

**M.S. in School Counseling Program
Assessment Report 2026-2027**

The school counseling program has seven program competencies that must be met by all program candidates. They are:

School Counseling Program Competencies

1. School counselor candidates will demonstrate the knowledge and skills to plan, implement, and evaluate comprehensive national standards-based school counseling programs.
2. School counselor candidates will acquire the knowledge and skills to consult and work collaboratively with faculty, administrators, parents/caretakers and community members to improve student success in school.
3. School counselor candidates will apply counseling theories and practices under supervision as appropriate in a school setting.
4. School counselor candidates will consult and collaborate with faculty and administrators to create safe and respectful school environments for diverse student populations.
5. School counselor candidates will use critical data elements to inform practice to best serve the needs of every student including underrepresented children and youth.
6. School counselor candidates will acquire knowledge and skills in a wide variety of technology applications appropriate to counseling practice.
7. School counselor candidates will demonstrate responsibility for their own learning and professional development.

These objectives are aligned with our mission, national professional association guidelines (e.g. ACA, ASCA), and CACREP standards and together provide evidence that candidates have acquired the knowledge, skills, and awareness delivered by the program faculty as preparation for professional practice. Below is a description of our assessment plan to evaluate these objectives.

Types of Data

Scores on the New York State Teacher Certification Exam (NYSTCE): Prior to the completion of the program, candidates take the NYSTCE: School Counselor Content Specialty Test, which is required to credential professional school counselors in New York State. The computer-based test features 90 selected response items and 1 constructed response item. There are 9 sections of the exam which include foundations and theories, individual/group counseling approaches, human development and Learning: physical, social, emotional, and cognitive stages across the lifespan, assessment and intervention, evidence-based strategies, crisis prevention, and responsive services, collaboration and consultation, and legal and ethical obligations. Scores on the various sections are used to evaluate KPI's from year to year.



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Candidate Competency Assessments: In EDCO 740: Internship II, students submit completed Competency Assessments document indicating the semester, course, and title of the assignment, program coursework or experience meeting each of the 7 Program Competencies. Competency Assessments are part of all students' Candidate Portfolio, the culminating project for the program. As candidates for graduation, EDCO 740 students complete the professional portfolio electronically and include select items evidencing acquisition of candidate competency performance throughout the program. Portfolio contents include the candidate's statement of professional school counseling philosophy or mission, statement of theoretical approach to counseling, professional resume, in addition to the Candidate Competency Performance Assessment chart. The Portfolio may include scanned evaluations from on-site supervisors, scanned counseling and guidance activities, case studies, evidence of use of data to impact achievement, research projects, writing samples, use of personal reflection/evaluations, video and role play evaluation forms, internship final evaluations and hourly summary forms, etc.

Keystone Assignments: Keystone assignments are a part of all core courses and provide evidence that candidates have developed the requisite knowledge and skills focused on in the specific course and/or experience. One or more Keystone assignments relate to each of the program objectives listed above. They are incorporated in the relevant courses and are the same for each section of the course (across both sites). Rubrics for the keystones were developed with input from full -and part-time school counseling faculty as well as professionals in the field. These rubrics are found in Tevera, where the keystones are graded. Aggregate scores on each keystone are analyzed yearly and results are examined. The results are compared with the ones from the previous year.

Disposition Assessments: Disposition assessments are performed at three points in the program including entry-level (during *EDCO 615: Foundations of Counseling*), beginning of fieldwork (during *EDCO 870: Practicum*), and near completion (during *EDCO 740: Internship: Part II*). While these assessments are scored on a scale of 1-5 (see below), the aggregate average scores are not calculated. Students complete self-assessments and instructors assess each student. The results are then compared. The most important outcome of this process is that the student demonstrates responsibility for their own learning and development (program competency 7) by articulating their reasoning for their self-scores and being open to the feedback of the instructor. Based on that process, the instructor decides if the student "meets requirements" or "does not meet requirements" and notes this in Tevera.

