



LEHMAN COLLEGE

COUNSELOR EDUCATION

Annual Report

2023–2024

Mission Statement:

The Lehman College Counselor Education: School Counseling program develops culturally competent, ethical, caring, data-informed professional school counselors in a PK-12 urban educational framework. School counselor students promote social justice and human rights advocacy in their scholarly, clinical, assessment, evaluation, and school counseling program implementation practices. They develop academic, personal, social, and career/college competencies for all students to help close achievement, opportunity, and attainment gaps. The Counselor Education: School Counseling program climate emphasizes collaboration, leadership, self-awareness, and mutual respect among diverse groups.

Program Objectives:

- Students demonstrate knowledge of professional school counseling interventions across identity/ethics, counseling theories, group work, multicultural counseling, career counseling, human development, assessment, research/program evaluation, leadership/advocacy, college access, and trauma skills.
- Students assess and implement the *ASCA National Model Framework* using artifacts from practicum, internship, and action research projects.

- Students use evidence-based and data-informed practices to deliver, implement, and evaluate counseling programs to close achievement gaps.
- Students excel in individual counseling, group counseling, curriculum development, and student advising in practical experiences.
- Students complete a supervised total of 750 hours: pre-practicum (50), practicum (100), and internship (600).
- Students demonstrate dispositions such as respect, enthusiasm, effective communication, peer support, constructive feedback, trustworthiness, warmth, kindness, diversity affirmation, and professionalism.

Student Demographics (2023–2024):

- Total Enrolled Students: 85
- Graduates: 24
- Degree Completion Rate: Approximately 90%
- Certification Exam Pass Rate: 91–100%
- Employment Rate: Approximately 90%

Faculty Demographics:

- Full-Time Faculty: 5
- Demographic Breakdown: Asian (1 female), Hispanic (1 female), White (2 male, 1 female)

Fieldwork Performance

Supervisor Evaluations for Practicum Students		
	Average Score	Res
ability to demonstrate an understanding of the role and function of the professional school counselor and maintain his/her professional y in relation to the roles of other professional and support personnel in the school?	3.74	23
monstrates knowledge of social justice and equity issues with regard to race, ethnicity, cultural heritage, nationality, social class, ration status, language, family, age, gender identity, sexual orientation, family type, religious and spiritual beliefs, occupation, pmental, learning, physical and emotional disabilities in school counseling	3.61	23
an understanding and knowledge of, as well as ability to access the community, environmental, and institutional resources that will ce the academic, career, college and personal/social success and overall development of all students.	3.65	23
monstrates the knowledge and ability to access and utilize data and apply technology in education and school counseling to assist ts, families and school personnel to promote the academic, career, college and personal/social development of all students	3.65	23
monstrates abilities to effectively use individual counseling to close achievement, opportunity and attainment gaps.	3.65	23
monstrates abilities to effectively use group counseling to close achievement, opportunity and attainment gaps.	3.52	23
monstrates abilities to effectively use developmental school counseling lessons to close achievement, opportunity and attainment gaps.	3.57	23
monstrates abilities to effectively use school counseling program model components to close achievement, opportunity and attainment	3.48	23
heres to the ethical and legal standards of professional school counseling as defined by the ACA and ASCA Codes of Ethics	3.78	23
dvocate for students and for the implementation of a data-driven, evidence- based, effective comprehensive, developmental school- eling program.	3.65	23
ccessfully coordinated, collaborated, made appropriate referrals and engaged in team-building with teachers, parents and caregivers, rt personnel, school administrators, and community resource personnel to promote the developmental counseling program.	3.26	23
e data to facilitate the successful student development and achievement of all students by addressing ASCA standards, competencies ndicators in individual counseling to close achievement, opportunity and attainment gaps.	3.48	23
e data to facilitate the successful student development and achievement of all students by addressing ASCA standards, competencies ndicators in school counseling program model components to close achievement, opportunity and attainment gaps.	3.52	23
emonstrates the knowledge, ability and willingness to focus on maximizing the academic, career, college and personal/social pment of all students in the school by providing appropriate information and skills training to assist pre-K to 12 students.	3.57	23

