Clinical Rehabilitation Counseling Program
2022 Annual Report

The annual report includes 1) admission, enrollment, and retention data, 2) aggregate student outcome data, 3) student disposition data, and 4) program/curriculum evaluation data in the past three academic years (2020-2022). The program faculty reviews this data and provides a summary of program modifications and other substantial program changes based on the discussion and data.

1. Admission, Enrollment, Graduation, and Retention

a. Admission: In the past three years (2020-2022), a total of 86 individuals applied for the CRC program, an average of 29 applicants each year. There were 36.72% White applicants, 32% Black or African American, 13.3% Asian, and 18% Other. For ethnicity, there were a total of 36% students identified as Hispanic. From this data, the applicants for the CRC program are racially diverse; however, there are very few male applicants. The counseling program will partner with the admissions office to advertise through NYC Men Teach and other programs that work with underrepresented male applicants.

TABLE 1. APPLICANTS								
Gender	**Race**	**Applied Term**						
		S20	F20	S21	F21	S22	F22	Total
Female	American Indian or Alaskan Native		1	1	1	1		5
	Asian		1	1	2		1	13
	Black or African American	5	3	6	6	4	1	34
	Native Hawaiian or Other Pacific Islander		3	1				4
	White	1	5	4	8	3	5	38
	Unknown			2				5
Male	Asian		4					4
	Black or African American	1	1	3	1			7
	White		2	1	1		1	9
	Unknown		1	1	1	1	1	9
Total		**7**	**21**	**20**	**20**	**9**	**9**	**86**
Gender	**Ethnicity**	**Applied Term**						
		S20	F20	S21	F21	S22	F22	Total
Female	Not Hispanic	5	7	9	11	7	3	42
	Hispanic	1	6	6	6	1	4	24
Male	Not Hispanic	1	6	4	1		1	13
	Hispanic		2	1	2	1	1	7
Total		**7**	**21**	**20**	**20**	**9**	**9**	**86**

b. Enrollment: In the past three years, the average number of students who were enrolled in the CRC program is 41. There were 11.48% Asian, 29.27% Black or African American, 21.14% Hispanic, and 27.64% White.

TABLE 2. FALL ENROLLMENT							
Gender	Race	Term					
		20-Fall		21-Fall		22-Fall	
		N=41		N=45		N=37	
Female	American Indian or Alaskan Native	1	2.44%	1	2.22%	0	0%
	Asian	2	4.88%	3	6.67%	3	8.11%
	Black or African American	10	24.39%	10	22.22%	8	21.62%
	Hispanic - Race Unknown	8	19.51%	9	20.00%	6	16.22%
	Native Hawaiian or Pacific Islander	1	2.44%	1	2.22%	1	2.70%
	Not Specified	2	4.88%	1	2.22%	1	2.70%
	White	7	17.07%	12	26.67%	11	29.73%
Male	Asian	3	7.32%	2	4.44%	1	2.70%
	Black or African American	3	7.32%	3	6.67%	2	5.41%
	Hispanic - Race Unknown	1	2.44%	2	4.44%	0	0%
	Not Specified	2	4.88%	0	0%	1	2.70%
	White	1	2.44%	1	2.22%	2	5.41%

º *Source: Tableau Enrollment w_ Demographics*

c. Graduation: For the 3 most recent calendar years (2020-2022), there have been 26 graduates from the CRC program. Since fall 2017, the on-time completion rate of CRC graduates is 80%. This number is skewed by the 33% on-time completion rate for spring 2021 completion rate which can be attributed in part to the pandemic. On-time completion is calculated as time to degree of 3.75 years or less (full-time = 2.5 years + part-time = 5 years / 2)

TABLE 2A. PROGRAM COMPLETERS				
Gender/Race	2020	2021	2022	Total
F	**6**	**2**	**12**	**20**
American Indian or Alaskan Native			1	1
Asian	3		1	4
Black or African American			4	4
Hispanic - Race Unknown		2	4	6
Not Specified				0
Unknown	1			1
White	2		2	4
M	**3**	**2**	**1**	**6**
Asian				0
Black or African American	1	1	1	3
Hispanic - Race Unknown	1			1
Unknown	1			1
White		1		1
Total	**9**	**4**	**13**	**26**
Ethnicity	**2020**	**2021**	**2022**	**Total**
Hispanic	2	2	5	9
Not Hispanic	5	2	8	15
Not Specified	2			2
Total	**9**	**4**	**13**	**26**

TABLE 2B. COMPLETION RATE				
Term	**N**	**# On Time**	**Average of Years to Completion**	**% On-Time**
Fall 2017	2	2	3.49	100%
Spring 2018	11	9	2.68	82%
Summer 2018	2	2	2.82	100%
Spring 2019	13	11	2.72	85%
Fall 2019	1	1	3.44	100%
Spring 2020	9	7	3.12	78%
Spring 2021	3	1	4.01	33%
Summer 2021	1	1	2.13	100%
Spring 2022	13	10	2.89	77%
Total	**55**	**44**	**2.92**	**80%**

d. Retention: For the most recent 3 academic years (2020-2022), the overall retention rate for the CRC program was 99%. There were 3 students who have withdrawn from the program in the past three years.

