

QUEENS COLLEGE-CUNY
Department of Educational & Community Programs

COUNSELOR EDUCATION PROGRAM

**ANNUAL REPORT
2018**

For graduate programs in

M.S.Ed. School Counseling

M.S. Mental Health Counseling

INTRODUCTION

The annual report for the 2017-2018 academic year is part of the Counselor Education program's process of application for accreditation through the Council for the Accreditation of Counseling and Educational Programs (CACREP). It involves a comprehensive examination of all aspects of the program with the goal of improving the quality of counselor training and support services to the candidates and to ensure adherence and continued progress toward the identified Student Learning Outcomes (SLOs) that are established within the framework of the CACREP standards. Data is integrated and examined by the full time CE faculty to determine strengths and areas for improvements and to identify and implement actions for program improvement. This is the initial annual report that was created during a period of program self-evaluation for CACREP and includes data from the Spring 2017 through Fall 2018 semesters.

STUDENT LEARNING OUTCOMES

The Student Learning Outcomes are identified by the full time faculty and address the development of candidate's knowledge (K), skills (S) or dispositions (D). The SLOs were designed to reflect the values and purpose of the program and are aligned with the CACREP core standards. The Counseling Program SLOs are as follows:

SLO # 1 - Self-Awareness - Students will demonstrate awareness and understanding of their beliefs, values, personality styles, personal histories and worldviews as well as the impact of these factors on their professional identity and practice as counselors program mission statements and objectives

SLO # 2: Ethics and Professional Identity -Students will develop and be able to demonstrate their knowledge and understanding of counseling ethical standards, roles, and practices that inform their professional identity.

SLO # 3: Multicultural Counseling & Social Justice - Students will demonstrate awareness and knowledge of diverse social and cultural perspectives, socio-political and organizational systems, and their impact on individuals and groups, as well as a capacity for advocacy and social justice practice.

SLO # 4: Conceptualization and Evidence Based Practice - Students will demonstrate an understanding of and capacity to integrate knowledge of counseling theories, human development and systems dynamics to form a comprehensive understanding of individuals and their presenting clinical issues and recommend evidence-based interventions appropriate to client population.

SLO # 5: Clinical Skills and Strategies - Students will demonstrate clinical skills for individual and group counseling, the capacity to form therapeutic relationships, and strategies to evaluate the outcomes of clinical interventions.

SLO # 6: Assessment and Evaluation - Students will demonstrate capacities for critical thinking as it applies to clinical assessment and diagnostic evaluations and an understanding of clinical disorders and both atypical and typical development.

SLO-7: Research and Technology Students will demonstrate an understanding of research methodology, program development and evaluation and engage in critical thinking for hypothesis testing and interpretation of data.

SLO # 8 SC Policies, Practices, & Effectiveness Students will demonstrate knowledge of effective school counseling policies and practices and the use of strategies to promote all K-12 students' academic achievement, social-emotional development and college/career readiness.

SLO # 9: SC Leadership, Advocacy, & Collaboration Students will demonstrate the knowledge and skills to effectively work with administrators, teachers, and families to create positive learning environments and develop and implement practices and strategies to promote student success.

SLO #10: MH Clinical Diagnosis & Intervention Students will demonstrate knowledge of evidenced-based treatments and related interventions for a variety of clinical disorders, and strategies to intervene with clients in a diversity of settings, from hospital to clinic

Various measures such as presentation ratings, supervisor evaluations, test scores, grades etc. were used to assess the student learning outcomes. Based on an analysis and integration of the data, the students in the program as a whole perform at the acceptable (3) and proficient (4) levels. Results of the comprehensive exam are at or above the national averages when compared to other graduating counseling students across the country.

PROGRAM EVALUATION

The evaluation of the program includes students learning as well as other measures such as completion rates, comprehensive exam results and other factors. Based on the data summaries the following AFIs, Program Strengths and Actions have been developed:

Areas For Improvement (AFI) when performance, trends, limited data, qualitative feedback, or other sources of information indicate a weakness or sub-optimal level of operation.

Program Strengths are identified when ratings are consistently in the proficient or exemplary levels.

Program Actions are designed to address these AFIs identified. One program action may address several AFIs and several AFIs may be addressed by more than one action. In the last section

IDENTIFIED AREAS FOR IMPROVEMENT (AFI)

Area For Improvement # 1: Increase Evaluation Compliance and Consistency for Students, Faculty and Supervisors

Area For Improvement # 2: Improve Communication and Monitoring of Fieldwork Sites
Area For Improvement # 3: Improve Consistency in and Quality of Instruction
Area For Improvement # 4: Improve Communication with Candidates & Graduates

IDENTIFIED PROGRAM STRENGTHS

Strength # 1: Candidates Learning at Acceptable or Proficient
Strength # 2: Comprehensive Exam results at or above the national average
Strength # 3: Competitive Program with High Completion rate

PROGRAM ACTIONS FOR IMPROVEMENT

Program Action # 1- Increased and systematic meetings with faculty [Address AFI # 1 & 3]
Program Action # 2- Hire New faculty member with focus on Fieldwork coordination [Address AFI # 1 & 2]
Program Action # 3: Formalize advisement meetings with Candidates [Address AFI # 4]
Program Action # 4: Consistent monitoring of data [Address AFI # 3 & 4]

SUMMARY

This is the initial year of conducting a full and comprehensive program evaluation within the CACREP framework. It indicates areas of strengths as well as areas for improvements in the program's adherence to Student Learning Objectives (SLOs) and CACREP standards. In the subsequent year the CE faculty plans to implement the Program Actions and will continue in gathering data about the program. This report will be published each year on the program website and provide a basis for continued improvement.