participates in the creation, evaluation and implementation of a data-driven, evidence- based comprehensive developmental school counseling program based on a needs assessment such as an ASCA program audit	3.22	23
collects, organize, manage, analyze and present data from school-based information (including, school report cards, comprehensive educational plan, enrollment, attendance, retention and graduation data, standardized test results), surveys, interviews, focus groups and needs assessment to improve the academic functioning of student.	3.13	23
identifies student academic, career, college, and personal/social competencies and implement intervention strategies and activities in individual counseling, group counseling, and developmental school counseling curriculum lessons to assist students in achieving these competencies.	3.48	23
maintain appropriate time management skills to meet the commitments and priorities of the developmental school-counseling program.	3.57	23
supervises supervision effectively to develop knowledge, awareness and skills as a professional school counselor.	3.78	23
demonstrates the knowledge, awareness and skills to be an effective resource in dealing with mental health issues that may affect the development and functioning of children and adolescence, such as abuse, domestic violence, eating disorders, attention deficit hyperactivity disorder, childhood depression, suicidality, post traumatic stress disorder, anxiety, eating disorders, chemical dependency.	3.52	23
demonstrates the ability to utilize developmentally appropriate interventions to assist students, parents and caregivers at points of educational transition, specifically, home to elementary school, elementary to middle to high school, high school to postsecondary education and career options.	3.61	23
promotes, develops and enhances effective teamwork within the school and larger community.	3.57	23
utilizes appropriate and effective consultation and change agency skills with teachers, administrators, school personnel, parents and community groups, agency representatives and students.	3.57	23
this school counselor candidate has an excellent future as a counselor, and I strongly support that he/she undertake such work.	3.78	23
this school counselor candidate shows potential as a counselor, and I recommend that he/she pursues additional training and supervision for development as a professional school counselor in the areas indicated above.	3.52	23

Supervisor Evaluation for Internship Students		
Item	Average Score	Responses
1. Ability to demonstrate an understanding of the role and function of the professional school counselor and maintain his/her professional identity in relation to the roles of other professional and support personnel in the school?	3.75	12
2. Demonstrates knowledge of social justice and equity issues with regard to race, ethnicity, cultural heritage, nationality, social class, immigration status, language, family, age, gender identity, sexual orientation, family type, religious and spiritual beliefs, occupation, developmental, learning, physical and emotional disabilities in school counseling	3.75	12
3. Has an understanding and knowledge of, as well as ability to access the community, environmental, and institutional resources that will enhance the academic, career, college and personal/social success and overall development of all students.	3.67	12
4. Demonstrates the knowledge and ability to access and utilize data and apply technology in education and school counseling to assist students, families and school personnel to promote the academic, career, college and personal/social development of all students	3.58	12
5. Demonstrates abilities to effectively use individual counseling to close achievement, opportunity and attainment gaps.	3.5	12
6. Demonstrates abilities to effectively use group counseling to close achievement, opportunity and attainment gaps.	3.58	12
7. Demonstrates abilities to effectively use developmental school counseling lessons to close achievement, opportunity and attainment gaps.	3.5	12
8. Demonstrates abilities to effectively use school counseling program model components to close achievement, opportunity and attainment gaps.	3.33	12
9. Adheres to the ethical and legal standards of professional school counseling as defined by the ACA and ASCA Codes of Ethics	3.67	12
10. Advocate for students and for the implementation of a data-driven, evidence- based, effective comprehensive, developmental school-counseling program.	3.67	12
11. Successfully coordinated, collaborated, made appropriate referrals and engaged in team-building with teachers, parents and caregivers, support personnel, school administrators, and community resource personnel to promote the developmental counseling program.	3.67	12
12. Use data to facilitate the successful student development and achievement of all students by addressing ASCA standards, competencies and indicators in individual counseling to close achievement, opportunity and attainment gaps.	3.67	12
13. Use data to facilitate the successful student development and achievement of all students by addressing ASCA standards, competencies and indicators in school counseling program model components to close achievement, opportunity and attainment gaps.	3.25	12
14. Demonstrates the knowledge, ability and willingness to focus on maximizing the academic, career, college and personal/social development of all students in the school by providing appropriate information and skills training to assist pre-K to 12 students.	3.5	12
15. Participates in the creation, evaluation and implementation of a data-driven, evidence- based comprehensive developmental school counseling program based on a needs assessment such as an ASCA program audit	3.25	12
16. Use, manage, analyze and present data from school-based information (including, school report cards, comprehensive educational plan, grades, enrollment, attendance, retention and graduation data, standardized test results), surveys, interviews, focus groups and needs assessment to improve the academic functioning of student.	3.25	12
17. Identifies student academic, career, college, and personal/social competencies and implement intervention strategies and activities in individual counseling, group counseling, and developmental school counseling curriculum lessons to assist students in achieving these competencies.	3.75	12
18. Maintain appropriate time management skills to meet the commitments and priorities of the developmental school-counseling program.	3.75	12
19. Uses supervision effectively to develop knowledge, awareness and skills as a professional school counselor.	3.75	12
20. Demonstrates the knowledge, awareness and skills to be an effective resource in dealing with mental health issues that may affect the development and functioning of children and adolescence, such as abuse, domestic violence, eating disorders, attention deficit hyperactivity disorder, childhood depression, suicidality, post-traumatic stress disorder, anxiety, eating disorders, chemical dependency.	3.33	12
21. Demonstrates the ability to utilize developmentally appropriate interventions to assist students, parents and caregivers at points of educational transition, specifically, home to elementary school, elementary to middle to high school, high school to postsecondary education and career options.	3.67	12

