



Department of Counseling and Human Services

Academic Year 2021-2022 (September 2021-August 2022)

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 SWOT analysis, overviews our guiding departmental goals, 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 2022.

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. With the arrival of a new Department Chairperson in August 2022, changes in the faculty and staff 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 process, programmatic and curricular review. The Department has engaged in a SWOT analysis and intends to introduce new Department Goals for the 2022-2023 year that will align with the University and School of Education new strategic plans. 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. 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

Recent Departmental Highlights

- 2 Emerging Leaders Program Participants
- Association for Counselor Education & Supervision Legacy Award
- 2021 *The Professional Counselor* Outstanding Scholar
- Outstanding Mentor Award
- Outstanding Graduate Student Leadership Award
- 2 Emerging Leader Awards
- 2 Orange Homes Scholars Program Awardees
- 4 Spector/Warren Fellowship for Future Educator Recipients
- 7 Chi Sigma Iota Leadership Awards
 - 2021 Excellence in Counseling Research Grants
 - Student of The Year
 - 2017 Thomas J. Sweeney Professional Leadership Award
 - Outstanding Newsletter Award Large Chapter
 - 2012 Outstanding Individual Program presented to Sigma Upsilon
 - 2009 Outstanding Chapter award for Outstanding Newsletter
 - Chapter Leadership Award
- 3 University Fellowship Recipients
 - Syracuse University
 - African American Studies
- 2 External Fellowship Recipients
 - CES journal
 - CRIGS research
- 1 Counselors for Social Justice Leadership Awards
 - Outstanding Counseling Program
- 1 2020 NBCC Minority Fellowship Program for Doctoral Counselors Recipient
- 1 2021 Summer Dissertation Fellowship Award
- 2022 Atlantic Coast Conference (ACC) Academic Leaders Network
- Community Schools Optimal Health Project Grant for Trainees
- Hennessey - process of School Counseling internship grant

Recent Student Accomplishments

- Syracuse University Pre-Dissertation Fellowship (Kelly Kearns, 2022)
- NBCC Minority Fellowship Program, PhD-level (Alonzo Turner, 2022)
- Kelly Kearns, book chapter in progress:
 - “Identity Construction, Connection, and Stress Reduction through Mindful Eating”
in Mindfulness Education: Translational and Applied Research in Post-COVID Era.
- 2022 NYSSCA Research Grant: Derron Hilts (along with faculty Yanhong Liu)
- 2020-2021 *Counselor Education & Supervision* fellows: Derron Hilts; Peitao Zhu
- 2020-2021 North Atlantic Region Association for Counselor Education and Supervision Emerging Leader: Derron Hilts
- 2021 Orange Holmes Scholar: Linzy Andre
- 2020 Orange Holmes Scholar: Kirsis Dipre
- 2020 Association for Assessment and Research in Counseling Sponsored Grant: Peitao Zhu
- 2021 CSI International’s Excellence in Counseling Research Grant: Derron Hilts
- 2021 ACES Student Research Grant: Derron Hilts; Ariel Peng
- 2020 Research and Creative Grant Award: Peitao Zhu
- 2022 Research and Creative Grant Award: Linzy Andre; Derron Hilts
- 2022 NARACES Emerging Leader: Linzy Andre
- 2021-2022 Lenders Center Fellow: Aaishanni Agni
- Hilts, D. & Luke, M. (In Press). Legal and ethical issues. In S. L. Smith & C. Tucker (Eds.). *Counseling children and adolescents, connecting theory, development, and diversity.* Sage.
- Qu, Q. & Luke, M. (July 2021). Adlerian psychology in supervision. 15th International Interdisciplinary Conference Clinical Supervision. Virtual.
- Hilts, D., Liu, L., & Luke, M. (Oct. 2021). School counseling leadership and ASCA model implementation: Implications for school counselor training. Association for Counselor Education and Supervision's Biennial Conference. Atlanta, GA.
- Shannon, J., Seward, D. X., & Luke, M. (Oct. 2019). Dynamics of co-leadership development in an experiential group training. Association of Counselor Education and Supervision. Seattle, WA.
- Bruner, S. L., Goodrich, K. M., Luke, M., Peters, H.C., & Cavanaugh, K. C. (Oct. 2019). Ecological interventions for LGBTQ youth. Association of Counselor Education and Supervision. Seattle, WA.
- Zhu, P., Luke, M., & Bellini, J. (July 2019). A grounded theory analysis of cultural humility in counseling and counselor education. SPR International. Buenos Aires, Argentina