TABLE 3. PROGRAM RETENTION				
Term	**NWD**	**WDR**	**Total**	**Retention %**
Spring 2020	33	1	34	97%
Summer 2020	11		11	100%
Fall 2020	39		39	100%
Spring 2021	45		45	100%
Summer 2021	15		15	100%
Fall 2021	43		43	100%
Spring 2022	47	1	48	98%
Summer 2022	15		15	100%
Fall 22	35	1	36	97%
Total	**283**	**3**	**286**	**99%**

TABLE 4. JOB PLACEMENT
Are you currently employed in a counseling related occupation?

18% No (n=9)	6% Yes, Part-time (n=3)	76% Yes, Full-time (n=39)

º *Source: Alumni Survey (n=37; 2016-2022)*

2. Student Evaluations

a) Key Assessments

Data measuring individual student learning in relation to key performance indicators and key performance dispositions are collected at multiple points throughout a student's academic career. The assignments, activities, or exams from which the data is gleaned are designated in courses as "key assessments." The instructors use a four-point Likert scale (below standard, approaching standard, meets standard, and exceeds standard) to rate individual student's performance. Table 5 provides the KPI results from Fall 2019 to Spring 2022.

The eight common core areas: the average KPI rating from key assessment data ranges from 2.96 to 3.33.

Areas of strength (KPI rating above 3.3) KPI1: Professional Counseling Orientation and Ethical Practice (3.33), KPI 2-1: Social and Cultural Diversity (3.31), and KPI 4-1: Career Development (3.42). Faculty will continue to monitor the data in order to make sure that students meet these standards and high expectations.

Areas of improvement (KPI ratings below 3.0). This includes KPI RC1-1: Foundations (2.81), KPI 3-2: Human Growth and Development (2.96), and KPI 6-1: Group Counseling and Group Work (2.97). Faculty discussed the reason for the low rating for the group counseling course and attributed it to remote teaching. During AY 2021-2022, the group counseling course was offered fully online and all small group sessions were remote. Students had different experiences than in-person learning. The first assessment "Group Proposal" requires the group to develop a group intervention proposal, which students need to work in a group. It was challenging for students to work as a group in a remote environment. The second assessment "small group activity" includes eight sessions of role-play counseling. All the group sessions were conducted remotely during the pandemic, so students might not have fully gained the experience.

Rehabilitation Counseling specific areas: the average of KPI rating ranges from 2.81 to 3.59.

Areas of strengths (KPI rating above 3.3): RC3-1: Practice. Faculty will continue to monitor the data in order to make sure that students meet these standards and high expectations.

The area of improvement: RC1-1: Foundations (2.81). The faculty discussion focused on how to improve the teaching practices and instructional skills around these three areas in order for students to improve their understanding. For COUNR 720, this key assessment assignment is due near or at the end of the semester. Students will present on the final two class sessions of the course. The due date for a draft is earlier in the semester, but has been a "soft" due date and students have often not left time to incorporate feedback from the draft in the assignment. It can be challenging for students to gather the information from different sources and present on the topic successfully when they might have numerous other final assignments at this point in the semester. This assignment is a more challenging assignment as students need to exercise more independence in selecting a topic for approval and finding adequate information/resources for this topic. In order to improve performance on this assignment, the due date will be moved up earlier in future semesters and presentation dates will also be assigned earlier in the semester.