22. Promotes, develops and enhances effective teamwork within the school and larger community.	3.58	12
23. Utilizes appropriate and effective consultation and change agency skills with teachers, administrators, school personnel, parents and caregivers, community groups, agency representatives and students.	3.25	12
24. This school counselor candidate has an excellent future as a counselor, and I strongly support that he/she undertake such work.	3.83	12
25. This school counselor candidate shows potential as a counselor, and I recommend that he/she pursues additional training and supervision in their development as a professional school counselor in the areas indicated above.	2.92	12

Overall, supervisors viewed students as prepared, ethical, and capable with strengths in each of the following areas:

- Understanding the role of the school counselor
- Following ethical and legal guidelines
- Using supervision effectively to grow as professionals
- Positive endorsement of students' future potential as school counselors
- Using individual and group counseling to address student needs
- Applying school counseling models in practice
- Collaborating with school staff and families
- Promoting equity and social justice

Areas of growth include the following:

- Participating in program audits and evaluations
- Using and presenting school-based data to improve student outcomes
- Designing and managing data-informed school counseling programs

Results of Key Performance Indicators by Course:

Course	CACREP Standards	Key Assessment	Students Evaluated	Raw Results	Average (%)
EDG 700 Professional Identity in School Counseling	2.F.1.a-m	Intro SC Final Exam Key Assessment	24	3.57/4	89.3
EDG 701 Counseling Theories & Techniques	2.F.5.a, b, c, d, g, h, i, j.	Couns Theory Case Conceptualization	0	N/A	N/A
EDG 702 Multicultural and Social Justice Counseling	2.F.2.d-g	Multicultural Interactions Paper	24	3.57/4	89.32
EDG 703 Human Development in Counseling	4.B.1	Individual Disposition Survey	15	3.52/4	87.92%
EDG 703 Human Development in Counseling	2.F.3a-f	Human Development Paper	16	3.24/4	80.99%

