



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

Admission and Enrollment Data

Table 1. Number of applicants and enrolled students

Academic Year	Applied Applicants	Accepted Applicants	Newly Enrolled Students	Total Enrolled Students
2023-2024	137	96	59	137
2024-2025	88	57	21	88

Graduate Outcomes

The definition for on-time graduation is 3 years (20 credits per year). During the 2023–2024 academic year, a total of 51 students completed the School Counseling program, with 44 graduates (86%) finishing on time. The average time to degree completion for this cohort was 2.52 years. In 2024–2025, the number of completers decreased slightly to 47 students, with 40 (85%) graduating on time and an average time to completion of 2.54 years. Overall, the data indicate consistent on-time graduation rates and stable average years to degree completion across both academic years.

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

SC Program Completion	2023-2024	2024-2025
Completers(N)	51	47*
On-Time(N)	44	40
On-Time(%)	86%	85%
Avg. Years to Graduate	2.52	2.54

**Including 3 students from the bilingual school counseling track.*

Source @ HTR_AWARD2_EDU_DET_161006_4447.xlsx

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= 3.23, KPI2= 3.10, KPI3= 3.02, KPI4= 3.07, KPI5= 3.07, KPI6= 3.08, KPI7= 3.24, KPI8= 3.00, and 3.23 for School Counseling 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= 2.85, KPI2= 2.71, KPI3= 2.72, KPI4= 2.67, KPI5= 2.84, KPI6= 3.00, KPI7= 2.92, KPI8= 2.96, and 2.90 for School Counseling Specialty.
- All the weighted average for each KPI exceeds the minimum threshold, although KPI 3 and KPI 8 were at the lower end in 2024. The strong areas in 2025 include KPI 6, KPI 7, KPI 8, and School Counseling Specialty area.

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	3.33 (n=49)	3.07 (n=29)	COUNS 718 Intake Report	2.48 (n=31)
				COUNS 726 Site Supervisor Evaluation	2.95 (n=109)
KPI 2 SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES	COCO 707 Cultural Autobiography and Assessment Paper	3.00 (n=21)	3.03 (n=33)	COUNS 718 Intake Report	2.52 (n=31)
	COUNS 726 Case Conceptualization	3.00 (n=11)	3.28 (n=29)	COUNS 726 Case Conceptualization	2.76 (n=111)
KPI 3 LIFESPAN DEVELOPMENT	COCO 700 Student Presentation	3.00 (n=18)	3.00 (n=16)	COUNS 718 Intake Report	2.29 (n=18)
	COCO 703 Case Assignment	3.00 (n=14)	3.10 (n=10)	COUNS 726 Case Conceptualization	2.79 (n=111)
KPI 4 CAREER DEVELOPMENT	COCO 713 Personal Reflection on Career Process	4.00 (n=16)	3.78 (n=37)	COCO 713 Personal Reflection on Career Process	2.56 (n=27)
	COCO 712 College Counseling Resource Guide	3.00 (n=23)	3.00 (n=37)	COUNS 726 Case Conceptualization	2.70 (n=111)

KPI 5: COUNSELING PRACTICE AND RELATIONSHIPS	COCO 702 Foundational Theories Paper	3.05 (n=22)	3.21 (n=14)	COUNS 718 Site Supervisor Evaluation	2.56 (n=31)
	COCO 701 Transcript Analysis and Process Paper	3.22 (n=18)	2.80 (n=16)	COUNS 726 Site Supervisor Evaluation	2.92 (n=111)
KPI 6 GROUP COUNSELING AND GROUP WORK	COCO 706 Group Proposal	3.00 (n=7)	3.10 (n=30)	COCO 706 Group Reflection Paper	3.0 (n=3)
KPI 7 ASSESSMENT AND DIAGNOSTIC PROCESSES	COCO 708 Clinical Interview Assessment Report	3.37 (n=28)	3.13 (n=32)	COUNS 718 Intake Report	2.92 (n=12)
KPI 8 RESEARCH AND PROGRAM EVALUATION	COUNS 720 Culminating Paper Project	3.00 (n=6)	3.00 (n=18)	COUNS 726 Case Conceptualization	2.96 (n=84)
KPI School Counseling Specialty Area	COUNS 717 Core Curriculum Guidance Lesson	3.07 (n=15)	3.00 (n=23)	COUNS 718 Site Supervisor Evaluation	2.75 (n=30)
	COCO 721 Curriculum Lesson Plan	3.43 (n=23)	3.54 (n=37)	COUNS 726 Site Supervisor Evaluation	2.94 (n=104)
	COUNS 717 Professional SC Interview	3.00 (n=15)	2.43 (n=23)	NA	NA
	COUNS 722 Area Resource Guide	3.22 (n=9)	3.55 (n=40)	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.
- All students achieved the minimum threshold from 2023-2025.

