



Hunter College Clinical Rehabilitation Counseling Program Annual Report
Academic Years 2023-2025
Report date: September 16, 2025

Admissions and Enrollment Data

Table 1. Number of applicants and enrolled students

Academic Year	Applied Applicants	Accepted Applicants	Newly Enrolled Students	Total Enrolled Student
2023-2024	28	24	16	28
2024-2025	23	22	16	23

Graduate Outcomes

The definition for on-time graduation is 3 years (20 credits per year). Most students are part-time and complete the program while working full-time or part-time. Though the maximum years to graduate is five years according to the School of Education policies, it is expected that 70% of students will graduate within 3 years, and 90% of students will graduate within 4 years.

During the academic year of 2023-2024, there were 14 students who graduated from the CRC program, 10 of them graduated within 3 years. During the academic year of 2024-2025, there were 7 students who graduated from the CRC program, and 2 of them graduated within 3 years. The decrease in program completion rate might be due in part to moving toward a cohort model and making more effort to keep students in the CRC sections for their courses. Another reason was that two of the students took a leave of absence and came back to complete their degree; therefore, it took them 5 years to complete the program.

Source @ HTR_AWARD2_EDU_DET_161006_4447.xlsx

Table 2. Number of program completers and on-time graduates

CRC Program Completion	2023-2024	2024-2025
Completers(N)	14	7
On-Time(N)	10	2
On-Time(%)	71%	29%
Avg. Years to Graduate	3.29	3.82

Pass rate on credentialing exams

We requested the information from the CRCC; however, they won't release the information until October, 2025. We will update the report once we receive the information.

Aggregate Assessment of Student Success

Key Performance Indicators (KPIs)

An assessment of students' academic outcomes was conducted by faculty and site supervisors each semester to reflect steady progression over time and positive individual performance across the following areas.

- Until Fall 2024, a four-point Likert rating scale was used, ranging from 1.00 (Unacceptable), 2 (below standard), 3 (meets standard), and 4.00 (Exceeds Requirements). Minimum threshold: Meets Standard (Average 3.0). The weighted averages for Spring 2024 and Fall 2024 combined are KPI1= 3.18, KPI2= 3.25, KPI3=3.23, KPI4= 3.43, KPI5= 3.13, KPI6= 3.60, KPI7= 2.80, KPI8= 3.20, and 3.48 for CRC Specialty.

- Beginning spring 2025, the rating scale was changed to a three-point Likert scale, ranging from 1 (unacceptable), 2 (developing), and 3 (proficient). Minimum threshold: Developing (Average 2.0). The weighted averages for spring 2025 are KPI1= 2.88, KPI2= 2.75, KPI3=2.64, KPI4= 2.77, KPI5= 2.75, KPI6= 2.33, KPI7= 2.56, KPI8= 2.5, and 2.67 for CRC Specialty.
- Overall, the weighted average for each KPI exceeds the minimum threshold, while the 2024 average for KPI 1 (professional counseling orientation) and KPI 7 (Assessment and diagnostic process) were below the threshold.

Table 3. Average of Key Assessments

Key Performance Indicators	Key Assessment	Spring 2024 Average	Fall 2024 Average	New Key Assessment	Spring 2025 Average
KPI 1: PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE	COCO 701 Transcript Analysis	2.91 (n=12)	3.42 (n=13)	COUNR 718 Intake Report	2.73 (n=11)
				COUNR 726 Site Supervisor Evaluation	2.97 (n=17)
KPI 2 SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES	COCO 707 Cultural Autobiography and Assessment Paper	3.00 (n=1)	3.13 (n=8)	COUNR 718 Intake Report	2.73 (n=11)
	COUNR 726 Case Conceptualization	3.00 (n=12)	3.58 (n=13)	COUNR 726 Case Conceptualization	2.76 (n=17)
KPI 3 LIFESPAN DEVELOPMENT	COCO 700 Student Presentation	3.27(n=11)	3.00 (n=8)	COUNR 718 Intake Report	2.45 (n=11)
	COCO 703 Case Assignment	3.25 (n=4)	3.33 (n=12)	COUNR 726 Case Conceptualization	2.76 (n=17)
KPI 4 CAREER DEVELOPMENT	COCO 712 Career Autobiography and Theories Paper	3.67 (n=3)	3.29 (n=7)	COCO 712 Career Autobiography and Theories Paper	2.82 (n=17)
	COCO 712 Transferable Skills	3.56 (n=9)	3.29 (n=7)	COUNR 726 Case Conceptualization	2.67 (n=9)