- Green, D., Williams, B. A., & Park, K. (2021). Crisis counseling for #BlackLivesMatter protestors impacted by police violence. *Journal of Mental Health Counseling Special Issue*.
- Williams, B. A. & Green, D. (2021). Intentional racism/unintentional racism. *The SAGE Encyclopedia of Multicultural Counseling, Social Justice, and Advocacy*

Department Faculty Engagement, Publications, Conferences

O'Hara, C., Chang, C. Y., & Giordano, A.L. (2021). Multicultural competence in counseling research: The cornerstone of scholarship. *Journal of Counseling and Development*, 99, 200-209. [invited] doi: <https://doi.org/10.1002/jcad.12367>

Sharma, J., McDonald, C. P., Bledsoe, K., Grad, R., Jenkins, K., Moran, D., O'Hara, C., & Pester, D. (2021). Intersectionality in research: Call for inclusive decolonized and culturally sensitive research designs in counselor education. *Counseling Outcome Research and Evaluation*, 12, 63-72. doi: 10.1080/21501378.2021.1922075

AARC Diversity Inclusion and Social Justice Committee. (2021). *Diversity Inclusion and Social Justice Committee Resource List*. Retrieved from: <https://aarc-counseling.org/resources/>

O'Hara, C., Kearns, K, Peng, Y.-H., & Turner, A. (2021, October). *Lucky seven: APA 7th edition updates and tips for writing success*. Content session presented at the Association for Counselor Education and Supervision Conference, Atlanta, GA.

Hyun, J., Chen, S.-Z., Hurt-Avila, K. M., & O'Hara, C. (2021, October). *Who am I?: Foreign-born counselor educators' professional identity development journey*. Content session presented at the Association for Counselor Education and Supervision Conference, Atlanta, GA.

McDonald, C. P., & O'Hara, C. (2021, September). *Multiracial experiences of microaggressions in counseling and counselor education: Implications for counseling research and assessment*. Content session presented at the National Assessment and Research Conference, Cincinnati, OH.

*O'Hara, C., & Andre, L. (2021, June). *Cross-racial co-instruction of a social and cultural diversity course: Lessons learned from a professor and doctoral student dyad*. Content session presented at the Association for Multicultural Counseling and Development Conference, Virtual.

Baltrinic, E., & Luke, M. (2022). Empathy: A fundamental and multidimensional teaching disposition in counselor education. *Teaching & Supervision in Counseling*, 4(2) article. <https://trace.tennessee.edu/tsc/vol4/iss2/1>