TABLE 5. KEY PERFORMANCE INDICATORS (KPI) (FALL 2019-SPRING 2022)		
KPI	**Key Assessment**	**Average Rating**
KPI 1-1: Professional Counseling Orientation and Ethical Practice:	COUNR 725 Transcript Analysis	3.33
KPI 2-1: Social and Cultural Diversity:	COCO 707 Cultural Autobiography & Assessment Paper	3.31
KPI 2-2: Social and Cultural Diversity	COUNR 718 Counseling Intake Report & COUNR 725 Case Conceptualization	3.20
KPI 3-1: Human Growth and Development:	COCO 700 Student Presentation	3.23
KPI 3-2: Human Growth and Development	COCO 703 Case Assignment	2.96
KPI 4-1: Career Development:	COCO 712 Career Autobiography and Theories Paper	3.42
KPI 5-1: Counseling and Helping Relationships:	COCO 702 Foundational Theories Paper	3.19
KPI 5-2: Counseling and Helping Relationships:	COCO 701 Transcript Analysis and Process Paper	3.00
KPI 6-1: Group Counseling and Group	COCO 706 Group Proposal	2.97

Work:		
KPI 6-2 Group Counseling and Group Work:	COCO 708 Clinical Interview Assessment Report	3.00
KPI RC1-1: Foundations	COUNR 720 Limitations and Issues Assignment	2.81
KPI RC 1-2: Foundations	COUNR 716 Agency Website Report and Fieldsite Visit	3.09
KPI RC 2-2: Contextual Dimensions	COCO 703 Disability Adjustment and Impact Reflection Paper	3.00
KPI RC3-1: Practice	COCO 712 Transferable Skills Analysis Project	3.59

b) **Fieldwork Evaluations- Practicum**

We collected data from 36 site supervisors who supervised practicum students from fall 2019 to spring 2022. 86.1% provided individual supervision and 13.9% provided both individual and group supervisions. Supervisors rate their supervisees' skills at a four point Likert scale: Never, Rarely, Sometimes, and Always. If the activity/ competence is not applicable at the site, they answer N/A.

Overall evaluation: Supervisors were asked how prepared the Hunter College practicum students are compared to students from other programs from less prepared to significantly better prepared. 27.27% of the supervisors rated Hunter interns are significantly better prepared, 21.21% rated better prepared, 15.15% rated comparable, and 3.03% rated less prepared.

Areas of Strength: Basic counseling skills (3.75), Documentation (3.83), Professional Identify (3.92), Self-Awareness (3.78), Supervision (3.88), Professional Work Behaviors (3.81). Faculty will continue to monitor these areas to maintain the high standards.

Areas of improvement: (1) Crisis resolution in counseling skills (3.23): Crisis resolution is an especially challenging developmental area for counselors in training due to lack of actual experiences. Practicum instructors discussed different strategies in working with clients to solve problems. Students often only spend 1-2 days working at their fieldwork sites during Practicum and many are just beginning to develop confidence in their basic professional skills, much less the more advanced clinical skill of crisis resolution. Crisis management is addressed in practicum and reinforced in numerous other courses (e.g., COUNR 719 Advanced Counseling Skills and Contemporary Issues, COUNR 725/726 Internship). Students practice their crisis management and resolution skills in classes and receive feedback from instructors and peers. Faculty will reinforce the important of crisis management with practicum insturctors. (2) Attends treatment planning/team meetings (3.55): Students often only spend 1-2 days working at their fieldwork sites during Practicum. This often makes it difficult to attend treatment planning/team meetings, so a high percentage of practicum students were not involved in treatment planning. For those who were involved, they were not always prepared to develop treatment goals. This can also be an issue of confidence in applying their skills as well. Our counseling faculty will consider ways to build confidence in our students' skills and better prepare them for treatment planning in COUNR 718 and COUNR 719.

TABLE 6. PRACTICUM FIELDWORK SITE SUPERVISOR EVALUATION	
npetency Areas	Average Rating (1-4)
Counseling Skills	**3.75**
1a. Develops and maintains a counseling relationship with clients	3.91
1b. Demonstrates the use of basic counseling skills (i.e. empathy, positive regard, reflecting, etc.)	3.85

