Faculty Review (End of Spring Semester)	12	3.78	.370	100%	Students meeting or exceeding expectations. Continue as we are.

Graduate Outcomes by SPA

SPA	Quality Indicator	Result	Trend
CMHC	Licensure Exam Pass Rate[1] Degree Completion Rate[2] Employment or Education Rate[3]	100% (n=8) 100% (n=22) 100%	CMHC students continue to successfully complete their program and obtain employment or enrollment in PhD after graduation. Based upon information we received from students or NBCC, students are 100% successful at completing the National Counselor Exam.
SC	Licensure Exam Pass Rate[1] Degree Completion Rate[2] Employment or Education Rate[3]	n/a 100% (n=5) 100%	SC students continue to successfully complete their program and obtain employment or enrollment in PhD after graduation.
CCE	Licensure Exam Pass Rate[1] Degree Completion Rate[4] Employment or Education Rate[3]	n/a 75% (3) 100%	CCE students complete their program in accordance with the University PhD/EDD requirements. We had one (1) student who was enrolled part-time and exceeded the designated amount of time to complete their program. Additionally, CCE students all obtain employment after graduation.

[1] NCE pass rate percentages for graduates are based on information that the Department receives from 2024-2025 graduates or from the National Board of Certified Counselors (NBCC).
[2] Students must meet all requirements for the master's degree within seven years from the time the student registers for the first course to be used in the master's degree program. If a student does not meet this requirement, the student may petition their school/college for reinstatement of credits that were completed outside the seven-year time frame.
[3] Employment rate percentages for graduates are based on information that the CHS unit can secure from 2024-2025 graduates.
[4] Program completion rate is determined by each student's matriculation date and indicates proportion of students who completed degree requirements within expected time to degree based upon the University's definition (PhD – 8 Years for full-time students). One student completed the program as a part-time student.

Fieldwork Placement Rates

SPA	Experience	Placement Rate	Trend
CMHC	Practicum Internship	100% (n=21) 100% (n=22)	Students are successfully placed in both their practicum and internship.
SC	Practicum Internship	100% (n=5) 100% (n=5)	Students are successfully placed in both their practicum and internship.
CCE	Internship	100% (n=3)	Students are successfully placed in their internship

MS Program Evaluation Findings

Objective 1: Graduates will demonstrate foundational knowledge expected of professional counselors in a diverse society.

- One paragraph reporting aligned KPI aggregate data
  - This objective is analyzed through assessments aligned to CACREP Standards 3B, 3C, 3D, and 3H. Each KPI is assessed two (2) times at two (2) different points of a student's academic career to show growth. Individual data for each KPI are provided on page 4 of this annual report. Students successfully met performance thresholds (90% of completers will meet success indicators), except for CACREP 3.D, where four (4) students did not meet the success threshold. Of the four students, three (3) did pass the CPCE and one (1) did not pass. This student will be retaking the exam.
- One paragraph reporting aligned outcomes data
  - Students are demonstrating successful performance on all the outcomes aligned with this objective.   CACREP Standard 3C and 3D, aligned to CPCE Subareas 3 and 4. Students successfully met performance thresholds (90% of completers will meet success indicators), except for CACREP 3.D, where four (4) students did not meet the success threshold. Of the four students, three (3) did pass the CPCE and one (1) did not pass. This student will be retaking the exam.
- One paragraph reporting performance on CPCE – overall, areas of strength, areas for growth
  - Of the twenty-five (25) students who took the CPCE in AY2025, twenty-four (24) passed the exam. When comparing CHS MS students to the National Mean using the CPCE January 2025 National Statistics report, 9 students exceed the national mean (96.51) and fifteen (15) successfully passed the exam as they were within one standard deviation of the national mean for each administration. One student took the CPCE did not pass. That student is in the preparing to retake the exam.

Objective 2: Graduates will demonstrate foundational interpersonal skills and interventions that acknowledge dimensions of context, culture, and ethics.

- One paragraph reporting aligned KPI aggregate data
  - This objective is analyzed through assessments aligned to CACREP Standards 3A, 3E, 3F, and 3G. Each KPI is assessed two (2) times at two (2) different points of a student's academic career to show growth. Students successfully met performance thresholds (90% of completers will meet success indicators).
- One paragraph reporting performance on field experience ratings – overall, areas of strength, areas for growth on skills
  - Students are assessed on their field performance at practicum and internship by field supervisors. In AY2025, 26 MS students successfully completed their practicum field experience meeting performance expectations, Further, 27 students successfully completed their internship field experience, all meeting performance expectations.

Objective 3: Graduates will demonstrate dispositions that are expected and consistent within the profession of counseling. Attached as Appendix A are the End of Semester Faculty Review of MS Student Dispositions.