- Hilts, D. N., Liu, Y, Li, D., & Luke, M. (2022). Examining ecological factors that predict school counselors' engagement in leadership practices. *Professional School Counseling*. DOI: 10.1177/2156759X22118042.
- Shannon, J. P., Seward, D. X., Liu, Y. L., & Luke, M. (2022). Examining help-seeking intentions of counseling amongst African American men. *Journal of Counseling & Development*, 100(4), 421-431. DOI: 10.1002/jcad.12435
- Hilts, D. N., Peters, H. C., Liu, Y., & Luke, M. (2022). The Model for Supervision of School Counseling Leadership. *Journal of Counselor Leadership & Advocacy*, 9(2), 99-114. DOI: 10.1080/2326716X.2022.2032871
- Luke, M., Goodrich, K. M., & Brammer, K. (2022). LGBTQI+ responsive school counseling: An exploration of exemplary school counselor educators' curricular integration. *Counselor Education & Supervision*, 61(3), 230-246. DOI: 10.1002/ceas.12240.
- Gangamma, R., Walia, B., Luke, M., & Lucena, C. (2022). Continuation of teletherapy post COVID-19: Survey data from licensed mental health professionals. *JMIR Mental Health*, 6(6):e32419. DOI: 10.2196/32419.
- Qu, X. & Luke, M. (2022). A critical review of Adlerian supervision: Illuminating untapped potential, *Journal of Counselor Preparation and Supervision*, 15(2) Article 4.
- Zhu, P., & Luke, M. (2021). A supervisory framework for systematically attending to the outcomes in clinical supervision. *International Journal for the Advancement of Counselling*, 44, 94-111. DOI: 10.1007/s10447-021-09455-9
- Goodrich, K.M., Rogers, J. L., Luke, M., & Gilbride, D. D. (2021). An initial validation of Critical Feedback Acceptance and Synthesis in Supervision (CFASS) instrument. *The Social Science Journal*. DOI: 10.1080/03623319.2021.1992822
- McCarthy, C. J., Bauman, S., Coker, A., Justice, C., Kraus, K., Luke, M., Rubel, D., & Shaw, L. (2021). Association for Specialists in Group Work (ASGW) Guiding Principles for Group Work. *Journal for Specialists in Group Work*, 47(1), 10-21. DOI: 10.1080/01933922.2021.1950882
- Zhu, P., Liu, Y., Luke, M., & Wang, Q. (2021). The development and initial validation of the Cultural Humility and Enactment Scale in Counseling. *Measurement and Evaluation in Counseling and Development*, 55(2), 98-115. DOI: 10.1080/07481756.2021.1955215

- Smith, E. & Luke, M. (2021). A call for radical reflexivity in counseling qualitative research. *Counselor Education & Supervision, 60*(2), 164-172. DOI:10.1002/ceas.12201
- Cavanaugh, K. C., & Luke, M. (2021). Transgender college student identity development: A narratology of intermediating experiences. *Journal of Humanistic Counseling, 60*(2), 137-156. DOI: 10.1002/johc.12161
- Rogers, J. L., Luke, M., & Darkis, J. T. (2021). Meet me in the sand: Sand tray work with older adults. *The Journal of Creativity in Counseling, 16*(1), 2-14. DOI:10.1080/15401383.2020.1734513
- Zhu, P., Luke, M., & Bellini, J. (2021). A grounded theory analysis of cultural humility in counseling and counselor education. *Counselor Education & Supervision, 60*(1), 73-89. doi:10.1002/ceas.12197
- Peters, H. C., & Luke, M. (2021). Supervision of Leadership Model: An integration and extension of the Discrimination Model and Socially Just and Culturally Responsive Counseling Leadership Model. *Journal of Counselor Leadership and Advocacy, 8*(1), 71- 86. DOI: 10.1080/2326716X.2021
- Peters, H. C., & Luke, M. (2021). Social justice in counseling: Moving to a multiplistic approach. *Journal of Counselor Leadership and Advocacy, 8*(1), 1-15. DOI:10.1080/2326716X.2020.1854133

Funded Grants

- Co-PI.** Hiltz, D., & Liu, Y. (2022). The Ecological Factors of School Counselors and Student-to-School Counselor Ratios: A National Investigation. The 2022 New York State School Counselor Association Research Grant. Requested: \$4,800.00. Fully Funded.
- Co-PI.** White, J., Kilinc, S., & Liu, Y. (2022). Project IMPRESS (Interdisciplinary Master's Preparation of Urban and Rural Educators in Special Education and School Counseling). The OSEP Grant through U.S. Department of Education. Requested: \$1,142,615.00. Fully Funded.

Refereed Articles

- Hiltz, D., Liu, Y., Li, D., & Luke, M. (2022). Examining ecological factors that predict school counselors' engagement in leadership practices. *Professional School Counseling, 16*. <https://doi.org/10.1177/2156759X221118042>