1c. Adjusts counseling approaches to meet the needs of each client	3.67
1d. Develops strategies to assist clients in solving identified problems that may impede the counseling process	3.86
1e. Understands clients cultural, gender, sexual orientation, aging, and disability differences and integrates this knowledge into practice	3.79
1f. Assists clients in successfully dealing with situations involving conflict resolution and behavior management using psycho-education	3.75
1g. Assists clients, parents, administration in crisis resolution	3.23
1h. Terminates counseling relationships in a manner that enhances the clients' ability to function independently	3.90
2. Treatment Planning	**3.55**
2a. Establishes individual counseling goals and objectives in collaboration with the client	3.63
2b. Develops a plan that is specific in nature (i.e. includes targeted behaviors to change), tracks and modifies progress, and includes appropriate timeframes	3.52
2c. Uses outcomes to guide treatment planning that coincide with agency/school philosophy	3.66
2d. Collaborates with other treatment providers/school personnel to insure effective communication	3.60
2e. Attends treatment planning/team meetings, pupil personnel, multidisciplinary meetings, etc.	3.22
2f. Makes appropriate referrals when necessary (i.e. mental health referral, social services, medical services, academic supports)	3.65
3. Documentation/Record Keeping	**3.83**
3a. Follows agency/school documentation protocol accurately and in a timely manner	3.84
3b. Uses documentation to guide the counseling process	3.75
3c. Uses appropriate documentation language and avoids biased language	3.90
4. Professional Identity/Ethics	**3.92**
4a. Exhibits knowledge of Mental Health, Rehabilitation or School Counseling roles and function	3.78
4b. Practices counseling in a legal and ethical manner	3.97
4c. Applies relevant ethical and legal principles to case situations	3.90
4d. Resolves ethical dilemmas by applying problem solving and decision making skills	3.93
4e. Seeks consultation from appropriate staff to resolve possible legal or ethical issues	3.97
4f. Maintains appropriate confidentiality regarding client	3.97
5. Self-Awareness	**3.78**
5a. Exhibits self-awareness	3.76
5b. Exhibits an awareness of potential biases and attitudes that may affect the counseling process	3.78
5c. Exhibits awareness of diversity issues and issues related to cross-cultural counseling	3.81
6. Supervision	**3.88**
6a. Attends weekly supervision on time	3.94
6b. Student is prepared for supervision	3.84
6c. Seeks additional supervision/consultation when appropriate	3.91
6d. Accepts suggestions for improvement willingly and non-defensively	3.82
7. Professional Work Behaviors	**3.81**
7a. Displays behaviors appropriate to professional role (attire, grooming, courtesy, maturity)	3.88
7b. Displays sense of responsibility (i.e., attendance, punctuality, meets deadlines)	3.77
7c. Demonstrates an ability to work with, cooperate, and communicate effectively with other staff and team members within the setting	3.88
7d. Demonstrates an ability to plan and organize independently	3.72

c. **Fieldwork Evaluations- Internship**

Site supervisors evaluate fieldwork students' clinical skills and knowledge at the end of their practicum and internship

experiences. During the year of 2019-2022, 62 site supervisors completed the fieldwork evaluation of students who were in internship. Type of supervision: There are approximately 63% (n=39) of supervisors who provided individual supervision, and 2% (n=1) provided group supervision, and 35.5% (n=22) provided both. All of the supervisors possess a master's degree. 96% (n=52) of the supervisors have their CRC credential, 35% (n=19) have an LMHC, and 9% (n=5) have other certificates/licenses (supervisors check all that apply to them).

Supervisors rate their supervisees' skills on a four point Likert scale: Never, Rarely, Sometimes, and Always. If the activity/ competence is not applicable at the site, they answer N/A.

Overall evaluation: Supervisors were asked how prepared the Hunter College interns are compared to interns from other programs, rated from less prepared to significantly better prepared. 32.1% of the supervisors rated Hunter interns as significantly better prepared, 19.6% rated interns better prepared, 8.9% rated interns as comparable. We are proud that over 50% of Hunter students are viewed as better or significantly better prepared than students from other programs. New York City has numerous prestigious colleges and universities, and clinical training programs, and yet our counseling interns often outshine interns from other counseling and social work programs.

Areas of Strength: Documentation (3.93), professional identity/ethics (3.98), self-awareness (3.91), Supervision (3.98), Professional Work Behaviors (3.96). Faculty will continue to monitor these areas to maintain the high standards.

Areas of improvement:

Counseling skills: "Assists clients in successfully dealing with situations involving conflict resolution and behavior management using psycho-education" (3.66), and "assists clients, parents, administration in crisis resolution" (3.53). Internship students need to improve their skills in assisting counseling approaches to meet clients' needs, crisis counseling skills, and termination. This is similarly an area of improvement for the Practicum students. In an effort to further develop counseling skills in our students, we redesigned a course, COUNR 719 Advanced Counseling Skills and Contemporary Issues, to include a reinforcement of basic counseling skills and added attention to advanced counseling skills. The primary areas to focus on here, as indicated above, are the flexible and individualized application of counseling approaches, psychoeducation for conflict resolution and behavior management, and termination skills. Program faculty aim to enhance the curriculum in these areas, especially as we continue to refine our redesigned COUNR 719 course.

When compared with the data between the practicum and internship students, it is clear there is improvement in all areas. The students' confidence and professional development is evident here. Faculty discussions have focused on how to continue providing meaningful and substantive clinical experiences that build on the students' knowledge and skill base. This includes improving on areas that require further development and re-assessing current practices to ensure student success.