- One paragraph reporting aligned KPI disposition data
  - As part of our on-going assessment of students and to support student's professional development, CHS faculty evaluate all masters' students on the counseling dispositions at numerous points in the student's program of study in CHS: during review of applications and

at the end of every semester. These dispositions represent CHS faculty expectations of our students and foundational skills and behaviors reflective of professional counseling practice. In AY2024, students demonstrated successful performance of dispositions. For students with dispositional concerns, faculty members implemented a Professional Development Plan to support their development and competence.

Objective 4: SC graduates will be prepared to function effectively in educational settings and assume the roles and responsibilities of their specialized practice area.

- One paragraph reporting aligned KPI
  - SC MS students are assessed on a Role Portfolio/Presentation and Advocacy Project aligned with CACREP 5H. Students consistently were assessed with ratings that met or exceeded performance indicators.
- One paragraph reporting field experience placement + employment outcomes
  - SC MS students successfully completed their practicum and internship experiences, receiving assessment by faculty/field supervisors as meeting and/or exceeding performance expectations. Faculty report that SC MS students leave the programs with 100% employment

Objective 5: CMHC graduates will be prepared to function effectively in mental health settings and assume the roles and responsibilities of their specialized practice area.

- One paragraph reporting aligned KPI
  - CMHC students are assessed on two (2) Internship experiences. Overall, students met and/or exceeded performance indicators. As indicated in the AY2024 report, when analyzing aggregated data in the annual data bootcamp the faculty decided to disaggregate these data to ensure that students are demonstrating growth from the first to the second internship experience. The data in this report reflect this change.
- One paragraph reporting field experience placement + employment outcomes
  - CMHC MS students successfully completed their practicum and internship experiences, receiving assessment by faculty/field supervisors as meeting and/or exceeding performance expectations. CMHC MS students leave the programs with 100% employment.

Possible Diverse Learning Community Addition

- One paragraph reporting findings from examination of applicant/enrolled/completion
  - We observe that we have a high rate of completion of our entire diverse student body. This finding indicates the strength of the students as well as the strength of the CHS unit. There were two (2) CMHC students engaged in a Professional Development Plan. Both graduated in December, 2024.
- One paragraph regarding overall completion
  - MS students demonstrate program completion in a timely fashion. Most of our students complete the program on a full-time basis, over two years. For students who engage on a part-time basis, they typically take an additional one to two years to graduate. Finally, on some occasions, students begin full-time and transition to part-time or begin full-time and take a semester or two leave of absence. For these students, they also complete the program within a timely fashion, typically extending their student status by one to two additional years.

MS Program Changes, Improvements, and Response

- Celebrate any improved trends (or continued high performance)
  - Our robust and timely graduation and employment rates continue to be a significant strength of the CMHC and SC programs.
- Note plan for addressing any unmet thresholds or negative trends
  - Currently, we are meeting thresholds. Given the recent reworking of our data collection and analysis to meet the 2024 Standards, we will be better positioned to discuss annual performance indicators and 3-5 year trends.
  - Bulleted list of actions taken based on data reported above. Again, given the recent reworking of our KPIs, data collection, and analysis, we plan to report any needed action items after we have a longer time frame to analyze performance trends.

PhD Program Evaluation Findings

Objective 1: Doctoral students will demonstrate advanced knowledge expected of professional counselors in a diverse society.

- One paragraph reporting aligned KPI aggregate data. Our courses and ongoing assessment of students' dispositions show evidence of 6-B.1 Counseling and 6-B.5 Leadership and Advocacy. These areas reflect the advanced knowledge expected of professional counselors in a diverse society.
  - 6.B.1 aligns to the Doctoral Qualifying Comprehensive Portfolio. Students complete their Counseling Essay that demonstrates students' acquired competencies as highlighted in this Standard. Particularly, these skills are acquired/demonstrated from course artifacts such as, a counseling orientation paper, and counseling essay their acquiring and synthesis of advanced theoretical knowledge and in-depth understanding of multiple theoretical orientations. Students further evidence major conceptual approaches, methods, and techniques; evaluation; and ethical and legal issues. Students are identifying and implementing strategies for working with supervisees representing diverse backgrounds, developmental levels, and learning styles. Students demonstrate that they have acquired a depth of knowledge to apply in their professional work and in the training of future professional counselors which include related to professional identity, leadership, advocacy, teaching, advising/mentoring, research, and other roles that counselor educators hold.
  - 6.B.5 aligns to the Doctoral Qualifying Comprehensive Portfolio. Students complete their Leadership Essay that demonstrates students' acquired competencies as highlighted in this Standard. Particularly, these skills are acquired/demonstrated from course artifacts such as, a leadership and advocacy philosophy paper, and leadership and advocacy essay their acquiring and synthesis of advanced theoretical knowledge and in-depth understanding of multiple leadership orientations and well as advocacy models. Additionally, students deconstruct ideas that are presented in professional literature in order to appreciate underlying premises and issues which address professional identity, leadership, advocacy, teaching, advising/mentoring, research, and other roles that counselor educators hold.
  - COU 876 addresses sociocultural diversity, multicultural, and social justice concepts related to self and others. It explores multicultural attitudes, knowledge, skills, and actions using an inclusive definition of multiculturalism. Multiculturalism and social justice on individual, community, and systemic levels are examined. The course is intended to raise multicultural awareness (of self and others) and help students learn