- Tan, T. X., Liu, Y., Zhang, Q., Li, G., Chen, X., & Li, J. (2022). Affective representation of early relationships with parents and current anxiety and depression: A retrospective study. *Journal of Genetic Psychology*, 183(3), 235-249. <https://doi.org/10.1080/00221325.2022.2043231>
- Shannon, J., Seward, D., Liu, Y., & Luke, M. (2022). Stigma, help-seeking, and counseling with African American college students. *Journal of Counseling & Development*. Online First. <https://doi.org/10.1002/jcad.12435>
- Hilts, D. N., Peters, H. C., Liu, Y., & Luke, M. (2022). The model for supervision of school counseling leadership. *Journal of Counselor Leadership & Advocacy*. Online First. <https://doi.org/10.1080/2326716X.2022.2032871>
- Tan, T. X., Liu, Y., Li, G., & Yi, Z. (2022). Self-construal and anxiety in Chinese youth in emerging adulthood: A path analysis. *Journal of College and Character*, 23(2), 127-143. <https://doi.org/10.1080/2194587X.2022.2053291>
- Liu, Y., *Zhu, P., & *Turner, A. D. (2021). Counselor trainees' personal growth through interpersonal experiential growth groups: An instrumental case study. *Journal of Counselor Preparation and Supervision*, 14(4). <https://digitalcommons.sacredheart.edu/jcps/vol14/iss4/9>
- Li, D., Duys, D., & Liu, Y. (2021). The supervisory working alliance as a mediator between supervisory styles and supervisee satisfaction with supervision. *Teaching and Supervision in Counseling*, 3(3). <https://trace.tennessee.edu/tsc/vol3/iss3/5/>
- Zhu, P., Liu, Y., Luke, M., & Wang, Q. (2021). The Development and initial validation of the cultural humility and enactment scale in counseling. *Measurement and Evaluation in Counseling and Development*. <http://doi.org/10.1080/07481756.2021.1955215>
- Zimmer, D., Laux, J., Liu, Y., Clark, M., & Reynolds, J. (2021). A comprehensive school counseling training on seasoned school counselors: A single case research design. *Journal of School Counseling*, 19(17). <http://www.jsc.montana.edu/articles/v19n17.pdf>
- Liu, Y., *Zhu, P., & Li, D. (2021). Development of Mutual Empathy through Experiential Growth Groups: A Mixed Methods Case Study. *Journal for Specialists in Group Work*. Online First. <https://doi.org/10.1080/01933922.2021.1950880>
- Tan, T. X., Liu, Y., Damjanovic, V., Ledford, E., & Li, G. (2021). Inattention, hyperactivity/impulsivity, and academic competence: Findings from three cohorts. *British Journal of Educational Psychology*. <https://doi.org/10.1111/bjep.12439>

Shen, F., Liu, Y., & Brat, M. (2021). Child attachment, adult attachment, self-esteem, and psychological distress: A mediation model. *The Professional Counselor*, 11(2), 129-142. [10.15241/fs.11.2.129](https://doi.org/10.15241/fs.11.2.129) . **Article awarded the 2021 TPC Outstanding Scholar Award.**

Shen, F., Soloski, K., & Liu, Y. (2021). Adolescent parental attachment and intimate relationship in adulthood: An investigation of contextual factors and long-term outcomes of child sexual abuse. *Children and Youth Services Review*, 122, 105869. <https://doi.org/10.1016/j.childyouth.2020.105869>

Liu, Y. (2021). Child-parent attachment in U.S. families with Chinese adoptees: What does mixed methods research say? *Journal of Family Studies*, 27(3), 404-419. <https://doi.org/10.1080/13229400.2019.1624597>

Refereed Conference Presentations

Kim, H., Liu, Y., & Bang, N. (2022, March). *School Counselors' Roles in Promoting Children's Life Satisfaction*. The 2022 Evidence-Based School Counseling Conference. Online.

Kim, H., Bang, N. & Liu, Y. (2022, March). *School Counselors' Roles in Promoting Childhood Career Development*. The 2022 Evidence-Based School Counseling Conference. Online.

Zhu, P., Liu, Y., & Xiong, Y. (2022, February). *Cohesiveness-focused Experiential Growth Group: A Pilot Study*. Association of Specialists in Group Work (ASGW) 2022 Conference. Atlantic Beach, FL.

Liu, Y., Zhu, P., & Li, D. (2022, February). *A Mixed Methods Case Study on Mutual Empathy through Experiential Growth Groups*. Association of Specialists in Group Work (ASGW) 2022 Conference. Atlantic Beach, FL.

