2017-18 Lehman College Counselor Education/School Counseling M.S.Ed.
Program Data and Annual Report

PROGRAM DATA:

2018 Admissions CE/SC M.S.Ed. Class of ‘21:

| 75 applicants | 40 offered admission | 40 admitted | 18 wait-listed |

Diversity and CE/SC M.S.Ed. students, faculty, and staff.

The CE/SC program reflects the rich cultural and linguistic diversity of the Bronx and surrounding areas. Our program is primarily students of color (of African, Latinx, Asian, Indigenous, & mixed race ethnic/racial identities), a large percentage of whom are bilingual students with English and Spanish the primary languages and some Asian, African, and other European languages. The program is about 80% female; many students are first-generation college attendees, and many students or their parents are first-generation immigrants. Some students identify as LGBTQIA+. Some students have disabilities. Some students are parents and/or grandparents. Students’ religious/spiritual backgrounds include various denominations of Christians, Muslims, Jews, Hindus, Buddhists, agnostics, and atheists. Many students have been raised in poor/working class families. We welcome, nurture, and affirm a diverse student body. Our faculty and staff have an equally wide range of linguistic and cultural identities and we continue to hire part-timers, mostly alumni from our program, often bilingual, of multiple non-dominant cultural identities, who are practicing school counselors and/or site supervisors at elementary, middle, and high school levels with college access experience.

Graduates/Completion Data CE/SC M.S.Ed. Class of 2018:

| 38 students admitted for 3-year part-time program in Fall 2015 | 35 students completed 2018 | 91% completion rate |

Graduate Employment Data CE/SC M.S.Ed. Class of 2018:

35% of graduates of the class of 2018 are working as school and/or college access/admission counselors despite a NYC DOE hiring freeze and 100% of alumni are employed at graduation in all occupation titles. Some candidates also chose to stay in classroom teaching or other non-counseling positions. We anticipate that this number will rise over time as all other prior CE/SC classes have done so:

Graduate Employment Longitudinal Data for CE/SC M.S.Ed. Class of ‘06-'18:
The program has a very good school/college/career counseling job placement rate for our alumni since record-keeping began with the 2006 cohort, the first with transformed, CACREP-aligned Counselor Education/School Counseling curriculum and fieldwork, as follows (earlier numbers may be higher if alumni did not update current counseling position information):

<table>
<thead>
<tr>
<th>Class Year</th>
<th>Graduates</th>
<th>Placement Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class of 2006</td>
<td>10 graduates</td>
<td>80% in School Counseling (SC)/ College Counseling (CC)/Career Counseling (CaC) positions</td>
</tr>
<tr>
<td>Class of 2007</td>
<td>21 graduates</td>
<td>72% in SC/CC/CaC positions</td>
</tr>
<tr>
<td>Class of 2008 (start of six-year NYC DOE hiring freeze)</td>
<td>23 graduates</td>
<td>65% in SC/CC/CaC positions</td>
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<tr>
<td>Class of 2009</td>
<td>23 graduates</td>
<td>72% in SC/CC/CaC positions</td>
</tr>
<tr>
<td>Class of 2010</td>
<td>25 graduates</td>
<td>75% in SC/CC/CaC positions</td>
</tr>
<tr>
<td>Class of 2011</td>
<td>14 graduates</td>
<td>50% in SC/CC/CaC positions</td>
</tr>
<tr>
<td>Class of 2012</td>
<td>20 graduates</td>
<td>46% in SC/CC/CaC positions</td>
</tr>
<tr>
<td>Class of 2013</td>
<td>18 graduates</td>
<td>53% in SC/CC/CaC positions</td>
</tr>
<tr>
<td>Class of 2014</td>
<td>22 graduates</td>
<td>80% in SC/CC/CaC positions</td>
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<tr>
<td>Class of 2015 (end of NYC DOE hiring freeze)</td>
<td>43 graduates (part of 63 below as 1st 3-year cohort)</td>
<td>(See Class of 2016)</td>
</tr>
<tr>
<td>Class of 2016 (double cohort graduated as CE/SC program became 3-year instead of 4-year)</td>
<td>63 graduates (including 20 from last 4-year cohort)</td>
<td>85% in SC/CC/CaC positions</td>
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<tr>
<td>Class of 2017</td>
<td>24 graduates</td>
<td>62% in SC/CC/CaC positions</td>
</tr>
<tr>
<td>Class of 2018 (NYCDOE freeze)</td>
<td>35 graduates</td>
<td>34% in SC/CC/CaC positions</td>
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**Certification/Comprehensive Exams**
Currently neither are required by the program nor NYS for School Counselor certification; the new NYSED school counselor regulations, however, will require a certification examination for school counselor certification but it is under development by NYSED with no date for when it will be implemented.
CE/SC PROGRAM ANNUAL REPORT 2017-18

Our 2017-2018 school year focused on the CACREP self-study feedback, rejoinders, and readying our assessment system and site visit plans. We also hired new part-time faculty and readied our Taskstream (Watermark) student learning evaluation system for the Fall of 2018 and the Class of ‘21 and planned to create a mental health counseling bridge program.