how to form culturally responsive and intentional professional relationships**.** Three (3) students successfully completed this course, earning grades of A- or better. Students explored multicultural attitudes, knowledge, skills, and actions using an inclusive definition of multiculturalism, examining social justice on individual, community, and systemic levels. Students demonstrated understanding of how to form culturally responsive and intentional professional relationships, infusing ethics, wellness, prevention, and advocacy into their philosophies. These concepts contribute to students development of strategies for culturally relevant pedagogy, counseling, research, leadership, and supervision. For doctoral students only.   Faculty assessed students in these areas at the end of each semester.

- One paragraph reporting aligned outcomes data.
  - In meeting the performance expectations of this assessment, 3 students are demonstrating knowledge of content and skills as they successfully meet success indicators as noted in CACREP 6.B.1 and 6.B.5 above.

Objective 2: Doctoral students will demonstrate skills across the five core areas of competence including 1) counseling, 2) supervision, 3) teaching, 4) research and scholarship, and 5) leadership and advocacy.

- One paragraph reporting aligned KPI aggregate data
  - Overall, doctoral students consistently met performance expectations, meeting and/or exceeding benchmarks. The KPI assignments align with CACREP Standards 6B1-5 and each standard was assessed twice over the course of the program.
- One paragraph reporting performance on field experience ratings – overall, areas of strength, areas for growth on skills
  - Doctoral students demonstrated successful performance in the field in the areas of teaching, supervision, and counseling. The results of the KPI assessments indicate 100% of the students met the benchmark.
- One paragraph reporting performance on field experience ratings – overall, areas of strength, areas for growth on skills
  - Doctoral students demonstrated successful performance in the field in the areas of teaching, supervision, and counseling. The results of the KPI assessments indicate 100% of the students are meeting the benchmark.

Objective 3: Doctoral students will demonstrate dispositions that are expected and consistent within the profession of counseling.

- One paragraph reporting aligned KPI disposition data
  - Doctoral Students understand the importance of developing interpersonal and intrapersonal (dispositions) strengths to perform professional duties. Students must be willing to look at themselves closely when they face challenges in the program. Faculty take seriously their professional obligation to mentor all students admitted into the doctoral program and to provide them with the assistance and support required to facilitate their professional development and ultimate graduation. We also require students to participate in the Future Professoriate Program so they get structured mentoring in the teaching domain. We also regularly and continually evaluate all students in accordance with the counseling profession's ethical standards. In AY2025, students successfully demonstrated performance of these skills.

- o At the end of each semester, Faculty review doctoral students' performance on their dispositions and academic progress, ranking them using the assessment criteria outlined in our handbooks. Faculty provide feedback in the regular end-of-semester review and provide each student with feedback in class assignments and most prominently in continuous engagement in supervision. Attached as Appendix B is the End of Semester Faculty Review of Doctoral Student Dispositions.
- o Doctoral Students provide feedback on their views on Faculty Advising/Mentoring by responding to an annual survey about the quality of faculty advising and mentoring experiences. Attached as Appendix C is the 2025 CHS Student Evaluation of Faculty Advising/Mentoring.

Possible Diverse Learning Community Addition

- One paragraph reporting findings from examination of applicant/enrolled/completion

Over the past few years, we have successfully recruited, matriculated, and retained a diverse group of doctoral students. As the demographic data indicated, many of our students are international students and/or from minoritized backgrounds. The CHS doctoral program supports a diverse learning community across curricular content and numerous co-curricular activities. Both student organizations, including the Sigma Upsilon chapter of Chi Sigma Iota and the Syracuse University chapter of Counselors for Social Justice sponsor professional, wellness, and social activities that address counselor and client diverse identities and social locations. The formal and informal peer to peer mentoring also supports students' individualized needs, while also addressing anti-oppressive principles.