Hilts, D., Liu, Y., & Luke, M. (2021, October). *School Counseling Leadership and ASCA National Model Implementation: Implications for School Counselor Training*. The Association of Counselor Education and Supervision (ACES) 2021 Conference. Atlanta, GA.

Zhu, P., Liu, Y., Luke, M., & Wang, Q. (2021, September). *The Development and Initial Validation of the Cultural Humility and Enactment Scale in Counseling*. The AARC 2021 Assessment and Research Conference. Cincinnati, OH.

Zhu, P., Liu, Y., Luke, M., & Wang, Q. (2021, June). *The Development and Initial Validation of the Cultural Humility and Enactment Scale in Counseling*. The 2021 Society for Psychotherapy Research Annual Conference, Amherst, MA. Online.

Student Led Chapters Work

- Counselors for Social Justice
 - Alonzo Turner, President 2020-2022
- Chi Sigma Iota
 - Linzy Andre, President 2021
 - Kelly Kearns, President 2022

Collaborations Across Campus

The Department of Counseling and Human Services collaborates with the Department of Creative Arts Therapy in VPA within their 60-credit hybrid Master of Science degree in Art Therapy. As evidenced in the Art Therapy program of study (http://coursecatalog.syr.edu/preview_program.php?catoid=31&poid=16320) two Counseling and Human Services courses (COU 628: Lifespan Human Development and COU 642: Career Development) are required with the Art Therapy program and three Counseling and Human Services courses (COU 651: Crisis, COU 672: Counseling Children and Adolescents, and COU 675: Substance Abuse) are included as electives.

HRSA grant (Psychology, Social Work, Marriage & Family Therapy, Upstate Medical Center, Counseling & Human Services Department, Center for Experiential Pedagogy and Practice (CEEP) (<https://soe.syr.edu/centers/experiential-pedagogy-practice/>)

Yanhong Liu (as a Co-PI) collaborates with Julia White (PI) and Sultan Kilinc (Co-PI) in the department of Teaching and Leadership through [Project IMPRESS](#) (Interdisciplinary Master's Preparation of Urban and Rural Educators in Special Education and School Counseling). The project prompts collaborative training of special educators and school counselors to serve students with students with disabilities who have high intensity needs. The project was funded by U.S. Department of Education for over \$1,14 million.

Department of Counseling and Human Services

Academic Year 2021-2022

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 two-year (?) report examines profile data that our stakeholders will find useful.

Overview of the 2021-2022 Academic Year

Department faculty and students had an impressive presence at professional conferences including the 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 Association for Multicultural Counseling and Development Conference, and 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.

In line with the NYSED regulations, our School Counseling program transitioned from the 48-credit to 60-credit program starting Fall 2021.

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 Fall 2021 semester and beyond have brought more in-person activities to the Syracuse University campus and surrounding communities. 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.

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

<https://soe.syr.edu/departments/academic/counseling-human-services/news/>

Faculty Roles during AY2021-2022

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. Jason Curry continued his position as an Assistant Teaching Professor.

Although we secured two faculty hires in Spring 2022 (Associate Professor and Visiting Assistant Teaching Professor), both new hires withdrew from their contracts in Summer 2022 and did not join CHS in Fall 2022 as anticipated.

Dr. Caroline O'Hara engaged in a Research Leave in Fall, 2021. Dr. Yanhong Liu received a promotion to Associate Professor, with Tenure, in Spring, 2022.

Fall 2022

Ms. Ahram Lee, MS and doctoral candidate, was hired into a 2-year term as a Visiting Faculty.

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

Dr. Melissa Luke returned full time to the Department of Counseling and Human

Dr. Caroline O'Hara became the CACREP liaison.

Dr. Derek X. Seward will be on research leave in fall 2022 semester.

Dr. Joanna Masingila was appointed to a one-year position of Interim CHS Department Chair.

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

We are currently conducting a faculty search for an additional Visiting Faculty starting in January 2023.

We are awaiting word from the School of Education about providing permanent administrative support, as our staff member has been on continual leave since Spring 2022. Because of the redesign of the School of Education, it is unclear what the administrative structure will be at this time, but we anticipate clarity in the next several months.