	Analysis Project				
KPI 5: COUNSELING PRACTICE AND RELATIONSHIPS	COCO 702 Foundational Theories Paper	3.00 (n=8)	3.2 (n=10)	COUNR 718 Site Supervisor Evaluation	2.55 (n=11)
	COCO 701 Transcript Analysis and Process Paper	3.25 (n=8)	3.00 (n=4)	COUNR 726 Site Supervisor Evaluation	2.88 (n=17)
KPI 6 GROUP COUNSELING AND GROUP WORK	COC 706 Group Proposal	3.50 (n=2)	3.80 (n=6)	COCO 706 Group Reflection Paper	2.33 (n=3)
	COCO 706 Small Group Activity	3.67 (n=3)	3.00 (n=2)		
KPI 7 ASSESSMENT AND DIAGNOSTIC PROCESSES	COCO 708 Clinical Interview Assessment Report	2.71 (n=8)	3.00 (n=3)	COUNR 718 Intake Report	3.00 (n=1)
				COUNR 726 Case Conceptualization	2.53 (n=17)
KPI 8 RESEARCH AND PROGRAM EVALUATION	COCO 709 Needs Assessment	3.00 (n=1)	3.25 (n=4)	COCO 709 Needs Assessment	2.41 (n=17)
				COUNR 726 Case Conceptualization	2.67 (n=9)
KPI Clinical Rehabilitation Counseling Specialty Area	COUNR 720 Limitations and Issues	3.13 (n=8)	3.40 (n=15)	COUNR 718 Site Supervisor Evaluation	2.46 (n=13)
	COCO 703 Case Assignment	3.00 (n=4)	3.25 (n=12)	COUNR 726 Site Supervisor Evaluation	2.88 (n=13)

	COUNR 716 Community Agency Website Report and Field Visit Assignment	4.0 (n=16)	3.93 (n=14)	NA	NA
	COCO 703 Disability Adjustment and Impact Reflection	3.00 (n=4)	3.17 (n=12)	NA	NA

Key Professional Dispositions (KPD)

An assessment of students' professional dispositions was conducted by faculty each semester to reflect steady progression over time and positive individual performance across the following areas.

- Until Fall 2024, we used a four-point Likert scale, ranging from 1.00 (Unacceptable), 2 (below standard), 3 (meets standard), and 4.00 (Exceeds Requirements). Minimum threshold: Meets Standard (Average 3.0).
- Beginning Spring 2025, the evaluation method was changed from Likert to pass/fail system: Target (2), Unacceptable (1). All students in the spring 2025 initial administration of the revised assessment were scored at the "target" level.
- Overall, all students achieved the minimum threshold from 2023-2025.

Table 4. Average of Key Professional Dispositions (KPD)

Key Professional Dispositions (KPD)	Fall 2023 (N=20)	Spring 2024 (N=8)	Fall 2024 (N=17)	Spring 2025 (N=26)
1. Professional Counseling Ethics	3.45	3.88	3.75	Target (2.0)
2. Professional Counseling Conduct	3.25	3.63	3.63	Target (2.0)

3. Professional & Personal Boundaries and Self-Regulation	3.18	3.25	3.53	Target (2.0)
4. Multicultural Development & Cultural Humility	3.22	3.38	3.38	Target (2.0)
5. Self-Awareness: Demonstrates	3.15	3.38	3.38	NA
6. Flexibility & Adaptability	3.05	3.25	3.31	NA

Fieldwork Evaluation by Site Supervisors

Fieldwork site supervisors completed a final evaluation for each practicum and internship student at the end of their fieldwork experience. A four-point Likert rating scale was used, ranging from 1.00 (Unacceptable), 2 (below standard), 3 (meets standard), and 4.00 (Exceeds Requirements). A total of 47 Clinical Rehabilitation Counseling students were evaluated during Fall 2023, Spring 2024, and Fall 2024. The average score for all competency areas was 3.84. Starting from Spring 2025, we revised the evaluation and used a 3-point Likert Scale: Underdeveloped (1), Developing (2), and Proficient (3). The average score for all competency areas was 2.74.

