2023 School Counseling (MSED) Annual Report

4D. Counselor education program faculty disseminate an annual report that includes, by program level, (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes. The report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available.

KPI1: Professional Counseling Orientation and Ethical Practice > Students demonstrate knowledge of ethical standards and legal considerations relating to their work with clients at field placement sites. Students deepen their understanding of their role as professional counselor through ongoing weekly supervision in both their coursework and in the field where they receive weekly supervision by a professional counselor.

Site Supervisor Evaluation Report- COCO 718 Practicum > The assessment is designed to assess the candidate's knowledge, skills, and professional work dispositions in 7 overall performance dimension areas including the following: (1) Counseling skills with 8 varied competencies and skills (2) Treatment Planning with 6 varied competencies and skills (3) Documentation/ Record Keeping with 3 varied competencies and skills (4) Professional Identity/ Ethics with 3 varied competencies and skills (5) Self-Awareness with 3 varied competencies and skills (6) Supervision with 4 varied competencies and skills, and (7) Professional Work Behaviors with 4 varied competencies and skills.

Component	Never	Rarely	Sometimes	Always	N/A	Total
1. Counseling Skills	0.21%	0.32%	12.18%	78.53%	8.76%	117
2. Treatment Planning	0.00%	2.62%	12.71%	73.07%	11.61%	117
3. Documentation/Record Keeping	0.00%	0.58%	6.98%	85.47%	6.98%	117
4. Professional Identity/Ethics	0.00%	0.43%	3.60%	92.10%	3.88%	117
5. Self-Awareness	0.29%	0.57%	7.47%	90.24%	1.43%	117
6. Supervision	0.00%	0.43%	2.16%	97.20%	0.22%	117
7. Professional Work Behaviors	0.00%	0.22%	5.39%	94.40%	0.00%	117
Total	**0.07%**	**0.74%**	**7.21%**	**87.29%**	**4.70%**	**117**

8. Overall Evaluation > If you have supervised individuals from master's programs other than Hunter College's program, please indicate how prepared the Hunter College interns are compared to interns from other programs. Hunter interns are					
	Less Prepared	**Comparable**	**Better Prepared**	**Significantly Better Prepared**	**N/A**	**Total**
	1.72%	16.38%	23.28%	44.83%	13.79%	117

Data Summary: 87% of site supervisors found their interns were "always" prepared or "always" demonstrated the knowledge and skills of the 7 assessed components. Areas where candidates demonstrated strengths were supervision @ 97%, professional work behaviors @ 94%, professional identity/ethics @ 92%, and self-awareness @ 90%. Identified areas where candidates may need additional support include counseling skills @ 79% and treatment planning @ 73%. In review of the sub-components for counseling skills – results for assisting clients, parents, and administration in conflict and crisis resolution demonstrated that 24% of candidates scored "N/A" for this sub-component. For the treatment planning sub-components – results for making appropriate referrals when necessary demonstrated that 30% of candidates scored "N/A" for this sub-component. The large number of "N/A" scores may warrant a program modification in these areas to address this deficiency. Overall, 68% of site supervisors found their interns were "better prepared" and "significantly better prepared" than interns from other programs and only 1.72% found Hunter interns were "less prepared" than their counterparts from other institutions.

KPI1: Professional Counseling Orientation and Ethical Practice > Students demonstrate knowledge of ethical standards and legal considerations relating to their work with clients at field placement sites. Students deepen their understanding of their role as professional counselor through ongoing weekly supervision in both their coursework and in the field where they receive weekly supervision by a professional counselor.

Site Supervisor Evaluation Report- COCO 725 Internship > The assessment is designed to assess the candidate's knowledge, skills, and professional work dispositions in 7 overall performance dimension areas including the following: (1) Counseling skills with 8

varied competencies and skills (2) Treatment Planning with 6 varied competencies and skills (3) Documentation/ Record Keeping with 3 varied competencies and skills (4) Professional Identity/ Ethics with 3 varied competencies and skills (5) Self-Awareness with 3 varied competencies and skills (6) Supervision with 4 varied competencies and skills, and (7) Professional Work Behaviors with 4 varied competencies and skills.

