



## **Department of Counseling and Human Services**

### **Two Year Report 2018-2020**

This departmental two-year 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 two-year report examines profile data that our stakeholders will find useful.

#### **Overview of the 2018-2020 Academic Years**

The academic year 2018-2019 was a banner year the department.

- Department faculty and students had an impressive presence at professional conferences including the North Atlantic Region Association for Counselor Education and Supervision Fall Conference, Association for Assessment and Research Annual Conference, the New York State School Counseling Association Annual Conference, 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.

The academic year 2019-2020 presented unique opportunities for enactment of our professional values and commitments represented in the CHS department signatures.

- In the fall semester, faculty and students partnered with the Barnes at the Arch, Hendricks Chapel, and related mental health academic departments to provide individual emotional support for Syracuse University students dealing with racist, antisemitic, and xenophobic events occurring locally and nationally.
- In November, the faculty held a wellness event off-campus to provide respite and support to students navigating discrimination events. Faculty also held class sessions off-campus (e.g. at their homes, community libraries) to facilitate open cultural dialogue in comfortable, non-academic spaces.
- In March, faculty transitioned all courses and department operations to a virtual format in response to the COVID-19 Virus. Faculty enacted temporary 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 and cultural circumstances, members of the Department (faculty and students) had a host of significant accomplishments that included scholarly publications, service in professional leadership roles, many of which were recognized nationally.

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

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

## **Two Year Review of Programs**

**Counseling and Counselor Education.** During the 2018-2020 academic years, faculty focused on improving the doctoral curricular experience. Faculty implemented a redesigned doctoral sequence of classes. A key motivating factor for the faculty was to reduce the required doctoral seminars to two academic years rather than three years. This sequence of doctoral classes is more consistent with our long-term department efforts to provide at least three years of financial support, and to assist students to complete their full doctoral programs of study in 3-5 years. Faculty also addressed ways to support doctoral student learning via supervision. Consistent with CACREP supervision requirements, faculty enacted a new supervision process for doctoral students engaged in teaching, supervision, and counseling. Faculty will monitor this process in the upcoming year. In response to student requests, faculty enacted a Brown Bag Research Seminar that involved a faculty member presenting on their research or facilitating discussion research related issues. These one-hour, voluntary seminars occurred a few times a semester.

**Clinical Mental Health Counseling.** The clinical mental health counseling program continues to attract students from the Central New York region and around the world. School of Education tuition scholarships were made available to all incoming students starting. Although 2019-2020 has been a challenging year, 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.

**School Counseling.** During academic years 2018-2020, all school counseling students passed the CPCE exam and scored above the national Mean; 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 will transition from 48-credit to 60-credit curriculum, based on the CACREP standards and NYSED requirements. The new program will prepare students to be both initially and professionally certified in New York.

**Student Affairs Counseling Program.** Faculty decided to discontinue the Student Affairs Counseling Program. Faculty are working with the School of Education to close this program. There are no students taking courses in this program.

**All Programs.** Faculty have begun to update their syllabi with a CACREP syllabus template, which will be used to match course goals and evaluation methods to CACREP standards in a manner that will make the purpose of different assignments more transparent to students.

## Faculty Roles during 2018-2020

The 2018-2020 academic years involved faculty embarking on new roles and responsibilities.

Dr. Yanhong Liu became program coordinator for the MS in School Counseling program.

Dr. Derek X. Seward became the chairperson for the department in May 2018. Dr. Seward also assumed program coordination for the Ph.D. program in Counseling and Counselor Education. Additionally, Dr. Seward became the CACREP-Liaison in 2020.

Dr. Jim Bellini retired in May 2019. Dr. Bellini became an Emeritus Professor upon his retirement. The department and counseling profession are grateful for Dr Bellini's scholarly contributions and service.

Dr. Melissa Luke was named a Provost Faculty Fellow. Dr. Luke works 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.

During the 2019 spring semester, under the direction of Dr. Derek X. Seward, the selection committee for new faculty recommended the hiring of a visiting assistant teaching professor. This recommendation was accepted by the Dean and Academic Vice-Chancellor. As a result, Dr. Brittany Williams began the 2019-2020 as a visiting assistant teaching faculty.

At the end of academic year 2019-20, Dr. Sherrie Bruner transitioned to a clinical coordinator position at another university. The department is very grateful for Dr. Bruner's contributions to our department.