Table 5. Fieldwork Evaluation by Site Supervisors (Fall 2023-Fall 2024)

Competency	Average
N	47
Counseling Skills	3.75
Treatment Planning	3.79
Documentation/ Record Keeping	3.81
Professional Identity/ Ethics	3.88
Total Average of Self-Awareness	3.87

Total Average of Professional Responsibility	3.87
Total Average of Supervision	3.92
Grand Total	3.84

Table 6. Fieldwork Evaluation by Site Supervisors (Spring 2025)

Items	Average Score
N	26
Ethics: Applies relevant ethical and legal consideration to counseling.	2.73
Professional Behavior: Behaves in a professional manner (e.g., is collaborative, communicative, punctual, and flexible, keeping professional boundaries).	2.77
Cultural Humility: Demonstrates cultural humility (e.g., is curious; explores client identities; explores issues of diversity, oppression, power, and prejudice).	2.81
Client Relationships: Works with clients effectively (e.g., establishes a relationship, uses appropriate counseling skills).	2.81
Counseling Skills: Develops appropriate counseling techniques for effective intervention (e.g., establishes goals and objectives, uses data to track progress, uses evidence-based strategies).	2.62
Supervision: Attends supervision on time and accepts constructive feedback willingly and non-defensively.	2.92
CRC Specialty Area 1: Develops knowledge and skills in clinical rehabilitation counseling services and an understanding of biopsychosocial and functional assessments for treatment planning and caseload management for people with disabilities.	2.65
CRC Specialty Area 2: Demonstrates appropriate record-keeping and documentation skills, including the quality and the timeliness of submitting paperwork (such as case notes, treatment plans).	2.69
Self-Awareness: Demonstrates appropriate self-awareness and self-evaluation strategies for ethical and effective practice.	2.73

Overall evaluation: If you have supervised individuals from master's programs other than Hunter College's program, how prepared is this intern in comparison to individuals from other master's programs?	2.70
Total	2.74

Alumni Survey

Nineteen (19) graduates from the CRC program completed the Alumni survey that was sent out in July and August 2025.

- The respondents graduated from 2020 to 2024. 84% (n=16) of the graduates are currently working full-time in the rehabilitation counseling field, and 16% (n=3) are working part-time in the field. 38% of the graduates (n=7) have been employed in the field for more than 2 years, 26% (n=5) have been employed 1-2 years, and 37% (n=7) have been employed less than one year.
- 67% (n=16) of the graduates have become Certified Rehabilitation Counselors (CRC).
- KPI: The average for each KPI is above 3 (Strong). The strongest areas are KPI 1 (professional counseling orientation) and KPI 2 (social and cultural diversity), while "assessment and testing" is at the lower end (3.0).
- Satisfaction: 67% (12) of the graduates were satisfied with the program, while 34% dissatisfied (6).
- The summary of the narrative feedback was provided below.

Table 7. Are you currently employed in a counseling related occupation?

Are you currently employed in a counseling related occupation?	Percentage	Count
Yes, full-time	84%	16
Yes, part-time	16%	3

Table 8. Place of Employment

In which setting are you currently employed?	%	N
New York State VR setting	37%	7
Non-profit rehabilitation/community based rehabilitation program	11%	2
Private-for-profit rehabilitation setting	21%	4
For-profit or non-profit mental health setting	16%	3
Private practice	5%	1
Non-rehabilitation setting	11%	2
Other	11%	2

Table 9. Evaluation of the Program's Contribution to Core Key Performance Indicators

How strong was your program contribution in developing your knowledge and understanding of the following key performance indicators?	Average	Very Strong (4)	Strong (3)	Moderate (2)	Weak (1)	N
Professional Counseling Orientation and Ethical Practice (e.g., understanding the ethical standards and legal considerations relating to working with clients)	3.56	56% (10)	44% (8)	0%	0%	18
Social and Cultural Diversity: (e.g., advocacy, social justice, cultural humility, multiculturalism, self-reflection, awareness of power and oppression)	3.53	65% (11)	29% (5)	0%	6% (1)	17