- One paragraph regarding overall completion

PhD students demonstrate program completion in a timely fashion. The Graduate School has introduced a 8-year time-of-completion deadline for all doctoral students. Faculty worked with those coming close to this deadline to develop progress reports and timelines for their completion. Also, previously, the doctoral students were awarded full-time funding for three years. This timeline created stress and less opportunities to develop their research portfolio. Beginning with this reporting year, all School of Education graduate students will be given four years of funding. This additional year will enable our students to have more robust and diverse clinical, teaching, and research opportunities. full-time students. Over the past year, CHS doctoral students have demonstrated exceptional scholarly activities that also are helping them progress to completing their dissertation. Their success securing awards and presenting at local, regional, and national levels reflects their emerging impact. Specifically, 13 active doctoral students have been supported by faculty, the Syracuse University institution and the CHS Unit, as well as professional organizations to develop, pursue, and successfully disseminate scholarly activities in multiple areas that have historically been under-examined. As is evident in their undertakings, there is a decided focus on diversity, including but not limited to multiculturalism, social justice, advocacy, and anti-oppression. See Appendix D for a copy of the scholarly impact being made by our doctoral students that reflect their commitment and expertise to engage in a diverse learning community.

Over the past year, four CHS doctoral students successfully defended their dissertations, including Linzy Andre, Meredith Snieckus, Alan Miller and Kelly Kearns. The two full-time students completed their program and graduated in four years. The doctoral students shifting to part-time status following coursework took longer to complete their dissertations.

In addition to the CHS doctoral student aggregate demographic data, the CHS doctoral program supports a diverse learning community across curricular content and numerous co-curricular activities. Both student organizations, including the Sigma Upsilon chapter of Chi Sigma Iota and the Syracuse University chapter of Counselors for Social Justice sponsor professional, wellness, and social activities that address counselor and client diverse identities and social locations. The formal and informal peer to peer mentoring also supports students' individualized needs, while also addressing anti-oppressive principles

As part CHS doctoral students evidencing their engagement in a diverse learning community, the 13 active doctoral students included below have been supported by faculty, the Syracuse University institution and the CHS Unit, as well as professional organizations to develop, pursue, and successfully disseminate scholarly activities in multiple areas that have historically been under-examined. As is evident in their undertakings, there is a decided focus on diversity, including but not limited to multiculturalism, social justice, advocacy, and anti-oppression. These are highlighted on *Appendix D – Doctoral Student Accomplishments.*

PhD Program Changes, Improvements, and Response

Overall, the CHS doctoral program continues to thrive, with doctoral students demonstrating a high level of success across learning and professional domains. To ensure this continues and that the doctoral program remains in compliance with upcoming requirements within the 2024 CACREP standards (e.g., 96 credits), the CHS faculty has begun a close review of the current coursework, a cross-walk of where and how the standards are addressed, and how these may align with recent changes and additions to include the School of Education doctoral coursework.

In addition, Syracuse University has instituted new time to completion requirements for the PhD CHS doctoral students having exceeded 8 years are required to meet with their advisors to develop a timeline for completion. This plan must be approved by both the School of Education Faculty Director, Graduate Studies and the Graduate School. Moreover, beginning with AY24-25, an additional GA will be supported in partnership with the Barnes Center (home to mental health resources/programs and counseling). Finally, the School of Education will continue to offer four years of funding to all CHS GA doctoral students

- Celebrate any improved trends (or continued high performance)
- Note plan for addressing any unmet thresholds or negative trends
- Bulleted list of actions taken based on data reported above.

APPENDIX A
FACULTY REVIEW OF MASTERS STUDENTS

Student name: _____

Date of review: _____ Advisor: _____

For each of the following items, please indicate the degree to which you have observed evidence of the student disposition.

Faculty Review of Students **Professional Disposition**	Rating Scale			
	1 Minimal Evidence	2 Developing Evidence	3 Significant Evidence	4 Consistent Evidence
Openness to new ideas				
Flexibility and adaptability				
Cooperativeness with others				
Willingness to accept and use feedback				
Awareness of own impact on others				
Ability to deal with conflict				
Ability to accept personal responsibility				
Effective and appropriate expression of feelings				
Attention to ethical and legal considerations				
Initiative and motivation				
Orientation to multicultural and social justice advocacy				
Professional wellness and self-care				
Humility				
Professionalism				
Willingness to seek help				

Specific course(s) in which the issue(s) has been raised:

Additional Comments:

Overall Evaluation:

1	2	3	4	5
No Concerns	**Minor Concerns**	**Moderate Concerns**	**Major Concerns**	**Suspension or Termination**

FACULTY REVIEW OF STUDENTS
Doctoral Level Expectations and Competencies

Student name: _____

Date of review:_____Advisor: _____

Academic and Clinical Competencies

	4 Exceeds Expectations	3 Meets Expectations	2 Developing Competence	1 Growth Edges
Conceptual skills				
Writing skills				
Active participation in learning				
Counseling skills				
Supervision knowledge and skills				
Scholarship skills				
Leadership skills				