Advisory Council:

The CE/SC program Advisory Council met in January of 2018 with multiple specific suggestions to enhance the program:

CE/SC Advisory Council Meeting Agenda

1/24/18
4-5:30PM

Advisory Board Members Present:

Jonathan Baez  CE/SC ‘19, Dr. Stuart Chen-Hayes, Dr. Faith Deveaux, Paulette Monforte, CE/SC ’16, and  Prof. Theresa Wyre CE/SC ’02

AGENDA:

1. Opening Introductions
2. Self study for CACREP and anticipated fall 2018 site visit.
3. Program data and outcomes and new assessment system using Taskstream for fall 2018 implementation
4. Process to create a new mental health counseling bridge program to complete by Spring of 2019.
5. Open discussion/suggestions
6. Wrap-up and next steps

Comments from advisory board members included:

- Need to consider multidisciplinary supervision for school social workers who do not have school counseling background;
- Add a thank you/gift of appreciation for site supervisors;
- More PD for supervisors.
- Discussion also ensued related to rise in anxiety in K-12 and speculation about college process pressure, over-testing, social media, and how the program/fieldwork might address it.
- Suggestion made to add a cognitive-behavioral text on stress management/anxiety reduction for K-12 students.
- Strong support for mental health bridge as K-12 school counselors seeing many more severe mental health issues and a rise in inpatient hospitalizations.
In terms of the CE/SC curriculum, more role-plays in classes similar to human development and sexuality counseling needed; more training in school relationship to how to work with HIPPA issues when they arise.

Alumni Evaluations

An annual survey of alumni who graduated in the prior year is sent to the most recent set of graduates for feedback rating how well prepared they are in specific knowledge and skills from program coursework and fieldwork. We also ask about program strengths, improvements, greatest learning, and if they would refer future candidates to the program. Three years of feedback included respondents (N=63) from the cohorts that graduated in 2016-18 are as follows:

Demographics (N=63):

Possess School Counselor Certification (NY State): 84%

<table>
<thead>
<tr>
<th>Employed as a School or College Counselor</th>
<th>42%</th>
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<tbody>
<tr>
<td>Employed in Other Education (Teaching)</td>
<td>18%</td>
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<tr>
<td>Other Employment</td>
<td>40%</td>
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<td>Pregnancy Pause</td>
<td>2%</td>
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Coursework and Fieldwork Questions (N=63):

<table>
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<tr>
<th>Knowledge and Skills Questions:</th>
<th>4-Strongly Agree</th>
<th>3-Somewhat Agree</th>
<th>2-Somewhat Disagree</th>
<th>1-Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professional school counseling, ethics, ASCA model component implementation</td>
<td>71.4%</td>
<td>28.6%</td>
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<td>2. Individual and group counseling in K-12 settings on academic, career, college, and social-emotional needs</td>
<td>76.2%</td>
<td>23.8%</td>
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<td>3. Plan, deliver, and evaluate developmental school</td>
<td>65.1%</td>
<td>33.3%</td>
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<tr>
<td>Counseling Curriculum Lessons K-12</td>
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<tr>
<td>4. Social justice and multicultural issues with culturally and linguistically diverse K-12 students/families including helping close achievement/opportunity/attainment gaps</td>
<td>76.2%</td>
<td>23.8%</td>
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<tr>
<td>5. Leadership, advocacy, consultation and collaborative school counseling program services with K-12 students, families, and staff</td>
<td>71.4%</td>
<td>27%</td>
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<tr>
<td>6. Research and evidence-based academic, career, college, and social-emotional interventions in K-12 school counseling programs</td>
<td>61.9%</td>
<td>38.1%</td>
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<tr>
<td>7. Practicum and internship developed individual and group counseling, lesson plan delivery, and advising/planning skills with K-12</td>
<td>74.6%</td>
<td>23.8%</td>
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<td></td>
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<tr>
<td>students</td>
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<tr>
<td>8. School counseling program support for academic mission of schools:</td>
<td>64%</td>
<td>35%</td>
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<tr>
<td>school-based support teams, multiple intelligences, learning styles,</td>
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<td>differentiated instruction</td>
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<tr>
<td>9. Identity as a professional counselor specializing in school/career/</td>
<td>71.4%</td>
<td>22.2%</td>
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<tr>
<td>college access/admission counseling</td>
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<tr>
<td>YES</td>
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<tr>
<td>NO</td>
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<tr>
<td>10. Would you refer someone to the CE/SC M.S.Ed. program?</td>
<td>92%</td>
<td>8%</td>
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Most recent comments about what students liked about the Lehman CE/SC program:

- "Professors’ knowledge in the program."
- "The ASCA Model & ASCA Code of Ethics."
- "Great cohort experience, thorough curriculum, competent professors who cared."
- "I absolutely loved the program. I would do it again."
- "There is a lot of support and flexibility. The faculty are understanding and always readily available."
- "This was a great program and I am happy and proud to have graduated from it. Thank you for everything."
- "CACREP."
"The program had a strong social justice focus. The program not only worked to help students become aware of various injustices that exist in our society. I feel empowered and inspired to be an agent of change. We were given ample resources to assist members of different groups. I was given the opportunity to self-reflect on multiple occasions and was challenged by my professors in a way that help me grow as a person. Overall being a part of the program was a life-changing experience that I am thankful for. I thank my professors for sharing their knowledge with me."

"The Lehman College program is rigorous. It is most rewarding to know that you are fully prepared to work with diverse communities."

"The internship classes. The professors who worked as school counselors."

"It's a very thorough program, it covers a lot of what the school counselor position should be doing, we get a lot of good fieldwork experience, and we make a lot of new connections."

"The greatest strengths of the program are that it is three years, the classes offered, and that they have summer and winter classes. I also feel the feedback that students receive from professors and peers is helpful. The professors/adjuncts were also very knowledgeable and pushed me to become better."

Most recent comments about what students would change:

- Two-year program

- Want to take the mental health extension as soon as possible

- "The feedback I’d like to provide is that we need more resources and outreach available for soon to be graduates and alumni on what the actual process of finding a job as a school counselor in NYC looks like."

- "Elective classes on grief, bereavement, and suicide"

- "Ability to take more than 2 classes a semester"

- "More information on school-based systems such as ATS, SESIS, and STARS"

- "First, I suggest that the program mandate the Youth Mental Health First Aid course as a bare-bones foundation. Second, there are other foundations/groups that will come in and do workshops for groups, including role play and demonstrations of how to address the issue with the necessary stakeholders with tact and the required delicacy. Finally, offer a course in trauma-specific counseling or workshops that expose potential counselors to it. We overlook how trauma impacts our students and the different types that exist impact how we should respond and attend to our students and other stakeholders as a result."

- More information about Special Education.

EMPLOYER EVALUATIONS OF CE/SC ALUMS:
In the most recent round of employer evaluations, there were 2 respondents. Both ranked our alumni who are practicing school counselors as 4s in all but one category each. The categories included: professional identity/collaboration, social justice/equity; resources to promote student success; use of data for student success; use of individual and group counseling, school counseling curriculum, and planning/advising to help close achievement and opportunity gaps; adherence to legal and ethical codes; referrals; school counseling program development; time management; use of supervision; mental health issues; academic/career/college issues. One employer stated greatest strength was collaboration and resources; another employer wanted less focus on leadership and more on collaboration as well as understanding how to read transcripts, report cards, & NYS graduation requirements.

CACREP Self-Study Rejoinder and Program Evaluation Modifications

The program received feedback from CACREP from the Self-Study sent in June of 2017 and worked all year on adjusting items in the program and sent a rejoinder. Feedback from that rejoinder was given to the program and a CACREP site visit was scheduled for November of 2018. The major program modification was to design and implement a learning assessment system using Taskstream (Watermark). Taskstream (Watermark) will be rolled out annually over a three-year period starting with the fall of 2018 and the Class of ‘21. Last, after feedback from instructors, a collaboration was made with the Literacy Studies program to create a Professional Writing in Education course to assist some of our current and incoming candidates with increasing their professional writing skills to be implemented by Assistant Professor of Literacy Dr. Jennifer Van Allen in the Fall of 2018.

Chi Sigma Iota International Counseling Honorary

New members of the Classes of ‘18 and ‘19 were initiated into Tau Chapter at the LUTE (Lehman Urban Transformative Education) Awards Ceremony in May 2018 by chapter advisors Dr. Faith Deveaux, Dr. Laura Roberts, Dr. Alyse Anekstein and chapter officers.