Human Growth and Development: (e.g. strategies to promote wellness across the lifespan including the impact of family, community, and environmental factors)	3.28	44% (8)	39% (7)	17% (3)	0%	18
Career Development: (e.g. theories and models of career development, culturally relevant strategies for career assessment, interventions, and program planning and evaluation.	3.22	44% (8)	33% (6)	22% (4)	0%	18
Group Counseling and Group Work: (e.g. theoretical foundations of group counseling, ethical and culturally relevant strategies of group development and process, and therapeutic factors)	3.28	39% (7)	50% (9)	11% (2)	0%	18
Assessment and Testing: (e.g. statistical concepts and procedures for the effective practice of assessment and testing in professional counseling)	3.00	44% (8)	17 % (3)	33% (6)	6% (1)	18
Research and Program Evaluation: (e.g. evidence-based research methods and program evaluation)	3.11	33% (6)	44% (8)	22% (4)	0%	18

Table 10. Evaluation of the Program's Contribution to Rehabilitation Counseling Specialty Key Performance Indicators

KPI	Average	Very Strong (4)	Strong (3)	Moderate (2)	Weak (1)	N
Foundations: (e.g. history and development of the field of rehabilitation counseling, demonstrating awareness of key theories and models related to developmental,	3.39	44% (8)	39% (7)	17 % (3)	0%	18

psychosocial, and medical aspects of disability, and the process of adjustment and rehabilitation)						
Practice: (e.g. understanding of the range of psychological, psychosocial, functional, and skill/ need assessments (personality, work, assistive technology), strategies to advocate for people with disabilities, as well as how to work with individuals, families, and employers on disability-related issues in the home, school, and workplace settings (education, support, ADA/accommodations consultation), and strategies for interfacing with medical and allied health professionals.	3.28	56% (10)	33%(6)	6% (1)	6% (1)	18
Contextual Dimensions: (e.g. developing an understanding of the rehabilitation and related fields and service/ support systems/ programs, the various roles of professional rehabilitation counselors, and emergency and crisis management)	3.28	44% (8)	39% (7)	17 % (3)	0%	18

Table 11. Culturally Relevant Education

Do you feel that you received a culturally relevant educational experience in the School of Education?	Percentage	Count
Yes	94%	17
No	6%	1

Table 12. Overall Satisfaction.

Overall, how satisfied are you with the quality of your counseling education experience?	Percentage	Count
Very dissatisfied	17%	3

Somewhat dissatisfied	17%	3
Somewhat satisfied	11%	2
Very satisfied	56%	10

Table 13. Program Recommendation

Would you recommend the Hunter College School of Education to an individual interested in working in the counseling profession?	Percentage	Count
Yes	89%	16
No	11%	2

Summary of the Narrative Feedback:

Some graduates expressed concerns about the current state of the rehabilitation counseling field, citing limited job opportunities, low pay, and high caseloads—particularly for those working at agencies like ACCES-VR with minimal support staff. They felt the program did not fully prepare students for the job market, especially given changes in requirements for clinical licensure that were communicated late in their studies. Some alumni pursued additional credentials, such as the advanced certificate in mental health counseling, to expand career options. Challenges at Hunter included slow administrative processes, limited classroom space, and gaps in assistive technology training.

Despite these concerns, many alumni spoke highly of the program's strengths, particularly the dedication, expertise, and individualized approach of the professors, who were committed to student success and brought valuable professional experience to the classroom. The culturally diverse environment, supportive peers, and rigorous academic and practical training were seen as significant assets. Graduates valued the strong clinical foundation provided and felt proud to be part of Hunter's alumni network.

Several expressed gratitude for the knowledge, support, and personal growth they experienced, with some even considering further study, including in mental health or doctoral-level rehabilitation counseling programs.

Employer Survey

Ten employers who have hired a graduate from the Clinical Rehabilitation Counseling program completed the Employer Survey that was sent out in July and August 2025. Employers were asked to rate the employee(s) level of competencies.

- KPI: Overall the average for each KPI exceeds the minimum threshold (3.0), while the rehabilitation counseling skill is at the lower end (2.89).