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), 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 2021-2022, 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 [one hundred%]. 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 2021-2022, all school 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 100%. Effective Fall 2021, the School Counseling program transitioned from 48-credit to 60-credit curriculum, based on the CACREP standards and NYSED requirements. The new program prepares students to be both initially and professionally certified in New York.

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.

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 AY2022, 10 Clinical Mental Health Counseling and 5 School Counseling students completed the CHS students had a 100% pass rate (M = 98.66; SD = 8.788). All but one student passed the CPCE on the first attempt and eighty percent (80%) of students exceeded the national pass rate (M = 89.20).

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 sixteen (16) of these students demonstrated that students were coming into the program with a clear demonstration of dispositions (M = 3.34; SD = .751) or developing evidence in the respective area. Two (2) students received rating of two or lower (inconsistent

evidence). After review of these data, faculty suggested that this may be an area where inter-rater reliability can be strengthened.

Additionally, 8 CMHC and 5 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.

Faculty meet to assess each student's progress and performance twice per year (December and April). At these meetings, all student related factors are assessed, including dispositions. During these meetings for AY2022, five (5) doctoral students were rated as 1, twenty-seven (27) CMHC students were rated as 1 or 2, and seven (7) SC students were rated as 1, with the exception of one (1) student rated as a 4; this student left on a Leave of Absence in summer 2022.

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 CMCH and SC MS student learning results from key performance indicators aligned to CACREP standards from AY2022:

CACREP Std 1. Professional Counseling Orientation and Ethical Practice

Ethical Branching Final Exam – twenty-five (25) students completed COU 612 and the Ethical Branching Final Exam. The exam measured student demonstration of awareness, understanding and differentiation of the course of action that a professional counselor can take to resolve a given ethical dilemma. The exam rendered the highest score of 100%; student average was 94.16 (SD 5.05) demonstrating student satisfactory knowledge of CACREP Standard 1.

2. Social and Cultural Diversity

Cultural Profile Group Project (COU 626) – twenty-three (23) 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 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 0-2 (0=evidence unavailable or absent; 1=minimal evidence; 2=adequately to strong evidence). All students received a rating of two, demonstrating satisfactory knowledge of CACREP Standard 2.

3. Human Growth and Development

Developmental Interviews (COU 628) – Eight (8) students completed COU 628 and the Developmental Interview project. In this key performance indicator, students will conduct two (2) interviews lasting at least 30 minutes with two different people, one being a general interview and the other will be focused on Developmental Counseling and Therapy (DCT). Each interview explored a different developmental stage and is intended to expose students to different experiences and narratives within the human lifespan. Students were rated on a Likert scale of 1 (low) to 5 (high). Students scored an overall average rating of 4.90 on all of the fifteen competency areas measured demonstrating satisfactory knowledge of CACREP Standard 3.

6. Groups Counseling and Group Work

Group Proposal and Presentation (COU 614) – Twenty-three (23) students completed COU 614 and the Group Proposal and Presentation. In this key performance indicator, students work in triads to choose a specific population/topic, provide a strong rationale for designing their group (supported by the literature), and develop a small group proposal tailored for the population/topic that will include group member description, group member screening and recruitment approaches, group logistics, session objectives, structure and content, and evaluation procedures and instrument used to measure effectiveness. Students were rated on a Likert scale of 1 (low) to 5 (high). Students scored an overall average rating of 4.59 on all the seven competency areas measured demonstrating satisfactory knowledge of CACREP Standard 6.

Program Evaluation

Alumni Surveys were distributed to 2020-2022 graduates with a 53% response rate (31 of 59) which included 7 CCE PhD students, 23 CMCH students and 4 SC students. The CCE PhD survey respondents rendered an average overall rating of their program as 2.22 (survey respondents responded with a three (3) point Likert scale (Very Satisfied (3), Satisfied (2), and Dissatisfied (1). Of the sixteen areas queried, the highest ratings from students were (1) Dissertation Advising and Availability of Dissertation Advisor (2.86), (2) Preparation in Supervision (2.71), Assistance in finding employment (2.57) and Preparation of professional responsibilities in teaching (2.43). The

lowest-rated area was Preparation of professional responsibilities in research and Research apprenticeship advising received (1.71).