MEASURE Projects: In EDCO 730: Internship I, students select a project that requires two semesters to implement and assess. Projects may include, but are not limited to, classroom lessons, group counseling interventions, college and career advising, improving academic achievement, improving attendance, addressing behavioral issues, bullying reduction, character education, conflict mediation, college/high school planning, faculty in-service training, etc. In

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EDCO 730, students utilize the first four steps of MEASURE to use data to address the identified need, with the approval of their site supervisor. In EDCO 740: Internship II, students continue to work on the chosen project, complete the MEASURE process, and collect data.

Data Collection and Analysis

Data reviews are conducted at key decision points in the school counseling program and used to determine whether candidates are ready to move forward. There are four key points or gateways that we have identified:

- *Gateway 1:* admission to candidacy in the program;
- *Gateway 2:* clearance for practicum and internship;
- *Gateway 3:* clearance to exit internship;
- *Gateway 4:* clearance for graduation.

Below is a chart summarizing the plan to assess students' knowledge, skills, and dispositions at each gateway:

Standard Assessed	Gateway 1: Admission to the program	Gateway 2 Pre-Practicum clearance	Gateway 3 Exiting Internship	Gateway 4 Graduation
<i>Standard B.1:</i> aggregate student assessment data that address student knowledge, skills, and professional dispositions	-A review of the applicants' materials including: 3 reference forms, written statement, undergraduate work; -Interviews with each applicant	-Review of Keystone scores for each core course; -Disposition Assessment in EDCO 615	-Review of Keystone scores for each core course; -Review of evaluations from site supervisors and site visitors; -Candidate Competency Performance Assessments; -Disposition Assessments in EDCO 870, 730, & 740;	- STAR reports approved; -Graduation rates and GPA minimum; -Graduate portfolios which includes all Keystones from each core course as well as the Candidate Competency Assessment

Below is a chart summarizing the data used as demographic or other characteristics of applicants, students, and graduates at each gateway:



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Standard Assessed	Gateway 1: Admission to the program	Gateway 2 Pre-Practicum clearance	Gateway 3 Exiting Internship	Gateway 4 Graduation
<i>Standard B.2:</i> demographic and other characteristics of applicants, students, and graduates	-Bachelor's degree; -Interview; -Career statement; -Undergraduate GPA 2.75 or above; -3 recommendation forms	-Completion of prerequisite coursework with 3.0 GPA or higher; -Professional association membership	-Completion of 700 hours of supervised fieldwork; -3.0 GPA or higher	-Cumulative GPA 3.0 or above -All courses and clinical hours completed; -Graduation rate calculated; -Job placement data collected

Below is a chart outlining the systematic follow-up studies of graduates, site supervisors, and employers of program graduates, which is appropriate for Gateways 3 and 4:

Standard Assessed	Gateway 1: Admission to the program	Gateway 2 Pre-Practicum clearance	Gateway 3 Exiting Internship	Gateway 4 Graduation

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Standard B.3: systematic follow-up studies of graduates, site supervisors, and employers of program graduates	N/A	N/A	-Satisfactory End of Semester Evaluations from site supervisor; -Satisfactory internship site reviews (1 per semester) and site observation reports (1 per semester); -Evaluation of the Site Experience	-Exit interview conducted by Program Director; -Completion of the Candidate Competency Assessment
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Below are other assessments we use to gather this information at multiple gateways in the program. They are:

1. The Exit Interview Form
2. End of Semester Evaluation Forms
3. Internship Site Visit Review Form
4. Internship Observation Review Form
5. Student Evaluation of the Site Experience

Key Performance Indicators

The following nine Key Performance Indicators (KPIs) are utilized to assess student progress within the eight core areas and the school counseling specialization. Each one is associated with one of our seven Program Competencies, and all are measured at the end of the program (during Internship II) using the Candidate Competency Performance Assessment.

1. Section 1: Professional Counseling Orientation and Ethical Practice

- *Standard K:* strategies for personal and professional self-evaluation and implications for practice (associated with Program Competency #7: School counselor candidates will demonstrate responsibility for their own learning and professional development).

2. Section 2: Social and Cultural Diversity

- *Standard H:* strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (associated with Program Competency #4: School counselor candidates will consult and collaborate with faculty and administrators to create safe and

respectful school environments for diverse student populations).