## Profile of Students and Recent Graduates

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

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

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

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

<b>Academic Year</b>	<b>Qualification Exam passing rates</b>	<b>Number of Graduates</b>	<b>Completion Rate</b>	<b>School Certification Pass Rate</b>	<b>Job Placement Rate</b>	<b>National Certification (NCC) Pass Rate</b>
2018-2019	100%	1	<b>100%</b>	-	<b>100%</b>	-
2019-2020	80%	3	67%	-	100%	-

### Clinical Mental Health Counseling

Academic Year	CPCE passing rates	Number of Graduates	Completion Rate	Licensure Exam Passing Rate	Job Placement Rate ***	National Certification (NCC) Pass Rate
2018-2019	100%	10	100%	-	90%	-
2019-2020	100%	4	100%	-	100%	-

### School Counseling

Academic Year	CPCE passing rates (2019-2020)	Number of Graduates (2019-2020)	Completion Rate	School Certification Rate	Job Placement Rate ***	National Certification (NCC) Pass Rate
2018-2019	100%	3	100%	100%	100%	-
2019-2020	100%	2	100%	100%	100%	-

### Student Affairs Counseling

Academic Year	CPCE passing rates	Number of Graduates	Completion Rate	Licensure Exam Passing Rate	Job Placement Rate ***	National Certification (NCC)
2018-2019	-	-	-	-	-	-
2019-2020	-	-	-	-	-	-

**\*\* No SU students reported taking the NCMHCE.**

**\*\*\* Percentages for graduates of Master's programs are based on information that the Department was able to secure from 2019 and 2020 graduates, respectively. Of the total number of graduates (N= 19), employment data was secured for 18 graduates (94.7%).**

## Departmental Goals

The Department of Counseling and Human Services faculty members have started a review of the 7 department goals identified from a SWOT analysis conducted in 2016. The identified departmental goals guide our ongoing systemic evaluative process and set a strategic vision for the future. Detailed below are departmental goals and objectives.

***Goal 1: Train and inspire students to develop robust professional identities in order to serve as leaders and advocates in their respective communities***

- Objective 1: Create student learning experiences that build awareness and knowledge of leadership and advocacy competence
- Objective 2: Expand student awareness, knowledge, and career readiness skills
- Objective 3: Encourage identity development through curricular and co-curricular experiences

***Goal 2: Engender a student-centered learning community that champions humanistic engagement***

- Objective 1: Develop and implement co-curricular community building events
- Objective 2: Model student-centered pedagogical practices
- Objective 3: Increase student-centered evaluation and gatekeeping practices

***Goal 3: Foster impactful and engaged scholarship by promoting a departmental culture of inquiry***

- Objective 1: Highlight scholarly accomplishments of faculty and students
- Objective 2: Increase student engagement in research projects
- Objective 3: Contribute significantly to the professional discourse through refereed publication
- Objective 4: Evidence international, national, regional, and local dissemination of scholarship
- Objective 5: Develop pathways for seeking external funding

***Goal 4: Build collaborative relationships with colleagues in the School of Education, Syracuse University, Syracuse community, New York, North Atlantic region, National and Global communities***

- Objective 1: Develop ongoing collaborative partnership with the Syracuse City School District, other departments and academic units on campus
- Objective 2: Active engagement in SOE and SU governance and service

***Goal 5: Actively recruit and retain diverse students, faculty, and staff***

- Objective 1: Achieve and retain a diverse student, faculty, and staff population through consistent and concerted recruitment efforts
- Objective 2: Evaluate diversity within our department

***Goal 6: Impact the field of professional counseling and counselor education through service and leadership***

- Objective 1: Students will be engaged as emergent professionals in service to the greater Syracuse community
- Objective 2: Alumni will contribute through service and leadership activities
- Objective 3: Faculty will engage in leadership roles and service functions

***Goal 7: Be in the top 5% of all CACREP doctoral programs based on quality of students and professional reputation (top 4 of 72 doctoral programs)***

- Objective 1: Engage in professional association leadership that impacts profession and increases visibility
- Objective 2: Identify SU faculty and students at professional conferences and other venues
- Objective 3: Provide opportunities for alumni to engage with SU remotely and in person at professional events
- Objective 4: Differentiate ourselves as exemplary through our students' demonstration of their quality, professionalism, and level of service and engagement