Professional Dispositions

	4 Exceeds Expectations	3 Meets Expectations	2 Developing Competence	1 Growth Edges
Openness to new ideas				
Flexibility and adaptability				
Cooperativeness with others				
Willingness to accept and use feedback				
Awareness of own impact on others				
Ability to deal with conflict				
Ability to accept personal responsibility				

	4 Exceeds Expectations	3 Meets Expectations	2 Developing Competence	1 Growth Edges
Effective and appropriate expression of feelings				
Attention to ethical and legal considerations				
Initiative and motivation				
Orientation to multicultural and social justice advocacy				
Professional wellness and self-care				
Humility				
Professionalism				
Willingness to seek help				

Specific course(s) and situations in which the issue(s) has been raised:

Feedback and Comments:

Overall Evaluation:

1	2	3	4	5
No Concerns	Minor Concerns	Moderate Concerns	Major Concerns	Suspension or Termination

APPENDIX C – STUDENT EVALUATION OF FACULTY ADVISING/MENTORING (CACREP 1.Q)

An important CACREP STANDARD is that students have regular, systematic opportunities to evaluate their experience with and access to academic advising. This survey gives you the opportunity to offer feedback to faculty in the CHS program about their advising/mentoring. We also recognize that you may be interacting with different faculty in diverse ways (e.g., program advisor, FPP advisor, advisor of Chi Sigma Iota).

Directions: Please complete one form for **each** faculty member who has provided you advising/mentoring.

After you complete the survey for one faculty member, use the anonymous link again to provide feedback for any other faculty. All responses will remain anonymous. They will be shared with the faculty member, Unit Chair, and Faculty Director, Graduate Studies.

Please try to submit no later than **Friday, June 27th**. Thank you!

My program area is:

○ Clinical Mental Health Counseling Master's ○ School Counseling Master's
○ Counseling and Counselor Education Doctoral Program

Year in the Program

○ 1st year ○ 2nd year ○ 3rd year or more

I am completing this advising/mentoring form for the following faculty member (**pick only one**):

○ Dr. Sabrina Butler ○ Dr. Melissa Luke
○ Dr. Ahram Lee ○ Dr. Caroline O'Hara
○ Dr. Yanhong Liu ○ Dr. Derek Seward

Select all the ways that this faculty member has advised/mentored you:

☐ Faculty program advisor assigned to me
☐ Temporary faculty program advisor while my advisor was on research leave
☐ Dissertation chair advisor
☐ Future Professoriate Program formal mentor ☐ Research Apprenticeship advisor
☐ Chi Sigma Iota International faculty advisor ☐ Counselors for Social Justice faculty advisor

☐ Informal advisor- I have sought out this individual for informal advising/mentoring.

☐ Other

If you indicated "other" above, please explain.

How many times have you had a meeting (in-person or virtual) with your advisor specifically about advising/mentoring issues during the 2024-2025 academic year?

○ 0 times

○ 1-2 times

○ 3 times

○ 4 or more times

Describe any other other ways in which you have communicated with this faculty member to get information or advice (e.g., email correspondence, informal conversations outside of class, etc.).

Identify concrete ways in which your advisor has assisted you in your journey in this program?

What could your advisor do to improve the quality of their advising?

The quality of advising relationships require efforts taken by both the advisor and advisee. Are there any steps you might consider as the advisee to improve the quality of the advising relationship and to benefit from the expertise of this faculty member.

Overall, on a scale of 1-4, how satisfied are you in the advising/mentoring of this faculty member (1 = very dissatisfied, 4 = very satisfied)

1) Extremely dissatisfied
2) Dissatisfied
3) Satisfied
4) Extremely satisfied

Overall, on a scale of 1-4, how invested does this faculty member seem to be to ensure your academic/professional success (or if you are assessing their advising for one of the CHS student organization's, how invested in ensuring the success of the work of the student organization)   (1 = little to no investment, 4 = very invested)

1) Extremely dissatisfied
2) Dissatisfied
3) Satisfied
4) Extremely satisfied

Any additional comments you want to share related to the advising of this faculty member? If so, please share below.

Appendix D – Doctoral Student Accomplishments

Publication:

1. Seward, D. X., & **Andre, L.** (2023). Using Educator Self-Disclosure in Training to Model Cultural Dispositions. *Teaching Practice Briefs. 1*(1), *68-80.*
2. Liu, Y., Beauparlant, E., **Gao, S.,** Yu, Q., (2024) An Integrated Health Care Model in a College Setting: A Pilot Path. Analysis. *Journal of College Student Psychotherapy.* https://doi.org/10.1080/28367138.2024.2338940
3. Liu, Y., Hilts, D., Tian, X., **Gao, S.** (Accepted). Work-Family Enrichment Among School Counselors: The Roles of Coping and Transformational Leadership. Professional School Counseling.
4. **Litt, S.**, Liu, Y., & Yu, Q. (2024). Predictors of help-seeking behaviors amongst international college students. *Journal of Counseling & Development*. [Accepted, in Print].
   - Article ID: jcad12553
   - Article DOI: 10.1002/jcad.12553
5. Liu, Y., Hilts, D., **Tian, X.**, Gao, S. (Accepted). Work-Family Enrichment Among School Counselors: The Roles of Coping and Transformational Leadership. Professional School Counseling.
6. **Tian, X.**, Liu, Y., Litt, S., Shin, K., & Jiang, T. (Under review). Artificial Clients, Genuine Interactions? Assessing ChatGPT4's Process-Level Performance in Clinical Simulations Using Qualitative Content Analysis. Research in Counselling and Psychotherapy.

Grant Awards:

1. Andre, L. (2024). Becoming a Counselor: Applying Critical Phenomenology to Uncover Narratives from Black Women Counselors about Wounds and Healing. *CSI Excellence in Counseling Research Grant. $950.00 awarded.*
2. McGhee, A., Andre, L., Gill, M., & Lopez, G. (2023). Politics of the Body: Dialogue on Fatphobia, Anti-Blackness, and Body Neutrality. *Joan Burstyn Collaborative Research Grant.*
3. Gao, S., (2024) Summer Pre-Dissertation Fellowship (Syracuse University) $4,500.
4. Kearns, K. (2024). Summer Pre-Dissertation Fellowship (Syracuse University) https://news.syr.edu/blog/2024/04/15/graduate-school-summer-funding-competition-awards-announced/
5. PI. **Litt, S.**, Shin, K., Luke, M. (2024). *Self-care, burnout, and academic resources in graduate students enrolled in CACREP accredited programs: A jobs demands-resources analysis*. North Atlantic region of the Association for Counselor Education and Supervision. Amount Requested: $500. Funded.
6. PI. **Litt, S.**, Liu, Y., Shin, K., Tian, X. (2024). *Predictors of Intentions to Seek Mental Health Support and Perceived Need in BIPOC and International Graduate Students*. 2024 School of Education Research and Creative Grant Competition. Amount Requested: $750. Funded.
7. Co-PI. Shin, K. (PI), Park, E., **Litt, S.**, Tian, X., Liu, Y. (2024). *Mental Distress and Help-Seeking Behavior: Moderated Mediating Effect of Mental Health Literacy and Stigm*a. 2024 School of Education Research and Creative Grant Competition. Amount Requested: $1,000. Funded.

8. Co-PI. Shin, K. (PI), Park, E., **Litt, S**., Tian, X. (2024). *Psychological Distress and Help-Seeking Behavior Among Refugees: Moderated Mediating Effect of Mental Health Literacy and Stigm*a. Association for Assessment and Research in Counseling: Multicultural Assessment and Research in Counseling Student Grant. Amount Requested: $500. Funded.
9. Shin, K., Park, E., Litt, S., **Tian, X**., Liu, Y. (2024). 2024 School of Education Research and Creative Grant Competition. (Funded)
10. Litt, S., **Shin, K.,** Luke, M. (2024). *Self-care, burnout, and academic resources in graduate students enrolled in CACREP accredited programs: A jobs demands-resources analysis*. North Atlantic region of the Association for Counselor Education and Supervision. Amount Requested: $500. Funded.
11. Litt, S., Liu, Y., **Shin, K.,** Tian, X. (2024). *Predictors of Intentions to Seek Mental Health Support and Perceived Need in BIPOC and International Graduate Students*. 2024 School of Education Research and Creative Grant Competition. Amount Requested: $750. Funded.
12. **Shin, K. (PI),** Park, E., Litt, S., Tian, X., Liu, Y. (2024). *Mental Distress and Help-Seeking Behavior: Moderated Mediating Effect of Mental Health Literacy and Stigm*a. 2024 School of Education Research and Creative Grant Competition. Amount Requested: $1,000. Funded.
13. **Shin, K. (PI),** Park, E., Litt, S., Tian, X. (2024). *Psychological Distress and Help-Seeking Behavior Among Refugees: Moderated Mediating Effect of Mental Health Literacy and Stigm*a. Association for Assessment and Research in Counseling: Multicultural Assessment and Research in Counseling Student Grant. Amount Requested: $500. Funded.
14. **Shin, K. (PI),** Park, E., Litt, S., Tian, X., Liu, Y. (2024). 2024 School of Education Research and Creative Grant Competition. (Funded)
15. Shin, K., **Park, E.,** Litt, S., & Tian, X. 2024-2025 Multicultural Assessment and Research in Counseling (MARC) Student Grant, Association for Assessment and Research in Counseling (Amount: $500)
16. **Park,** E., & Liu, Y. ACES 2024 Student Research Grant, Association for Counselor Education and Supervision (Amount: $1,000) at the 2024 ACA annual conference in New Orleans, LA, US
17. Shin, K., Park, E., Litt, S., & **Tian, X**. Association for Assessment and Counseling in Research (AARC), Multicultural Assessment and Research in Counseling Student Grant (MARC) (2024), $500 (Funded)
18. **Tian, X.** American Association of Counselor Education and Supervision (ACES), Student Research Grant (2024), $1000 (Funded)
19. **Tian, X.** Syracuse University School of Education, Research and Creativity Grant Competition (2024), $950 (Funded)
20. Litt, S., Liu, Y., Shin, K., **Tian, X.** (2024). School of Education Research and Creative Grant Competition, $750 (Funded)
21. Shin, K., Park, E., Litt, S., **Tian, X**., Liu, Y. (2024). 2024 School of Education Research and Creative Grant Competition. (Funded)
22. **Tian, X.** Syracuse University, Pre-Dissertation Summer Fellowship (2024), $4500 (Funded)