TABLE 7. INTERNSHIP FIELDWORK SITE SUPERVISOR EVALUATION (2019-2022)	
Competency Areas	**Average Rating (1-4)**
Counseling Skills	**3.81**
1a. Develops and maintains a counseling relationship with clients	3.95
1b. Demonstrates the use of basic counseling skills (i.e. empathy, positive regard, reflecting, etc.)	3.93
1c. Adjusts counseling approaches to meet the needs of each client	3.84
1d. Develops strategies to assist clients in solving identified problems that may impede the counseling process	3.75
1e. Understands clients cultural, gender, sexual orientation, aging, and disability differences and integrates this knowledge into practice	3.89
1f. Assists clients in successfully dealing with situations involving conflict resolution and behavior management using psycho-education	3.66
1g. Assists clients, parents, administration in crisis resolution	3.53
1h. Terminates counseling relationships in a manner that enhances the clients' ability to	3.95

function independently	
2. Treatment Planning	**3.88**
2a. Establishes individual counseling goals and objectives in collaboration with the client	3.95
2b. Develops a plan that is specific in nature (i.e. includes targeted behaviors to change), tracks and modifies progress, and includes appropriate timeframes	3.83
2c. Uses outcomes to guide treatment planning that coincide with agency/school philosophy	3.92
2d. Collaborates with other treatment providers/school personnel to insure effective communication	3.84
2e. Attends treatment planning/team meetings, pupil personnel, multidisciplinary meetings, etc.	3.80
2f. Makes appropriate referrals when necessary (i.e. mental health referral, social services, medical services, academic supports)	3.92
3. Documentation/Record Keeping	**3.93**
3a. Follows agency/school documentation protocol accurately and in a timely manner	3.88
3b. Uses documentation to guide the counseling process	3.96
3c. Uses appropriate documentation language and avoids biased language	3.96
4. Professional Identity/Ethics	**3.98**
4a. Exhibits knowledge of Mental Health, Rehabilitation or School Counseling roles and function	3.93
4b. Practices counseling in a legal and ethical manner	4.00
4c. Applies relevant ethical and legal principles to case situations	3.96
4d. Resolves ethical dilemmas by applying problem solving and decision making skills	3.96
4e. Seeks consultation from appropriate staff to resolve possible legal or ethical issues	4.00
4f. Maintains appropriate confidentiality regarding client	4.00
5. Self-Awareness	**3.91**
5a. Exhibits self-awareness	3.87
5b. Exhibits an awareness of potential biases and attitudes that may affect the counseling process	3.89
5c. Exhibits awareness of diversity issues and issues related to cross-cultural counseling	3.98
6. Supervision	**3.98**
6a. Attends weekly supervision on time	3.96
6b. Student is prepared for supervision	3.96
6c. Seeks additional supervision/consultation when appropriate	4.00
6d. Accepts suggestions for improvement willingly and non-defensively	3.98
7. Professional Work Behaviors	**3.96**
7a. Displays behaviors appropriate to professional role (attire, grooming, courtesy, maturity)	4.00
7b. Displays sense of responsibility (i.e., attendance, punctuality, meets deadlines)	3.91
7c. Demonstrates an ability to work with, cooperate, and communicate effectively with other staff and team members within the setting	3.96
7d. Demonstrates an ability to plan and organize independently	3.98

d. Student Professional Dispositions

Dispositions of counselor education program students will be assessed according to the 5 KPDs. Students are assessed by COCO 701, COUNR 718, COUNR 725 instructors for their professionalism and clinical skills. The summary of the KPD rating scores are outlined in Table 8. From Fall 2019 to Spring 2022 students were rated by their instructors for KPD using a four point Likert scale. The average ranges from 3.14 to 3.26.

Strengths: The higher rating ones include KPD4. "Multicultural Development & Cultural Humility" and KPD3. "Professional & Personal Boundaries and Self-Regulation." Faculty will continue to monitor these areas to maintain the high standards.

Areas for improvement: KPDs that were rated at the lower end include KPD 1 "Professional Counseling Ethics" and KPD6

"Flexibility & Adaptability." Faculty discussed this and thought that even though students learn about ethics in foundation courses, they might not know how to apply them in fieldwork. Faculty will review ethical principles and standards in all fieldwork courses (practicum and internship) and discuss the implications in different settings. To enhance student flexibility and adaptability, faculty will discuss the importance of balancing fieldwork and course work and self-care strategies.