The SC/CMHC respondents rendered an average overall rating of their program as 3.96 (survey respondents used a five (5) point Likert scale (Very Ineffective=1 Slightly Ineffective=2 Neither Ineffective nor effective=3 Slightly Effective=4 Very Effective=5). Of the 19 areas queried, the highest ratings from students were (1) providing knowledge of professional ethics and skills in conducting oneself ethically (4.43), (2) expectation to achieve a posture toward clients that communicates a belief that they are capable of development and can productively work toward agreed upon goals for their betterment, (3) requiring ethical behavior suitable to the profession and to the particular counseling context of your employment, and (4) providing knowledge and skills in group work (2-4 all 4.4). The lowest-rated area was Providing knowledge and skills in program evaluation (3.15).

Overall, alumni reported that they felt well-prepared and that they had grown a lot in the program.

Departmental Goals

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

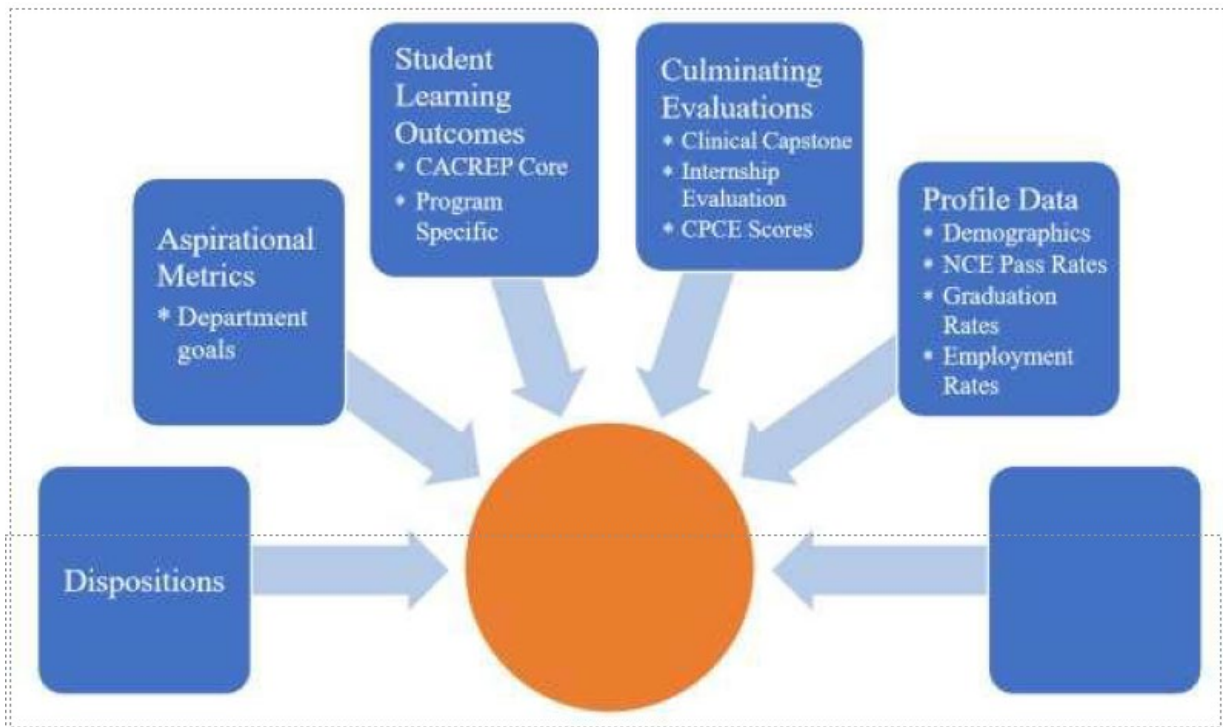
Our overall program objectives emergent from our departmental signatures and department goals are:

- 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 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.



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

Compiled and prepared by Dr. Caroline O'Hara with input from Drs. Melissa Luke, Yanhong Liu, Brittany Williams, and Ah Ram Lee.