EDG 704 Career Counseling	2.F.4a-j	K-12 Career Counseling Portfolio	24	3.81/4	95.31%
EDG 705 Group Counseling	2.F.6a-h	K-12 Group Counseling Portfolio	0	N/A	N/A
EDG 706 Assessment in Counseling	2.F.7a-m	Assessment in Counseling	35	3.28/4	81.94%
EDG 707 Practicum in Counseling	5.G.3.a, c-e, n-o	ASCA Model Artifacts	7	3.86/4	96.43%
EDG 708 Counseling Research, Program Development, and Evaluation	2.F.8b-e, i-j	School Counseling Program Evaluation	23	3.64/4	91.03
EDG 709 School/Community Leadership, Advocacy, Collaboration, and Consultation	5.G.2.a-d, f	Final Exam KPI	0	0	N/A
EDG 732 Crisis, Substance Misuse, and Trauma Counseling	5.G.2.a-d, f	Crisis/Trauma Collaboration Presentation	0	0	N/A
EDG 739 College Access Counseling	5.G.2.a-d, f	College Counseling K-12 Portfolio	0	0	N/A
EDG 743 Internship in K-12 School Counseling 1	2.F.5.a-d, g-j	Individual Disposition Survey	12	3.79/4	94.79%
EDG 743 Internship in K-12 School Counseling 1	2.F.5.a-d, g-j	Internship Counseling Video Case	12	3.44/4	85.98%

Programmatic Implications:

- Strongest performance was found in Career Counseling Portfolio and Practicum Artifacts indicating that training in this area is well developed.
- Areas for improvement include increasing participation in critical KPI assessments across Group Counseling, Crisis Counseling, and College Counseling portfolios.
- Continued emphasis on comprehensive training, practical application of the *ASCA National Model*, and reinforced professional dispositions.

- Some of the data for this assessment period is unavailable due to an instructor experiencing medical issues during the designated reporting timeframe. The missing data from other courses may indicate a gap in training or a breakdown in communication regarding assessment procedures. To address this, the program will implement standardized data collection procedures for instructional faculty to follow beginning in Fall 2024 to ensure consistent and comprehensive assessment moving forward.

CE Program Highlights:

- 5 Milman scholarship awardees
- 13 NYS Office of Mental Health scholarship awardees @ \$3000. each
- 250K grant awarded to Counselor Education and School of Social Work to plan the creation of the online Bronx Telehealth Counseling Center run by graduate students in the Counselor Education and MSW programs with a focus on couple, family, and group counseling.
- After a two-year absence, the program did a Chi Sigma Iota initiation in the Spring with over 60 new members
- Due to a student request, the program began an annual Counselor Education: School Counseling graduation ceremony featuring 1-minute speeches from all faculty and 2-minute speeches from all graduating students.
- Faculty publications included two books:

DeSimone, J. R., & Roberts, L. A. (Eds). (2023). *Cases on leadership dilemmas in special education*. IGI Global.
<https://www.igi-global.com/book/cases-leadership-dilemmas-special-education/313930>

Suri, T., Brammer, M. K., & Sands, H. C. (Eds). (2024). *Sticky situations: A collection of tales on counseling the counselor*.
 DIO Press. <https://www.diopress.com/projects/sticky-situations>

In Memoriam:

After an 18-month health struggle, the program lost our beloved Assistant Professor Dr. Dov Kugelmass. An exceptional educator, colleague, advisor, and supervisor Dr. Kugelmass provided support for the program on multiple levels and was cherished by students and colleagues.

Conclusion:

Lehman College's Counselor Education: School Counseling program continues to demonstrate many strengths in preparing effective, culturally competent, and socially responsible school counselors. The program faculty will continue to focus on areas for improvement which will enhance the overall effectiveness of program students. Some specific changes will include developing instruction on school counseling program development and evaluation EDG 700 Professional Identity in School Counseling and EDG 708 Counseling Research, Program Development, and Evaluation and providing more explicate instruction in these areas during practicum and internship courses. During the 2024–2025 academic year, the Counselor Education: School Counseling program will continue its comprehensive review and revision process for transitioning to the 2024 CACREP Standards beginning in Fall 2025. This work will include updating key performance indicators (KPIs), revising key assessments, program handbooks and aligning course curricula to meet the expectations of the new standards. Faculty will work to ensure that program outcomes, assessment practices, and instructional content reflect current professional competencies and student learning outcomes. This will position the program for a smooth transition to the updated standards for fall 2025.

