



Department of Counseling and Human Services 2020-21 Academic Year Annual Report

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

Overview

Navigating the COVID-19 global pandemic provided our department with opportunities to demonstrate resilience, enact our professional values, and honor commitments represented in our department signatures.

- Department faculty transitioned all department operations to a virtual format in response to the COVID-19 global pandemic. Faculty enacted curricular adjustments based on COVID-19 statutes from entities including the New York State Board of Education and Council for Accreditation of Counseling and Related Education Programs.
- Despite the unprecedented challenges navigating COVID-19, department faculty and students had a host of significant accomplishments that included scholarly publications and service in professional leadership roles, many of which were recognized nationally. For instance, Dr. Melissa Luke received the 2021 Distinguished Research Award from the Association of Counselor Education and Supervision and the 2020 Advocacy Heroine Award from Chi Sigma Iota. Our students have also received notable recognitions. For example, Sigma Upsilon, Syracuse University's chapter of Chi Sigma Iota, received national accolades as the 2020 Outstanding Chapter Newsletter Award recipient.

These honors reflect a tradition of professional excellence in our department. Below are select student recognitions from the past 3 years:

- 7 Chi Sigma Iota Leadership Awards
- 5 Emerging Leader Awards (Association Counselor Education and Supervision; North Atlantic Region Association Counselor Education and Supervision)
- 4 Spector/Warren Fellowship Recipients
- 3 Syracuse University Fellowship Recipients
- 2 Orange Homes Scholars Program Awardees
- 1 Counselor Education & Supervision Fellowship recipient
- 1 CACREP Research Initiative for Graduate Students recipient
- 1 Counselors for Social Justice Leadership Award (Outstanding Counseling Program)

- Department faculty and students had an impressive presence at professional conferences including the 2021 Evidence-Based School Counseling Conference, Clinical Mental Health Counseling and Beyond 3rd Annual Virtual Conference, the AARC 2020 Assessment and Research Conference, International Interdisciplinary Conference on Clinical Supervision, Association for Multicultural Counseling and Development Conference, and the Annual Teachers College Winter Roundtable. Faculty and students presented their scholarship and research at these and several other virtual conferences. Department members presided from their varied leadership roles at several of the conferences.
- 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 workshops on multicultural counseling competency and social justice to contest giveaways for Counseling Awareness Month.
- Our department continued to partner with colleagues from across campus. The following are two key examples:
 - Department faculty worked with the Department of Creative Arts Therapy to develop online courses for their M.S. in Creative Arts Therapy program.
 - Drs. Derek Seward and Melissa Luke are co-investigators with colleagues from the School of Social Work, Department of Psychology, and Upstate Medical University on a \$1.24 million dollar Health Resources & Services Administration (HRSA) grant. The grant focuses on interdisciplinary training to prepare mental health professionals to serve underserved, high-need adolescent populations in urban and rural areas.

Academic Year Review of Program

Counseling and Counselor Education. The Doctor of Philosophy in Counseling and Counselor Education Program maintained its preparation of quality counselors and counselor educators. Faculty mentored students in developing their professional identities as counselors, supervisors, teachers, researchers, and leaders. During academic year 2020-21, doctoral students co-published 6 peer-reviewed journal articles; conducted 17 professional conference presentations; solo taught or served as teaching assistants for more than 10 master's and undergraduate courses; facilitated supervision with master's practicum and internship students; and served in leadership roles for the Sigma Upsilon Chapter of Chi Sigma Iota and the Syracuse University Chapter of Counselors for Social Justice. Two students graduated from the program with one receiving a university doctoral research prize for their dissertation. Other doctoral students received honors including the following: Counselor Education & Supervision Fellow, Spector/Warren Fellow, North Atlantic Region Association of Counselor Education and Supervision (NARACES) Emerging Leader Fellow, Syracuse University Fellow, and African American Studies Fellow.