3. Section 3: Human Growth and Development

- *Standard I:* ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (associated with Program Competency #1: School counselor candidates will demonstrate the knowledge and skills to plan, implement, and evaluate comprehensive national standards based school counseling programs).

4. Section 4: Career Development

- *Standard A:* theories and models of career development, counseling, and decision making (associated with Program Competency #1: School counselor candidates will demonstrate the knowledge and skills to plan, implement, and evaluate comprehensive national standards based school counseling programs).

5. Section 5: Counseling and Helping Relationships

- *Standard G:* essential interviewing, counseling, and case conceptualization skills (associated with Program Competency #3: School counselor candidates will apply counseling theories and practices under supervision as appropriate in a school setting).

6. Section 6: Group Counseling and Group Work

- *Standard D:* characteristics and functions of effective group leaders (associated with Program Competency #3: School counselor candidates will apply counseling theories and practices under supervision as appropriate in a school setting).

7. Section 7: Assessment and Testing

- *Standard I:* use of assessments relevant to academic/educational, career, personal, and social development (associated with Program Competency #5: School counselor candidates will use critical data elements to inform practice to best serve the needs of every student including underrepresented children and youth.).

8. Section 8: Research and Program Evaluation

- *Standard E:* evaluation of counseling interventions and programs (associated with Program Competency #5: School counselor candidates will use critical data elements to inform practice to best serve the needs of every student including underrepresented children and youth).

9. Section G: School Counseling

- *Standard 3.b:* design and evaluation of school counseling programs (associated with Program Competency #1: School counselor candidates will demonstrate the



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knowledge and skills to plan, implement, and evaluate comprehensive national standards based school counseling programs).

These 9 KPIs are evaluated at least twice at different points in the program to assess the candidate's progress in these areas. The following assignments are utilized for this assessment:

KPI #1- Section 1: *Standard K*: strategies for personal and professional self-evaluation and implications for practice

- *Assessment 1*: Disposition Assessments in EDCO 740
- *Assessment 2*: Candidate Competency Assessment in EDCO 740

KPI #2- Section 2: *Standard H*: strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

- *Assessment 1*: Keystone assignment in EDCO 650
- *Assessment 2*: NYSTCE Section 8: Legal, Ethical, and Professional Standards Guiding School Counseling

KPI #3- Section 3: *Standard I*: ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

- *Assessment 1*: Keystone assignment in EDCO 601
- *Assessment 2*: NYSTCE Section 2: Human Development & Learning

KPI #4- Section 4: *Standard A*: theories and models of career development, counseling, and decision-making

- *Assessment 1*: Keystone assignment in EDCO 615
- *Assessment 2*: NYSTCE Section 5: Individual Planning to Promote College and Career Readiness

KPI #5- Section 5: *Standard G*: essential interviewing, counseling, and case conceptualization skills

- *Assessment 1*: Keystone in EDCO 615
- *Assessment 2*: NYSTCE Section 1: Foundations & Theories of School Counseling

KPI #6- Section 6: *Standard D*: characteristics and functions of effective group leaders

- *Assessment 1*: Keystone assignment in EDCO 620
- *Assessment 2*: NYSTCE Section 4: Assessment and Intervention to Address Individual, Group, and Schoolwide Needs

KPI #7- Section 7: *Standard I*: use of assessments relevant to academic/educational, career, personal, and social development

- *Assessment 1*: Keystone assignment in EDCO 620
- *Assessment 2*: NYSTCE Section 4: Assessment and Intervention to Address Individual,

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Group, and Schoolwide Needs

KPI #8- Section 8: *Standard E*: evaluation of counseling interventions and programs

- *Assessment 1:* MEASURE Report in EDCO 730
- *Assessment 2:* Keystone in EDCO 810

KPI #9- Section G: *Standard 3.b*: design and evaluation of school counseling programs

- *Assessment 1:* Keystone assignment in EDCO 640
- *Assessment 2:* NYSTCE Section 3: Development, Management, and Evaluation of a Data Driven School Counseling Program

Data are reviewed and analyzed for each student by the individual course instructor. Additionally, each candidate completes a Competency Assessment at the end of the program to evaluate their grasp of the 7 identified Program Competencies. Finally, the culminating project for the program is an individual portfolio, which includes documentation of the student's progress throughout the program. Some KPIs are assessed using Keystone assignments, which are major written assignments that are part of each required course. Assignments are graded in Tevera on a scale of 1-3 (1= unacceptable, 2= acceptable, and 3= target) to measure students' achievement levels for associated KPIs. This gives us a general sense of our students' grasp of the material in each required course.