Table 4. Average of Key Professional Dispositions (KPD)

Key Professional Dispositions (KPD)	Fall 2023 (N=83)	Spring 2024 (N=30)	Fall 2024 (N=45)	Spring 2025 (N=96)
1. Professional Counseling Ethics	3.46	3.10	3.16	Target (2.0)
2. Professional Counseling Conduct	3.39	3.3	3.22	Target (2.0)
3. Professional & Personal Boundaries and Self-Regulation	3.36	3.2	3.05	Target (2.0)
4. Multicultural Development & Cultural Humility	3.43	3.19	3.0	Target (2.0)
5. Self-Awareness: Demonstrates	3.34	3.23	3.05	NA
6. Flexibility & Adaptability	3.36	3.33	3.18	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 214 School Counseling students were evaluated during Fall 2023, Spring 2024, and Fall 2024. The average score for all competency areas was 3.89. 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 2.81.

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

Competency Area	COUNS
N	214
Counseling Skills	3.87
Treatment Planning	3.76
Documentation/ Record Keeping	3.91
Professional Identity/ Ethics	3.95
Total Average of Self-Awareness	3.91
Total Average of Professional Responsibility	3.91
Total Average of Supervision	3.94
Grand Total	3.89

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

Competency Area	Average Score
N	98
Ethics: Applies relevant ethical and legal consideration to counseling.	2.85
Professional Behavior: Behaves in a professional manner (e.g., is collaborative, communicative, punctual, and flexible, keeping professional boundaries).	2.87

Cultural Humility: Demonstrates cultural humility (e.g., is curious; explores client identities; explores issues of diversity, oppression, power, and prejudice).	2.86
Client Relationship: Works with clients effectively (e.g., establishes a relationship, uses appropriate counseling skills).	2.83
Counseling Skills: Develops appropriate counseling techniques for effective intervention (e.g., establishes goals and objectives, uses data to track progress, uses evidence-based strategies).	2.71
Supervision: Attends supervision on time and accepts constructive feedback willingly and non-defensively.	2.91
School Counseling Specialty Area 1: Demonstrates knowledge of roles and responsibilities of professional school counselors and demonstrates culturally sustaining comprehensive school counseling interventions.	2.86
School Counseling 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, and IEP).	2.86
Self-Awareness: Demonstrates appropriate self-awareness and self-evaluation strategies for ethical and effective practice.	2.82
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?	2.54
Total	2.81

Alumni Survey

Seventy (70) Graduates from the School Counseling program completed the Alumni survey that was sent out in July and August 2025.