Clinical Mental Health Counseling. The Master of Science in Clinical Mental Health Counseling (CMHC) Program has been growing and adapting to an everchanging world. Recently, the CMHC program has increased enrollment and graduation of students. The SOE scholarship has been well-received by potential applicants and current students. We have a vibrant and diverse student body, including students from the northeast region, across the US, and around the world. We anticipate approximately 15 CMHC students graduating throughout

this year. We have made adaptations in response to the pandemic such as engaging in distance counseling, supervision, and coursework. We have also held multiple community-building events to support our community considering stressful current events such as the COVID-19 pandemic, political unrest, and social injustices.

School Counseling. The Master of Science in School Counseling program has achieved several important benchmarks during the specified year, including Summer 2020. On top of the being fully accredited by CACREP, the School Counseling program is closely aligned with the American School Counselor Association (ASCA) National Model as well as New York State Education Department (NYSED) standards. In May 2020, two students graduated from the program, and both were offered full-time school counselor positions by the time they graduated from the program. Our employment rate for year of 2020 was 100%. Five (5) students graduated at the end of May 2021; all have secured full-time employment.

During the academic year 2020-2021, 100% students passed the CPCE exam, and 100% (n = 10) of the students were successfully placed at schools within central New York for their practicum and internship experiences. All students were well rated by their site supervisors, especially considering the challenging circumstances at the schools under the pandemic.

During the academic year, the program has proposed a programmatic change from a 48-credit to 60-credit curriculum following the NYSED requirements and CACREP standards. The new program, entitled M.S. in School Counseling P-12, will train students to work with youth of all ages in urban, rural, and suburban preK-12 school settings. The program will prepare students to receive both initially and professional certification in New York. In addition to a number of core counseling courses, students are provided with multiple school counseling specialty courses (e.g., COU 729 The Counselors in the Schools; COU 749 Leadership and Program Implementation in School Counseling) according to CACREP standards and ASCA National Model through which they acquire the knowledge and abilities necessary to implement a comprehensive, developmental school counseling program. The new program application has been approved by approved by NYSED. The new program began in Fall 2021.

Student Affairs Counseling Program. Faculty discontinued the Student Affairs Counseling Program. There are no students taking courses in this program.

Faculty Roles

Department faculty remained constant during academic year 2020-21. Department faculty include Dr. Yanhong Liu (Assistant Professor, M.S. in School Counseling P-12 Program Coordinator), Dr. Melissa Luke (Dean's Professor), Dr. Caroline O'Hara (Assistant Professor, M.S. in Clinical Mental Health Counseling Program Coordinator), Dr. Derek Seward (Associate Professor, Chair, Ph.D. in Counseling and Counselor Education Program Coordinator, CACREP Liaison), and Dr. Brittany Williams (Visiting Assistant Teaching Professor).

Profile of Students and Recent Graduates

Success in Passing the Counselor Preparation Comprehensive Examination (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 <http://cce-global.org/AssessmentsAndExaminations/CPCE>.

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

Certification and Licensure: The Department attempts to track alumni success for three important post-degree practitioner credentials: Certification with the National Board for Certified Counselors (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.

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

Counselor Education and Supervision (Ph.D.)

Academic Year	Qualification Exam passing Rate	Number of Graduates	Completion Rate	Job Placement Rate	Licensure or Certification Examination Pass Rate
2020-2021	100%	2	80%	100%	-

*CHS is reliant on student reporting for licensure and certification exam passing data. No students from academic year 2020-21 reported completing a licensure or certification exam.

Clinical Mental Health Counseling

Academic Year	CPCE Passing Rate	Number of Graduates	Completion Rate	Job Placement Rate*	Licensure or Certification Examination Pass Rate**
2020-2021	96%	24	98%	100%	-

*Percentages for graduates of the CMHC program are based on information that the Department was able to secure from 2020-21 graduates. Of the total number of graduates (N=24), employment data was secured for 8 graduates.

**CHS is reliant on alumni reporting for licensure and certification exam passing data. No alumni from academic year 2020-21 reported completing a licensure or certification exam.

School Counseling

Academic Year	CPCE Passing Rates	Number of Graduates	Completion Rate	Job Placement Rate	Licensure or Certification Examination Pass Rate*
2020-2021	100%	5	100%	100%	-

*CHS is reliant on alumni reporting for licensure and certification exam passing data. No alumni from academic year 2020-21 reported completing a licensure or certification exam.