Class of ‘18:

Elizabeth O'Donnell Aiken
Tafaool Ali-Ahmed
Philomina Asamoah
Christopher Brown
Maricruz Badia Cestero
Agueda De La Cruz
Michael Gardner
Farah Elsamra-Gewida
Cynthia Horton
Nazia Khandaker
Rosana Nin
Amanda Pagan
Carla Paez
Jocelyn Rodriguez
Ivana Silverio

Class of ‘19:

Angela Aponte
Fabiola Estevez Artilles
Santos Avila
Jonathan Baez
Andrea Cabrera
Ashley Cameron
Carmela Cautillo
Alberis DelaCruz
Kirdania DelaCruz
Clarissa Gallagher
Carmen Garcia
Janet Garcia
Jose Giraldo
Marina Gomez
Stephanie Gonzalez
Avril Guzman
Michael Jaros
Damali Jones
Saleha Khatun
Nayelis Lopez
Magaly Melendez
Melissa Miller
Kayla Morales
Kaitlyn Mottola
Katarina Pumarejo
Genesis Reyna
Maria Rosario
Tahira Rosario
Emely Santiago
Wanda Snell
Maujuda Soltanoff
Ana Taveras

Faculty Hires

New part-time faculty (all practicing school counseling/academic advising counselors and/or site supervisors): hired for Winter/Spring 2018: Kevon Bruce, Ph.D. candidate, Argosy University-Northern Virginia (CACREP) (multicultural and group counseling); alum and site supervisor Theresa Wyre, M.S.Ed., Lehman CE/SC, ’02 (group counseling); Pedro Luna, M.S.Ed., Syracuse University (CACREP), and SEEK counselor at Lehman College (multicultural counseling). Marisol Palau, M.S.Ed., St. Johns University (CACREP), was hired to teach the two fall EDG 701 counseling theories courses as Dr. Faith Deveaux is on fellowship leave FA ’18 and FA ’19 semesters.

Dr. Bill Cipriano Retires

A huge thank you to our long-time part-time faculty Dr. Bill Cipriano, who retired as of 2018. He taught more courses in the program for almost 15 years than any other part-time faculty member. Students and colleagues alike cherished Dr. Cipriano’s humor, care and concern for students, and brilliant ability to convey school- and family-based counseling material in multiple courses.

Orientation for Class of ‘20, September, 2017

AGENDA:

1. Welcome/Introductions--Dr. Chen-Hayes
2. Bilingual CE/SC Advanced Certificate--Dr. Deveaux
3. NYS School Counselor Certification Requirements--Dr Roberts
4. Pre-Practicum, Practicum, Internship--Dr. Roberts
5. Overview of CE/SC Course Sequence--Dr. Chen-Hayes

7. Q & A--Dr. Chen-Hayes

8. Library orientation/tour with Prof. Alison Lehner-Quam

Feedback was positive from participants with one exception; many participants wanted to hear alumni who had been in the field for some time; the program will ensure alumni with more experience in the field present at the Fall, 2018 orientation. The 2018 orientation moved to the week prior to classes starting on a Tuesday afternoon in August where students chose from financial aid, writing center, and library workshops and a welcome dinner/reception with all Lehman graduate students prior to the evening’s CE/SC orientation.

Site Supervisor & Prac/Internship Candidate Supervision Annual Fall/Spring Trainings & Evaluation:

The program implemented a first annual in-person site supervisor and intern supervision workshop in the Fall of 2017 hosted by Drs. Anekstein and Chen-Hayes. Turnout was low and a decision was made to make it solely via teleconference for the February 2018 session for practicum students and site supervisors and interns/supervisors who missed the fall session. Attendance was significantly higher and it was agreed that that format was best to continue for fall and spring of 2018-19. 55 persons participated in the Spring 2017 supervision training and evaluation with the following results:

- 96% of participants accurately named the required components of a site supervisor-school counselor contract
- 93% of participants accurately named the components of the supervisory relationship.
- 100% of participants named the three components of the Integrated Developmental Model accurately.
- 87% of participants accurately named the correct type of supervision model developed by Bernard (Discrimination)
- 80% of participants could discern accurate and inaccurate components of the ASCA Model for administrative supervision.

Selected feedback strengths:
- Connecting the models to real-life scenarios
- Use of a supervision contract
- Both the IDM and Discrimination models
- Review of ASCA Model artifacts for administrative supervision
- Really liked the format, timing, and information
- Very helpful

Selected feedback improvements:
- More of everything--models, scenarios, resources
- Some would prefer in-person instead of via phone conference and powerpoint
- More site supervisors need training in ASCA model
- Earlier in the semester/year for the training