Values	Never	Rarely	Sometimes	Always	N/A	Total (N)
1. Counseling Skills	0.04%	0.40%	9.71%	82.57%	7.29%	317
2. Treatment Planning	0.21%	0.95%	11.47%	79.17%	8.21%	317
3. Documentation/Record Keeping	0.32%	0.21%	5.29%	89.95%	4.23%	317
4. Professional Identity/Ethics	0.05%	0.27%	3.43%	93.51%	2.74%	317
5. Self-Awareness	0.00%	0.21%	7.91%	91.14%	0.74%	317
6. Supervision	0.08%	0.64%	3.25%	96.04%	0.00%	317
7. Professional Work Behaviors	0.32%	1.90%	19.66%	94.53%	0.00%	317
Total	**0.15%**	**0.65%**	**8.67%**	**89.56%**	**3.32%**	**317**

8. Overall Evaluation > If you have supervised individuals from master's programs other than Hunter College's program, please indicate how prepared the Hunter College interns are compared to interns from other programs. Hunter interns are					
	Less Prepared	Comparable	Better Prepared	Significantly Better Prepared	N/A	Total (N)
	1.27%	15.19%	21.20%	51.27%	11.08%	316

Data Summary: 90% of site supervisors found their interns were "always" prepared or "always" demonstrated the knowledge and skills of the 7 assessed components. Areas where candidates demonstrated strengths were supervision @ 96%, professional work behaviors @ 95%, professional identity/ethics @ 94%, and self-awareness @ 91%. Identified areas where candidates may need additional support include counseling skills @ 83% and treatment planning @ 79%. In review of the sub-components for counseling skills – results for terminated counseling relationships in a manner that enhances the clients' ability to function independently demonstrated that 33% of candidates scored "N/A" for this sub-component. For the treatment planning sub-components – results for making appropriate referrals when necessary demonstrated that 23% of candidates scored "N/A" for this sub-component. The large number of "N/A" scores may warrant a program modification in these areas to address this deficiency. Overall, 73% of site supervisors found their interns were "better prepared" and "significantly better prepared" than interns from other programs and only 1.27% found Hunter interns were "less prepared" than their counterparts from other institutions.

KPI2: Social and Cultural Diversity** > **Students develop and demonstrate multicultural counseling awareness, skills, knowledge, and advocacy by minimizing stereotyping, prejudice, and stigmatization. Students understand and demonstrate cultural humility by recognizing that multiculturalism is a life-long learning process requiring ongoing self-reflection, critique, and awareness of power and oppression.

Cultural Autobiography and Assessment Paper (COCO 707) > Candidates will write an autobiographical sketch describing the development of your cultural identities in the following domains: race/ethnicity, age, gender/sexual orientation, social class, religion/spirituality, accessibility/disability.

Values	Fall 2022	Spring 2023	Grand Total
Count (N)	40	5	45
Multicultural awareness	3.46	4.00	3.52
Understanding of cultural identity development models	3.33	3.40	3.34
Multicultural competency self-assessment	3.31	3.60	3.34
Writing skills (structure and Organization, Grammar, APA Format)	3.41	3.60	3.43
Overall Rating for KPI 2: Social and Cultural Diversity	3.44	3.60	3.45
Total	**3.39**	**3.64**	**3.42**

Data Summary: The assessment paper is scored on a 4-point scale – (1) Below Expectations, (2) Approaching Expectations, (3) Meet Expectations, and (4) Exceed Expectations. On average, for the most recent 2 terms, candidates meet/exceed expectations and there are no areas of concern for KPI2.

> Students develop an awareness and strengths-based approach to human development across the lifespan including the impact of family, community, and environmental factors, as well as strategies to promote wellness across life-span.

Group Presentation on School Counseling Content (COCO 700) > Candidates work in small groups to develop a presentation based on counseling and educational methods, theories, and evidence-based techniques to support student growth and promote equity and inclusion.