Conference Presentations:

1. **Andre, L.** (2024, September 5-8). Applying Critical Phenomenology to Uncover Diverse Narratives within Counseling Research [Poster Presentation], AARC Conference 2024, Pittsburg, Pennsylvania.
2. **Andre, L.** (2024, February 14-18). *Becoming a Counselor: Applying Critical Phenomenology to Uncover Narratives from Black Women Counselors about Wounds and Healing* [Job Talk Presentation], Holmes Scholars Preconference at the AACTE 76th Annual Meeting 2024, Denver, Colorado.
3. Williams, B. A., Outland, R., & **Andre, L**. (2024, January 23-26). *Advocacy in School Counseling with African American Youth of Incarcerated Parents: Challenges and Ethical Responsibilities* [Roundtable]. Law & Ethics in Counseling Conference 2024, New Orleans, Louisiana. (Accepted)
4. McGhee, A., & **Andre, L**. (2023, October 26-29). *Politics of the Body: Dialogue on Fatphobia, Anti-Blackness, and Body Neutrality* [Conference Presentation]. National Women's Studies Association (NWSA) 2023 Conference, Baltimore, Maryland.
5. **Andre, L**., Branco, S., Garza-Fraire, F., Roller, K., Sheela-Moore, A., Stretch, L., Jackson, T., Merlin-Knoblich, C., & Casado Pérez, J. F. (2023, October 11-15). *Innovative Practices in Teaching* [Panel Discussion], Association of Counselor Education and Supervision (ACES) 2023 Conference, Denver, Colorado. (Session sponsored by the ACES Teaching Practice Briefs and ACES Teaching Committee)
6. Middleton, T., & **Andre, L**. (2023, October 11-15). *Integrating the Conceptual Overlap of SEL and Career Adaptability to Promote CIT Success* [Poster], Association of Counselor Education and Supervision (ACES) 2023 Conference, Denver, Colorado.
7. *Liu, Y., **Andre, L**., Gao, S., Kearns, K., Park, E., Peng, Y., & Talarico, L. (2023, October 11-15). *Cross-Cohort Collaborative Training for Counselor Education Doctoral Internship* [Conference Presentation]*, Association of Counselor Education and Supervision (ACES) 2023 Conference, Denver, Colorado. (*denotes corresponding presenter. Presenters contributed e*qually to the proposal*)
8. Williams, C.**,** Delafe, K., Jimenez, D., & **Andre, L.** (2023, October 3). *Student Success Standpoints: Infusing Women of Color's Perspectives in Higher* [Conference Presentation], 2023 Diversity, Equity, Inclusion and Accessibility (DEIA) Symposium, Syracuse, New York.
9. Guzman, C., & Andre, L. (2023, October 3). The power of creating and sustaining community as BIPOC graduate students at a predominantly White institution [Conference Presentation], 2023 Diversity, Equity, Inclusion and Accessibility (DEIA) Symposium, Syracuse, New York.
10. Andre, L., Ault, H., Huang, Y., Labarta, A., Adams, C., & Emelianchik-Key, K. (2023, September 7-9). Leadership in AARC: A Gathering Space for Graduate Students and New Professionals [Conference Presentation]. Association for Assessment and Research in Counseling (AARC) 2023 Conference, Nashville, Tennessee.
11. Andre, L., & Seward, D. X. (2023, June 28-July 1). Understanding Career Development Experiences for Black Professional Counselors in Private Practice [Roundtable], 2023 Global Career Development Conference, Chicago, IL. (Accepted)
12. Andre, L., Bryant, P., Guzman, C., McGhee, A., & Tetteh, B. (2023, May 17-18). It All Counts: Your Peers Discussing Teaching Experiences and Development of a Comprehensive Teaching

Portfolio [Panel Presentation], 2023 Future Professoriate Program (FPP) Conference, Altmar, New York.