Results

NYSTCE Scores

During the 2025-26 school year, 7 students took the test a total of 11 times. Six of seven students passed the test on the first attempt (86% passing rate). Scores on various sections of the test are represented below:

Avg. Overall Score	Section 1 Avg. Score	Section 2 Avg. Score	Section 3 Avg. Score	Section 4 Avg. Score	Section 5 Avg. Score	Section 6 Avg. Score	Section 7 Avg. Score	Section 8 Avg. Score	Section 9 Avg. Score
521	2.64	1.91	2.45	1.73	2.55	3.00	2.73	3.18	3.00

Overall, 24 students and former students have taken the NYSTCE over the past 2 years (since it's inception) and 17 passed on their first attempt (71% passing rate).

Candidate Competency Assessments

During the 2025-26 school year, 5 students submitted Candidate Competency Assessments in EDCO 740 and were able to identify and provide evidence that they met all 7 Program Competencies. As a result, all 5 students passed the Candidate Competency Assessment (100% passing rate).



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Keystones

Keystone assignments are submitted to Tevera and graded by the individual course instructors. Using a scale of 1-3 (1= unacceptable, 2= acceptable, and 3= target) to measure students' demonstration of each KPI. Scores on the six Keystone assignments we utilize are listed below:

Course #	<i>EDCO 601</i>	<i>EDCO 615</i>	<i>EDCO 620</i>	<i>EDCO 640</i>	<i>EDCO 650</i>
# of students	12	12	12	10	7
Avg. Score	2.51	2.67	2.78	2.54	2.74

Average scores indicated that the majority of students have a strong grasp of the material as average scores are all in the *Target* range of 2.5-3.0.

Disposition Assessments

During the 2025-26 school year, 5 students we administered Disposition Assessments in EDCO 740 with all 5 assessed as "Meeting Requirements".

MEASURE Projects

During the 2025-26 school year, 5 students submitted a MEASURE project in EDCO 740 with all 5 assessed as "Meeting Requirements".

Program Assessment and Improvement

Scores on the NYSTCE are difficult to interpret at this juncture. The test is only in its second year of application, and a small sample of students have taken it (N=24). However, according to the last report from the New York State Education Department (NYSED), the average scaled scored statewide was 516.3 and our program average was 521. This means that our students are scoring slightly above the state average on the exam. Our students scored below 2 (out of 4) on two subsections of the exam: Section 2: Human Development & Learning and Section 4: Assessment and Intervention to Address Individual, Group, and Schoolwide Needs. These topics are covered in several courses including *EDCO 601: Human Development*, *EDCO 615: Foundations of Counseling*, *EDCO 640: The School Counseling Program: Development, Implementation, and Evaluation* and *EDCO 810: Research, Assessment, and Technology*. The faculty will look at ways to bolster these courses to support future students taking the NYSTCE. The faculty will also solicit feedback from graduates who took the exam to identify gaps in our curriculum specific to these two areas.

The Candidate Competency Assessment continues to affirm that our M.S. in School Counseling students are able to identify and document exactly where they encountered our KPI's. Candidate Disposition Assessments prove to be a valuable tool for self-awareness. MEASURE projects, as part of the EDCO 640 course, allow students to collect actual data for the purposes of assessment and accountability.



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Average scores on Keystone assignments are consistent with NYSTCE scores, specifically with regard to our students' grasp of Human Development and Program Assessment. EDCO 601: Human Development and EDCO 640: The School Counseling Program might be course we look to bolster in future semesters.