Values	Fall 2022	Fall 2021	Spring 2021	Grand Total
Count (N)	27	34	20	81
Developmental Topic/Life Stage Focus	2.89	3.00	3.00	2.96
Developmental counseling theories and evidence-based techniques	2.78	3.00	3.00	2.93
Developmental counseling and educational methods	2.70	3.00	3.00	2.90
Systemic, community and family implications to support student growth and promote equity and inclusion	2.78	3.00	3.00	2.93
Appropriate Professional School Counseling Interventions to support student growth and promote equity and inclusion	2.81	3.00	3.00	2.94
References/Activity/Handouts & Resources	2.37	3.00	2.95	2.78

Data Summary: Results are presented for the most recent 3 administrations of the key assessment – spring 2021 (n=20), fall 2021 (n=34), and fall 2022 (n=27). The rating scale is Poor to Very Poor (1), Average or Marginal (2), and Excellent to Very Good (3). For the 3 terms combined, candidates excelled in all categories - Developmental Topic/Life Stage Focus @ 2.96; School Counseling Interventions to support student growth and promote equity and inclusion @ 2.94; Counseling theories and evidence-based techniques and Community and family implications to support student growth and promote equity and inclusion @ 2.93; and Counseling and educational methods.

> Students demonstrate knowledge of theories and models of career development and develop culturally relevant strategies for career assessment, interventions, program planning and evaluation.

College Planning and Counseling Resource Guide (COCO 713) > Students will create a portfolio that displays and demonstrates 20 useful resources/tools that school counselors would find useful in helping students plan for college and increasing parents' college knowledge. These resources/tools may consist of career and college planning websites, career exploration websites, college planning navigation tools, checklists, etc.

Values	Fall 2022	Spring 2023	Grand Total
Count (N)	17	16	33
Resources: Student is able to compile at least 20 resources.	3.06	4.00	3.52
Formatting: Student is able to create a user-friendly electronic portfolio for parents/ teachers/ counselors.	2.94	3.94	3.42
Practicality: Student is able to identify practical and useful resources in career counseling context.	3.12	4.00	3.55
Developmentally Appropriate Information: Student is able to generate developmentally appropriate resources that reflect the student population.	3.24	4.00	3.61
Overall Rating for KPI 4: Career Development	3.06	4.00	3.52
Total	**3.08**	**3.99**	**3.52**

Data Summary: The college resource guide assessment is scored on a 4-point scale – (1) Below Expectations, (2) Approaching Expectations, (3) Meet Expectations, and (4) Exceed Expectations. Results for the most recent 2 administrations of the assessment demonstrate candidates meet/exceed expectations for all components and there are no areas of concern for KPI4.

> Students demonstrate knowledge of theories and models of counseling by maintaining consistent relationships with clients based on cultural humility and culturally relevant interventions, strategies, and case conceptualization skills.

Transcript Analysis and Process Paper (COCO 701) > Students transcribe a segment of an audio-taped session.

Values	Fall 2022
Count of ID	60
Self-Awareness	3.20
Other awareness	3.12
Micro-Counseling Skills	3.13
Alternative Interventions	3.17
Counseling Dynamics/Process Skills	3.23
Identify Strengths and Weaknesses	3.23
Overall Rating for KPI 5	3.17
Total	**3.18**

Data Summary: The transcript analysis/ process paper assessment is scored on a 4-point scale – (1) Below Expectations, (2) Approaching Expectations, (3) Meet Expectations, and (4) Exceed Expectations. Candidates meet/exceed expectations for KPI5 with no areas for improvement for the fall 2022 term (the course was not offered in spring 2023).

KPI6: Group Counseling and Group Work > Students demonstrate knowledge of theoretical foundations of group counseling, group development and process and therapeutic factors. Students develop ethical and culturally relevant strategies for designing and facilitating group direct experiences in group settings.

Group Proposal (COCO 706) > Students will select a topic of personal or professional interests and write about their hypothetical group plans considering the various types of groups and proposing one that is appropriate for their area of concentration (e.g., school counseling, clinical rehabilitation counseling).