- The respondents graduated from 2019 to 2024. 73% (n=51) of the graduates are currently working full-time in the school counseling-related field, 11% (n=8) are working part-time, while 16% (n=11) are not working in the field. 51 % of the graduates (n=29) have been employed in the field for more than 2 years, 32% (n=18) have been employed 1-2 years, 18% (n=10) less than one year.
- 5 graduates have become National Certified Counselors (NCCs).
- KPI: The strongest area is KPI 2 (Social and Cultural Diversity), while the lowest is KPI 7 (Assessment and Testing), with an average score of 2.35.
- Satisfaction: 83% (53) of the graduates were satisfied with the program, while 10% dissatisfied (6).
- The summary of the narrative feedback is 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	73%	51
Yes, part-time	11%	8
No	16%	11

Table 8. Place of Employment

In which setting are you currently employed?	Percentage	Count
NYC public school	38%	22
NYC charter school	17%	10
NYC private school	12%	7

NYC parochial school	2%	1
School outside of NYC	24%	14
Other	7%	4

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)	3.2	47.27% (26)	25.45% (14)	27.27% (15)	0%	55
Social and Cultural Diversity: (e.g. advocacy, social justice, cultural humility, multiculturalism, self-reflection, awareness of power and oppression)	3.3	57.41% (31)	24.07% (13)	9.26% (5)	9.26% (5)	54
Human Growth and Development: (e.g. strategies to promote wellness across the lifespan including the impact of family, community, and environmental factors)	2.96	30.91% (17)	40.00% (22)	23.64% (13)	5.45% (3)	55
Career Development: (e.g. theories and models of career development, culturally relevant strategies for career assessment, interventions, and program planning and evaluation.	2.58	16% (9)	36% (20)	36% (20)	11% (6)	55

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)	3.09	39% (21)	35% (19)	22% (12)	4% (2)	54
Assessment and Testing: (e.g. statistical concepts and procedures for the effective practice of assessment and testing in professional counseling)	2.35	7% (4)	28% (15)	57% (31)	7% (4)	54
Research and Program Evaluation: (e.g. evidence-based research methods and program evaluation)	2.47	12.73% (7)	32.73% (18)	43.64% (24)	10.91% (6)	55

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

KPI	Average	Very Strong (4)	Strong (3)	Moderate (2)	Weak (1)	N
Foundations: key models, history, and unique roles of professional school counselors, including a focus on the unique roles of counselors working in urban settings.	2.83	27% (16)	46% (27)	20% (12)	7% (4)	58
Practice: developing comprehensive school counseling programs and applying culturally relevant techniques and strategies for academic, personal, social, and career counseling in a school setting	2.61	22% (13)	49% (29)	15% (9)	12% (7)	59
Contextual Dimensions: understanding school counselors' role as leaders, advocates, change	2.93	24% (14)	25% (15)	39% (23)	12% (7)	59

agents, and consultants in p-12 and postsecondary schools.						
--	--	--	--	--	--	--

Table 11. Culturally Relevant Education

Do you feel that you received a culturally relevant educational experience in the School of Education?	Percentage	Count
Yes	87%	55
No	13%	8

Table 12. Overall Satisfaction.

Overall, how satisfied are you with the quality of your counseling education experience?	Percentage	Count
Very dissatisfied	2%	1
Somewhat dissatisfied	8%	5
Neither satisfied nor dissatisfied	8%	5
Somewhat satisfied	45%	29
Very satisfied	38%	24

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%	57
No	11%	7

Summary of the Narrative Feedback:

Alumni highlighted many strengths of the program, including supportive and knowledgeable faculty, diverse perspectives, and meaningful practicum and internship experiences that helped them feel well-prepared as school counselors. Several expressed deep gratitude for their education, describing the program as enriching and impactful. At the same time, alumni identified opportunities for improvement, such as clearer feedback on assignments, stronger preparation in practical skills (e.g., IEPs, SESIS, ATS, STARS, DOE procedures), and more targeted support for the NYS certification exam and job placement. Recommendations included expanding coursework in trauma and disability, increasing online and evening course offerings, improving orientation and registration processes, and enhancing faculty diversity and cultural responsiveness. Despite these challenges, many alumni affirmed the program's overall value and emphasized the positive influence it has had on their professional and personal growth.

Employer Survey

Thirty-one (31) employers who have hired a graduate from the School 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: All KPI exceeds the minimum threshold (3.0).