## **Department Program Objectives**

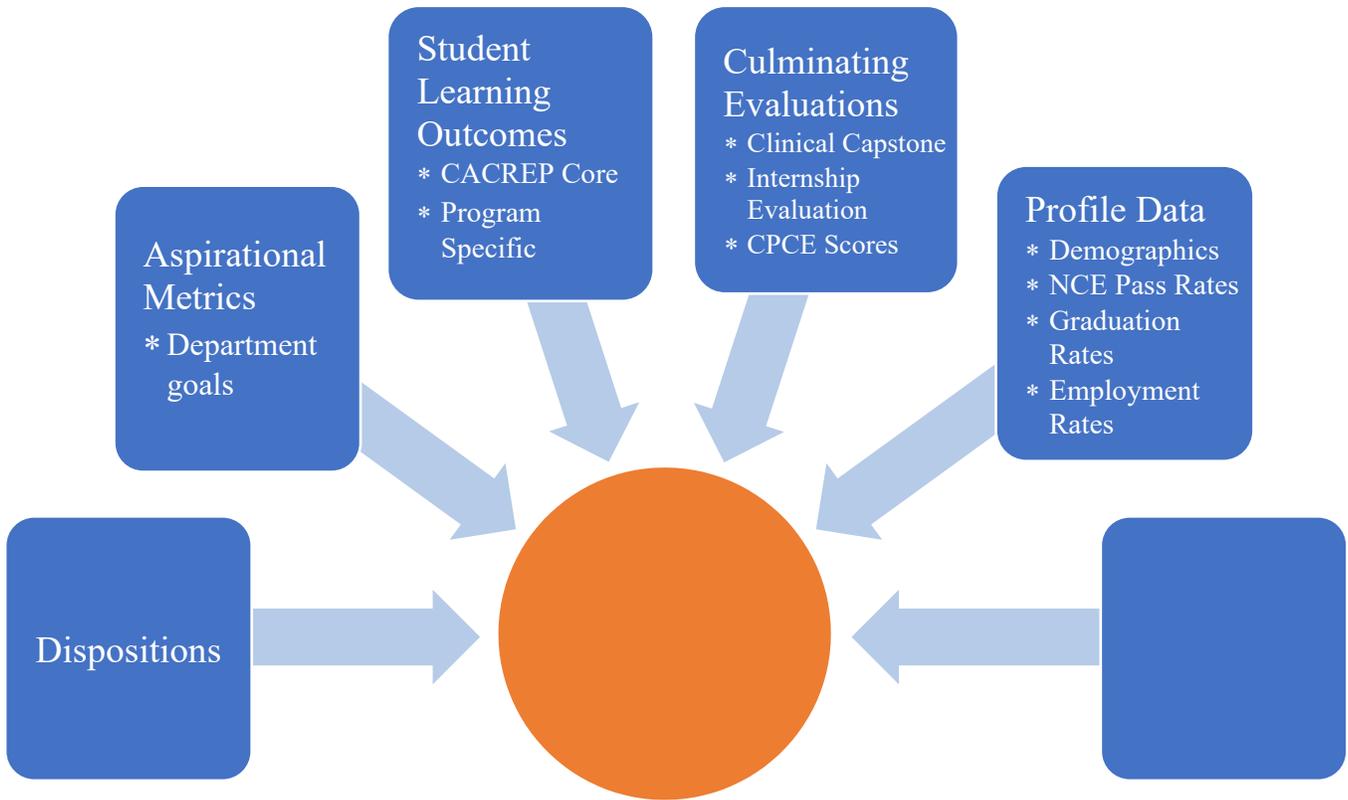
Our overall program objectives emergent from our departmental signatures and department goals are:

- ***Train and inspire students to develop robust professional identities***
- ***Prepare professional counselors who serve as leaders and advocates in their respective communities***
- ***Cultivate a community in which students and faculty pursue standards of excellence in the counseling profession***
- ***Promote a commitment to wellness, prevention, and resiliency in educational, supervisory, and therapeutic environments***
- ***Foster a dedication to individual and community well-being by competently and ethically serving a diverse society***

Our empirically based plan for systematically evaluating the program objectives is based on 6 data dimensions informing the assessment of program quality and effectiveness. The data dimensions are:

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

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



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

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