Values	Fall 2022	Spring 2023	Grand Total
Count (N)	10	3	13
Group Proposal Structure	4.00	4.00	4.00
Group Proposal Content	4.00	4.00	4.00
Group Proposal Writing Proficiency	4.00	4.00	4.00
Group Proposal Presentation	3.80	4.00	3.85
Overall Rating for KPI 6: Group Counseling and Group Work	4.00	4.00	4.00
Total	**3.96**	**4.00**	**3.97**

Data Summary: The group proposal assessment is scored on a 4-point scale – (1) Below Expectations, (2) Approaching Expectations, (3) Meet Expectations, and (4) Exceed Expectations. For the 2 most recent terms, results demonstrate that candidates exceed expectations for KPI6 and there are no areas for improvement.

KPI7: Assessment and Testing > Students develop and demonstrate ethical and culturally relevant skills and knowledge of statistical concepts and procedures for the effective practice of assessment and testing in professional counseling.

Clinical Interview Assessment Report (COCO 708) >

Values	Fall 2022	Spring 2023	Grand Total
Count (N)	37	6	43
Overall Rating for KPI 7: Assessment and Testing	3.92	3.00	3.79

Data Summary: The college resource guide assessment is scored on a 4-point scale – (1) Below Expectations, (2) Approaching Expectations, (3) Meet Expectations, and (4) Exceed Expectations. For the 2 most recent terms, results demonstrate that candidates meet/exceed expectations for KPI7 and there are no areas for improvement.

KPI8: Research and Program Evaluation > Students develop and demonstrate skills and knowledge of culturally relevant, evidence-based research methods and program evaluation that advance the counseling profession.

KPI SC2: Contextual Dimensions> Students demonstrate knowledge of school counselors' roles as leaders, advocates, change agents, and consultants in p-12 and postsecondary schools and use to develop a resource guide that is culturally relevant and utilized as part of a school-based collaboration program.

Culminating Project (COUNS 720) > Students develop a comprehensive school-based intervention program that must be research driven and take the form of a comprehensive paper that includes the identification of a recent school counseling issue, a literature review, and the development and explanation of a professional school counseling intervention program (grounded within professional school counseling models, theories, research, and/or best practices) with the potential to be carried out and evaluated.

Values	Spring 2023
Count (N)	38
Overall Rating KPI8 – Research & Program Evaluation	3.76
Overall Rating KPI SC2 – Instructional Practice	3.82

Data Summary: The culminating project assessment is scored on a 4-point scale – (1) Below Expectations, (2) Approaching Expectations, (3) Meet Expectations, and (4) Exceed Expectations. Candidates exceed expectations for KPI8 and KPI SC2 with no areas for improvement for the spring 2023 term (the course was not offered in fall 2022).

KPI SC1: Foundations > Students develop and demonstrate an understanding of the key models, history, and unique roles of professional school counselors, including a focus on the unique roles on counselors working in urban settings.

Curriculum Lesson Plan (COCO 713) > Each group will develop a counseling Core Curriculum Lesson that will be geared toward K-Elementary, Middle, and High School students. The three developmentally focused lessons will be on the same topic pertinent to each school level. The guidance lesson will be focused on an area related to career exploration, college access or college admission.

Values	Fall 2022	Spring 2023	Grand Total
Count of ID	17	16	33
Rationale: Student is able to use current evidence-based research and data (e.g. accountability report) to justify appropriateness of topic and activities.	3.06	3.44	3.24
ASCA National Standards/Competencies: Student is able to connect the ASCA standards and competencies to the activities.	2.88	3.75	3.30
Objectives: Student is able to generate measurable outcome-based learning objectives that reflect the learning domains.	2.71	4.00	3.33
Developmentally and Sequentially Appropriate Activities: Student is able to generate developmental and sequential activities that reflect the student population.	3.06	4.00	3.52
Evaluation: Student is able to demonstrate the evidence of the session learning objectives through active activities and critical data elements.	2.94	3.81	3.36
Overall Rating for KPI SC1: Foundations	2.88	3.88	3.36

Data Summary: The lesson planning assessment is scored on a 4-point scale – (1) Below Expectations, (2) Approaching Expectations, (3) Meet Expectations, and (4) Exceed Expectations. On average, for the most recent 2 terms, candidates meet/exceed expectations for all components. One area of strength was generating developmentally and sequentially appropriate activities @ 3.52 on the 4-point scale. Results demonstrate there are no areas of concern for KPI-SC1.