Table 14. Evaluation of the Employees Competencies (N=10)

Area	Average	Exemplary	Proficient	Developing	Under-developed	N/A
Professional Counseling Orientation and Ethical Practice: The employee(s) demonstrates an understanding of the professional code of ethics, professional roles, and responsibilities.	3.11	30% (3)	50% (5)	0%	10% (1)	10% (1)
Social and Cultural Diversity: The employee(s) demonstrates an understanding of the effects of stereotypes, discrimination, oppression, microaggressions, poverty, and health disparities toward people with marginalized identities.	3.00	20% (2)	60% (6)	0%	10% (1)	10% (1)
Human Growth and Development: The employee(s) demonstrates an understanding of the biopsychosocial model and the psychological, systemic, cultural, and environmental factors that impact meeting	3.11	20% (2)	60% (6)	0%	10% (1)	10% (1)

developmental milestones from birth through death.						
Career Development: The employee(s) is able to address issues relevant to career development in counseling sessions and develop culturally responsive strategies to assess and facilitate individuals's career development.	3.0	20% (5)	50% (2)	20% (2)	0%	10% (1)
Counseling Skills: The employee(s) demonstrates intentional use of theory and skills in a culturally relevant manner.	3.11	40% (4)	20% (2)	30% (3)	0%	10% (1)
Group Counseling: The employee(s) demonstrates knowledge and skills of group dynamics and members roles within the group and the different stages of group development.	2.78	30% (3)	30% (3)	10% (1)	20% (2)	10% (1)
Assessment and Testing: The employee(s) demonstrates ethical and culturally relevant skills of assessments and testing.	3.0	50% (5)	30% (3)	0%	10% (1)	10% (1)
Research and Program Evaluation: The employee(s) demonstrates a basic understanding of legal, ethical, and cultural considerations in counseling research and program evaluation.	3.0	20% (2)	60% (6)	0%	10% (1)	10% (1)
Rehabilitation Counseling Skills: The employee(s) demonstrates knowledge and skills in the range of psychological, psychosocial, and functional assessments (transferable skills analysis, assistive technology, holistic intake	2.89	20% (2)	50% (5)	10% (1)	10% (1)	10% (1)

interviewing, and case management).						
Overall, how effectively have the Hunter College Clinical Rehabilitation Counseling program graduates performed in their professional roles related to their jobs?	3.11	30% (3)	50% (5)	0%	10% (1)	10% (1)

Fieldwork Placement Outcomes

100% of the students who enrolled in the Practicum or Internship courses secured a placement before the semester began.

Subsequent Program Modifications and Substantial Program Changes

1. Recruit prospective applicants

- a. The application number has been growing in the past two years. In order to recruit more prospective CRC students, faculty members in the CRC program have continued to work with the SOE admissions office to conduct informational sessions and attend CUNY wide recruitment events.

2. Enhance curriculum and teaching

- a. Overall, the average for each KPI exceeds the minimum threshold in the past two years; however, there are some areas for improvement, including counseling orientation and ethical practice, assessment, and rehabilitation counseling skills.
- b. For the counseling orientation area, we revised a project in the COUNR 716 Foundation and Resources in Rehabilitation Counseling, in which students have to conduct an informational interview with a rehabilitation counselor. The purpose is to enhance students' understanding of the field and their professional identity.
- c. For the assessment area, we added components of diagnostic interview skills in the COCO 708 Assessment and Appraisal course.
- d. For the rehabilitation counseling skill area, we invited guest speakers from the vocational rehabilitation field (ACCES-VR and Commission for the Blind) to the COCO 712 Career Counseling course each semester. The purpose is to enhance students' understanding of career counseling and vocational rehabilitation.

3. Strengthen Career Preparation and Workforce Alignment

- a. Develop stronger partnerships with employers (e.g., rehabilitation agencies, hospitals, community-based organizations, schools, and private practices) to increase job placement opportunities.
- b. Expand career advising to include workshops on navigating diverse career pathways (rehabilitation counseling, mental health counseling, case management, disability services, and private practice).
- c. Strengthen the alumni network as a professional resource, especially for job referrals and professional development.

4. Address Licensure and Credentialing Challenges

- a. Offered the Advanced Certificate in Mental Health Counseling program to allow graduates from the CRC program to pursue LMHC.
- b. Embed information on the evolving licensure landscape into advising and curriculum so students can plan earlier.

5. Improve Fieldwork Experience

- a. Fieldwork instructors and the fieldwork coordinator continue to emphasize and focus on the importance of supervision in their clinical development during orientation and at the beginning of fieldwork courses.
- b. 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.
- c. We invited representatives from ACCES-VR to discuss their paid internship and traineeship program. We connected students with the district manager to expedite the placement process.