TABLE 8. KEY PERFORMANCE DIMENSIONS (FALL 2019-SPRING 2022)	
Key Performance Dispositions (KPD)	Average Rating (1-4)
1. Professional Counseling Ethics	3.14
2a. Professional Counseling Conduct: Behaves in a professional manner	3.16
2b. Professional Counseling Conduct: Dressing in appropriate attire at field placement site	3.18
3a. Professional & Personal Boundaries and Self-Regulation: Demonstrates appropriate boundaries by separating their feelings and needs from others	3.19
3b. Professional & Personal Boundaries and Self-Regulation: Demonstrates ability to regulate emotions and impulses	3.19
4a. Multicultural Development & Cultural Humility: Demonstrates awareness, appreciation, and respect of human diversity	3.25
4b. Multicultural Development & Cultural Humility: Employs a strengths-based approach that recognizes client strengths and minimizes stereotyping, prejudice, stigmatization, and oppression	3.15
4c. Multicultural Development & Cultural Humility: Demonstrates an understanding that multiculturalism requires life-long self-reflection and critique and an awareness of impact of power and privilege	3.20
5. Self-Awareness: Demonstrates intrapersonal and interpersonal awareness and skills	3.15
6. Flexibility & Adaptability: Demonstrates ability to adjust to changing circumstances, unexpected events, demands of the field placement site, and Hunter College	3.14

3. Program Evaluation

a. Alumni Survey

A survey is distributed to counseling program graduates after completing their program of study. The survey includes questions about employment status, years of experience in the profession, professional and educational activities post-graduation, and the strength of the program's contribution in 22 areas of preparation. Demographic information is also requested but not required. The purpose of the survey is to collect information from alumni about the program's contribution to their professional preparation and to gain understanding about their satisfaction with the preparation they received.

The most recent alumni survey was sent in December 2022 to alumni who graduated from the CRC program during 2017 to 2022, and there were a total of 12 alumni who completed the survey. 33.33% (n=4) work at a government agency, 33.33% (n=4) work at non-profit organizations, 8.33% (n=1) work at a private practice, and 25% (n=3) work in other settings. When asked if they would recommend Hunter College to an individual interested in working in the rehabilitation counseling profession, 100% answered yes. When asked about their overall satisfaction with the preparation received from the CRC program, 33.33% (n=4) reported very satisfied, 58.33% (n=7) reported satisfied, and 8.33% (n=1) reported neither satisfied nor dissatisfied.

Strength: The following are aspects of the program that were especially effective to Alumni: 1-Knowledge of ethical principles, guidelines, and practices, 2-Self-awareness, 3-Acceptance and integration of feedback from supervisors and coworkers, 4-Multicultural and disability awareness to work with clients who represent diverse backgrounds. Faculty will continue to monitor these areas to maintain the high standards.

Areas for improvement: Some areas that alumni identified as areas for improvement include "competencies to work

both individually and systemically within complex systems by advocating for access, equity, and social justice" and "professional writing and oral communication". In the newly designed course, COUNR 719, faculty discusses current trends in rehabilitation systems and strategies to advocate for equal access in the systems. In COCO 707, faculty focuses more on the systemic impacts on individuals by adding content about social determinants of health. To help students develop written and oral communication skills, faculty will discuss case note writing in COUNR 718 and 719.

TABLE 10. ALUMNI SURVEY	
Competency Areas	**Rating**
Knowledge of professional issues in the disability and rehabilitation fields.	3.42
Knowledge of ethical principles, guidelines, and practices.	3.75
Professional clinical counseling skills when working with clients.	3.42
Providing culturally competent services to individuals, groups, families, and communities.	3.50
Competencies to work both individually and systemically within complex systems by advocating for access, equity, and social justice.	3.17
Professional writing and oral communication.	3.25
Self-awareness (awareness of your own thoughts, feelings, limitations, and biases when working with clients).	3.75
Acceptance and integration of feedback from supervisors and coworkers.	3.67
Multicultural and disability awareness to work with clients who represent diverse backgrounds.	3.58
Professional identification with the role and function of a rehabilitation counselor.	3.42

b. Employer Survey

The employer survey is administered every 3-4 years to individuals and agencies that employ graduates from the clinical rehabilitation counseling program. The purpose of the survey is to collect information from employers about the performance of our graduates and to improve program outcomes based on their feedback. The employer survey was sent in December 2022. There were a total of 16 employers who responded to the survey. Overall, when asked how effectively the Hunter College Rehabilitation Counseling program graduates performed in their professional roles related to their jobs, 87.5% rated very effectively, 6.25% rated effectively, and 6.25% rated somewhat effectively.