Student Affairs Counseling*

Academic Year	CPCE passing rates	Number of Graduates	Completion Rate	Licensure Exam Passing Rate	Job Placement Rate	National Certification (NCC)
2020-2021	-	-	-	-	-	-

*There are no students enrolled in this 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

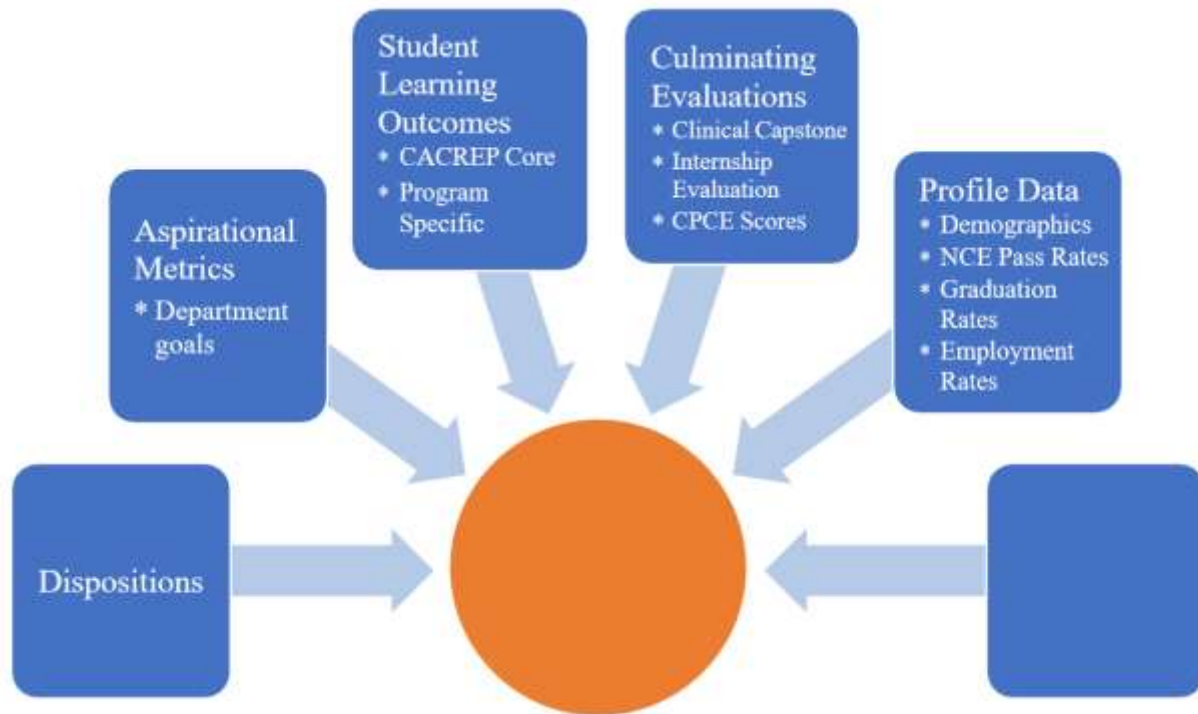
Our overall program objectives emergent from our departmental signatures and department goals are:

- 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 6 datadimensions informing the assessment of program quality and effectiveness. The data dimensions are:

Dispositions, Aspirational Metrics, Student Learning Outcomes, Culminating Evaluations, ProfileData, and Program Evaluations. For the purposes of this Annual Report, profile data, culminatingevaluations, and program evaluations will be the primary foci.

Dispositions and student learning outcomes are currently developed and being implemented. They will be reported in subsequent Annual Reports as data emerge from those assessment measures. The figure below summarizes the data dimensions involved in our comprehensive assessment of programquality and effectiveness.



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

Compiled and prepared by Dr. Derek Seward with input from Drs. Yanhong Liu and Caroline O'Hara. Thanks to Administrative Assistant Sindy Pitts for help in compiling data included in this report.