Table 14. Evaluation of the Employees' Competencies (N=31)

Area	Average	Exemplary	Proficient	Developing	Underdeveloped	N/A
Professional Counseling Orientation and Ethical Practice: The employee(s) demonstrates an understanding of the professional code of ethics, professional roles, and responsibilities.	3.48	58% (18)	32% (10)	10% (3)	0%	0%

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.	3.55	61% (19)	32% (10)	6% (2)	0%	0%
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 developmental milestones from birth through death.	3.42	48% (15)	35% (11)	13% (4)	0%	3% (1)
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.	3.32	48% (15)	35% (11)	16% (5)	0%	0%
Counseling Skills: The employee(s) demonstrates intentional use of theory and skills in a culturally relevant manner.	3.39	52% (16)	39% (12)	6% (6)	3% (1)	0%
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.	3.19	42% (13)	39% (12)	16% (5)	3% (1)	0%
Assessment and Testing: The employee(s) demonstrates ethical and culturally relevant skills of assessments and testing.	3.61	58% (18)	26% (8)	10% (3)	0%	6%(2)

Research and Program Evaluation: The employee(s) demonstrates a basic understanding of legal, ethical, and cultural considerations in counseling research and program evaluation.	3.48	55% (17)	32% (10)	6% (2)	3% (1)	3% (1)
School Counseling Skills: The employee(s) demonstrate the knowledge of roles and responsibilities of professional school counselors and demonstrate culturally sustaining school counseling interventions.	3.52	58% (18)	35% (11)	6% (2)	0%	0%
Overall, how effectively have the Hunter College School Counseling program graduates performed in their professional roles related to their jobs?	3.48	55% (17)	39% (12)	6% (2)	0%	0%

Fieldwork Placement Outcomes

100% of the students who enrolled in the Practicum or Internship courses secured a placement prior to the semester beginning.

Subsequent Program Modifications and Substantial Program Changes

1. Enhance curriculum and teaching

- a. Assessment results indicate relatively lower scores for KPI 3, Lifespan Development Intake Report, in COUNS 718. This may be because due to the fact this is the first course in which students are required to complete a counseling intake report. At this stage in their training, students are still developing the ability to conceptualize and synthesize complex client information, including life stage and family issues. In addition, faculty identified that the assignment instructions could more explicitly highlight the integration of life stage development. In response, the COUNS 718 syllabus was revised so that students receive instruction and discussion on documentation skills, including the intake

report, in Week 3 of the semester. This change is intended to provide earlier and clearer preparation, thereby supporting improved student performance on this assessment in future cohorts.

- b. Alumni evaluated the Program's Key Performance Indicators 7 (Assessment and Testing) and 8 (Research and Program Evaluation) lower than other KPIs. Faculty acknowledged that the program has placed strong emphasis on KPI 1 and 2 (Professional Counseling Orientation and Ethical Practice, and Social and Cultural Diversity) throughout coursework, while KPI 7 and 8 were primarily addressed in COCO 708 and COCO 709. In response, faculty have integrated additional supports, including designated weeks in COUNS 720 (Culminating Seminar) for individualized meetings with instructors to support research papers, and expanded time in COUNS 719 (Advanced Counseling Skills and Contemporary Issues) for reviewing and analyzing IEPs.

2. Support Certification Exam

- a. Students began taking the New York State certification exam in 2023. Alumni survey feedback noted more attention was required in the program regarding exam preparation and job employment. In response, faculty implemented targeted supports, including an exam preparation workshop offered in Spring 2025 and the addition of an online session for all interns focused specifically on certification requirements and exam preparation. These actions demonstrate the program's commitment to closing the feedback loop and ensuring continuous improvement to support student success in certification and employment.

3. Strengthen Career Preparation

- a. Alumni survey feedback indicated a need for stronger support in career preparation. In response, faculty expanded career advising to include targeted workshops on navigating the professional life of school counselors. The program also strengthened the alumni network as a professional resource by incorporating guest speaker sessions and alumni-led workshops. These initiatives are designed to provide students with practical insights, enhance their career readiness, and promote ongoing mentorship opportunities.