Strengths: Demonstrated knowledge in professional issues in the disability and rehabilitation field, demonstrates knowledge in ethical principles/ guidelines and practices, demonstrates professional clinical counseling skills when working with clients, provides culturally competent services to individuals, groups, families, and communities, demonstrates clear and articulate professional writing and oral communication skills, embodies a positive professional identity in the role and function of a rehabilitation counselor, demonstrates competencies to work both individually and systemically within complex systems by advocating for access, equity, and social justice, and demonstrate multicultural and disability awareness to work with diverse clients.

Areas to improve: "Aware of their own thoughts, feelings, limitations, and biases when working with clients", and "take and integrate feedback from supervisors and coworkers well." Self-awareness should be addressed more in the program and fieldwork experiences. Clinical coordinators will encourage the site supervisors to help students discuss feelings and biases working with clients during supervision. Integrating feedback from site supervisors will need to be addressed more in fieldwork courses as well.

TABLE 11. EMPLOYER SURVEY	
Competency Areas	**Average Rating**
Demonstrates knowledge in professional issues in the disability and rehabilitation field	3.94
Demonstrates knowledge in ethical principles/ guidelines and practices	3.94
Demonstrates professional clinical counseling skills when working with clients	3.94
Provides culturally competent services to individuals, groups, families, and communities	3.94
Demonstrates competencies to work both individually and systemically within complex systems by advocating for access, equity, and social justice	3.93
Demonstrates clear and articulate professional writing and oral communication skills.	3.94
Is aware of their own thoughts, feelings, limitations, and biases when working with clients.	3.81
Takes and integrates feedback from supervisors and coworkers well.	3.81
Demonstrates multicultural and disability awareness to work with clients who represent the diversity of race, gender, religion, ethnicity, ability status, nationality, and sexual orientation.	3.88
Embodies a positive professional identity in the role and function of a rehabilitation counselor	3.94

c. **Standard Teacher Evaluations**

For instruction effectiveness, on a scale of 7, the department average in the year of 2022 is 5.83. For instructors' feedback to students, on a scale of 3, the department average in the year of 2020 is 2.73.

Strengths: Instructors "treats all students in a respectful manner" (6.26 out of 7), "effectively communicates knowledge of the subject to students" (5.89 out of 7), "responses to questions" (2.77 out of 3), and "encourage students' participation" (2.81 out of 3).

Areas for improvement: Instructors "increase students interest in the subject areas" (5.67 out of 7), and "challenge students intellectually" (5.68 out of 7).

Standard Teacher Evaluation Cumulative Average Report for Educ Fdn & Counseling Prg

Question (Scale 1 to 7)	Number of Responses	Poor (1)	Fair (2)	Satisfactory (3)	Good (4)	Very Good (5)	Excellent (6)	Outstanding (7)	Average
Provides clearly defined objectives for students.	782	8	16	41	66	100	253	298	5.79
Treats all students in a respectful manner.	782	6	7	18	34	56	221	440	6.26
Presents course content in an organized manner.	782	17	15	33	62	81	247	327	5.84
Makes good use of examples and illustrations to clarify concepts.	782	19	21	32	70	84	211	345	5.8
Interprets difficult and abstract ideas.	782	18	19	34	70	96	212	333	5.78
Effectively communicates his/her knowledge of the subject to students.	782	18	20	28	54	85	214	363	5.89
Challenges me intellectually.	782	25	28	30	67	106	206	320	5.68
Has increased my interest in the subject.	782	35	29	27	65	87	207	332	5.67
My overall evaluation of this instructor's teaching.	782	21	19	29	71	85	225	332	5.79

Question (Scale 1 to 3)	Number of Responses	Very Little (1)	Moderate (2)	Very Much (3)	Did Not Answer	Average
As much as possible, did the instructor provide individual attention?	782	33	140	529	80	2.71
As much as possible, did the instructor encourage student participation?	782	21	98	605	58	2.81
As much as possible, did the instructor provide constructive feedback on work submitted?	782	61	141	527	53	2.64
How helpful to you were instructor's responses to questions that you asked?	782	30	109	587	56	2.77
Did supplemental materials (for example, website, audio/visual aids, etc.) enhance course content?	782	46	116	554	66	2.71

d. Internship Student Evaluation of Fieldwork Supervisors

The most recent data was collected during spring 2022 and fall 2022. A total of 27 internship students completed the fieldwork survey at the end of their internship experience. All the students indicated that the actual tasks they performed at the sites were consistent with what was described during the orientation. The majority of the students performed individual counseling (96.3%), intake interviewing (85.19%), case management (81.48%), and consultation (70.37%). 85.7% of the students indicated that they "always" received weekly supervision, while 14.3% indicated "sometimes" received weekly supervision. 92.59% reported that they received an orientation at their sites. When asked whether they would recommend the site to other students, 100% of respondents indicated that they would. When asked whether they would recommend their supervisors to other students, 100% of respondents indicated that they would. Less than half of the students (42.9%) attended treatment team meetings at their sites. The fieldwork coordinator has discussed involving students in staff meetings and treatment team meetings with site supervisors. Fieldwork instructors will also encourage students to actively participate in meetings and training at the sites.