13. **Tian, X.,** & Liu, Y. (2024, September). *Using ChatGPT in Role-Play Practice: An Evaluation of Effectiveness and Practical Implications* [Poster Presentation]. NARACES Annual Conference, Atlantic City, New Jersey, United States of America.

14. Shin, K., Litt, S., & **Tian, X**. (2024, September). *Burnout among Doctoral Students of Color in Counselor Education*. [Content Session] NARACES Annual Conference, Pittsburgh, New Jersey, United States of America.

15. **Tian, X.,** Litt, S., & Shin, K. (2024, September). *Evaluating ChatGPT's Performance in Client Simulation for Role-Playing Scenarios* [Content Session]. Association for Assessment and Research in Counseling (AARC) Annal Conference, Pittsburgh, Pennsylvania, United States of America.

16. **Tian, X.**, Shin, K., & Litt, S. (2024, May). *Crossing Cultures: Exploring the Challenges and Cultural Differences Faced by International Students in the U.S.* [Content Session]. 42nd Annual College Counseling of New York (CCNY) Conference, Oswego, New York State, United States of America.

17. **Tian, X.** (2024, May). *The Application of Artificial Intelligence in Counselor Education* [Content Session]. Syracuse University School of Education Second Annual Graduate Student Research Symposium.

18. **Tian, X.**, Zhang, Q., Song, H., & Ma, L. (2024, February). *Unveiling shadows of doubt: Exploring predictors of suspicion in romantic relationships* [Poster Presentation]. Society for Personality and Social Psychology Annual Conference.

19. *Liu, Y., Andre, L., **Gao, S.**, Kearns, K., Park, E. & Peng, Y. (2023, October). Cross-Cohort Collaborative Training for Counselor Education Doctoral Internship. Association of Counselor Education and Supervision (ACES) 2023 Conference, Colorado, United States. [Note. * denotes corresponding presenters. Presenters contributed equally to the proposal]

20. **Litt, S**., & O'Hara, C. (2024, September). *Navigating the Post-Masters Supervisory Experience* [60-minute Education Session]**.** North Atlantic Association for Counselor Education and Supervision Conference. Atlantic City, NJ.

21. Shin, K. **Litt, S**. Tian, X. (2024, September). *Burnout among Doctoral Students of Color in Counselor Education* [60-Minute Content Session]. North Atlantic Association for Counselor Education and Supervision Conference. Atlantic City, NJ.

22. Tian, X., Shin, K., & **Litt, S**. (2024, May). *Crossing Cultures: Exploring the Challenges and Cultural Differences Faced by International Students in the U.S.* [Content session]. 42nd Annual College Counseling of New York (CCNY) Conference, Oswego, New York State, United States of America.

23. 2023 RISESDoh23 Summit on Social Determinants of Health Invitation only Think Tank (Chicago,IL)

24. **Park, E**., & Liu, Y. (2024) *First-year counseling master's students' theoretical orientation development*. North Atlantic Region Association for Counselor Education and Supervision (NARACES) 2024 Conference, Atlantic City, NJ, US

25. **Park, E**., & Seward, D. (2024). F*oundation of U.S. school counselor advocacy with LGBTQ+ Youth: Considerations for KOR*. Poster Presentation at the 2024 ACA annual conference in New Orleans, LA, US

26. "Motion by the Ocean: Integrating Somatic Movement into Counseling" at the Association for Creativity in Counseling 11/23

Recognitions:

1. 2023 Karen Lee Spaulding Oishei Fellowship for Leaders of Color
2. 2023 Child and Family Services of Erie County Distinguished Speaker Black History Month (Buffalo, NY)

Leadership:

1. 2024 NARACES Emerging Leader https://naraces.org/emerging-leaders-workshop/
2. 2024 NARACES Emerging Leader https://naraces.org/emerging-leaders-workshop/
3. 2024 NARACES Emerging Leader https://naraces.org/emerging-leaders-workshop/
4. Academic Program Senator: Counseling and Counselor Ed., GSO Senate Fall 2023-Spring 2024; Serve as a representative of our counseling program and bring our concerns to the senate
5. Graduate Student Organization PAC Grant funding submit committee by advocating for funding, reviewing grant proposals, and allocate funds for graduate level students
6. Doctoral Student Representative: Inaugural DEIA Symposium October 2023, Attended weekly DEIA planning meetings for DEIA Symposium at Syracuse University, Served as a liaison between the Board and Programming Subcommittee, curated conference proposal calls and scoring rubrics, collected committee reports, organized submitted proposals in Google spreadsheets and present reports at the Board meetings on behalf of the programming subcommittee as needed.