TABLE 12. INTERNSHIP STUDENT EVALUATION OF FIELDWORK SUPERVISORS (SPRING & FALL 2022)	
Supervisor evaluation items	**Rating**
My supervisor fulfilled the practice requirements as outlined in the guidelines	4.00
Weekly supervision was provided	3.89
My supervisor structured supervision appropriately	3.89
My supervisor was available when I needed him/her	3.93
My supervisor provided me with useful feedback	4.00
My supervisor helped me focus on new alternative counseling strategies that I can use with my clients	3.93
My supervisor helped me focus on how my counseling behavior influenced the client	3.78
My supervisor allowed and encouraged me to evaluate myself	3.96
My supervisor enabled me to express opinions, questions and concerns about my counseling	4.00
My supervisor could accept my feedback	3.93
Supervision with my supervisor was a beneficial experience for me	3.93

e. Practicum Student Evaluation of Fieldwork Supervisors

The most recent data was collected during spring 2022 and fall 2022. A total of 18 practicum students completed the fieldwork survey at the end of their practicum experience. The majority of the students performed individual counseling (100%), intake interviewing (94.44%), case management (66.67%), and vocational/career counseling (94.44%). There are 44.44% of students involved in crisis intervention, while 50% conducted group counseling, and only 22.22% students reported attending treatment team meetings. 85.7% of the students indicated that they "always" received weekly

supervision, while 14.3% indicated "sometimes" received weekly supervision. 94.44% reported that they received an orientation at their sites. When asked whether they would recommend the site to other students, 94.44% of respondents indicated that they would. When asked whether they would recommend their supervisors to other students, 100% of respondents indicated that they would. The fieldwork coordinator has discussed involving students in staff meetings and treatment team meetings with site supervisors. Fieldwork instructors will also encourage students to actively participate in meetings and training at the sites.

TABLE 13: PRACTICUM STUDENT EVALUATION OF FIELDWORK SUPERVISORS (SPRING & FALL 2022)	
Supervisor evaluation items	Average Rating
My supervisor fulfilled the practice requirements as outlined in the guidelines	3.94
Weekly supervision was provided	3.89
My supervisor structured supervision appropriately	3.94
My supervisor was available when I needed him/her	3.94
My supervisor provided me with useful feedback	3.89
My supervisor helped me focus on new alternative counseling strategies that I can use with my clients	3.94
My supervisor helped me focus on how my counseling behavior influenced the client	3.83
My supervisor allowed and encouraged me to evaluate myself	3.94
My supervisor enabled me to express opinions, questions and concerns about my counseling	4.00
My supervisor could accept my feedback	3.94
Supervision with my supervisor was a beneficial experience for me	3.89

4. Subsequent Program Modifications and Substantial Program Changes

a. Admissions

In order to recruit more prospective CRC students, faculty members in the CRC program will continue to work with the SOE admissions office to conduct informational sessions and attend CUNY wide recruitment events. Most of the applicants were females; therefore, the counseling program will partner with the admission office to advertise through NYC Men Teach and other programs that work with underrepresented male applicants.

b. Development of a New Course

In an effort to further develop advanced counseling skills, crisis intervention, ethics, and documentation skills, faculty redesigned a new course, COUNR 719 Advanced Counseling Skills and Contemporary Issues, to include a reinforcement of basic counseling skills and provide added attention to advanced counseling skills. The primary areas to focus on here, as indicated above, are the flexible and individualized application of counseling approaches, psychoeducation for conflict resolution and behavior management, and termination skills. Program faculty aim to enhance the curriculum in these areas, especially as we continue to refine our redesigned COUNR 719 course.

c. Improvement of Fieldwork Experience

Fieldwork instructors and fieldwork coordinator will emphasize and focus on the importance of supervision in their clinical development during orientation and at the beginning of fieldwork courses. Additional time will be spent discussing the benefits of supervision and how to be prepared for and utilize supervision meetings and integrate feedback into their clinical work. The fieldwork coordinator had created a checklist for fieldwork students containing

various tasks. It would be helpful to include some suggestions for students to prepare for their supervision meetings. The Counseling Student Fieldwork Manual and New Student Orientation handouts have been updated to highlight these changes.