



**Counselor Education Department,
including School Counseling (SCH) and Clinical Mental Health Counseling (CMHC)
2022 - 2023**

Report submitted by:

List the name of those completing the report and/or subsections

Dr. Heather Robertson, Department Chair

Dr. James Bethea, CMHC Coordinator

Dr. Gina Cicco, SCH Coordinator

Section 1: Executive Summary

The Counselor Education department continued to excel in the 2022-2023 academic year. We engaged in a variety of department improvement activities and launched our first search for two new faculty in nearly 12 years. While the department experienced a slight dip in SCH enrollment numbers, we saw an increase in CMHC enrollments.

The department graduated our first 60-credit hour SCH program cohort in May of 2023; this cohort will be surveyed for program effectiveness. We received approval for an online Advanced Certificate School Counseling BRIDGE Program to replace our in-person Advanced Certificate in School Counseling. Drs. Bethea and Robertson secured a partnership with the New York state Office of Mental Health (OMH) that will allow us to launch a “fast-track” program for our CMHC students beginning in fall of 2023.

Faculty continued to engage in scholarly research, including publications and national conference presentations. In partnership with School of Education faculty members from other departments, Dr. Li has collaborated with Drs. Ness and Gonzalez in obtaining a New York State Department of Education grant amount over 5 years at \$1,050,000 to provide Title 1 educational and counseling services for New York City non-public schools.

The Counselor Education department had established goals for the 2022-2023 academic year focused on (1) Recruiting, supporting, and retaining students, (2) Academic excellence, (3) Professional Counselor Competence, (4) SJU Graduates/Counselor Employability, and (5) Promoting diversity within the counseling profession. Outcome data from these goals are included, as well as goals and objectives for 2023-2024.

Section 2: Department and/or Program Data and Analysis

A. Mission and Organization:

The mission of the Counselor Education states:

“The mission of the Department of Counselor Education at St. John’s University is to prepare motivated, competent, culturally literate, and ethical counselors whose Vincentian inspired work will help them meet the demands of a rapidly changing society. Our students will receive quality clinical and academic experiences that will foster advocacy and research skills. Our unified and dedicated faculty will utilize the

latest technology, evidenced based research, and the current Council on the Accreditation of Counseling and Related Education Programs (CACREP) accreditation standards to inform our teaching.”

The department is organized into two programs: School Counseling (SCH, Q campus), and Clinical Mental Health Counseling (CMHC, Q campus) offering a MSED in both programs. The department also offers two Advanced Certificates: Adv Cert in CMHC on the Queens Campus and the Adv Cert in SCH BRIDGE online. Enrollment data for Adv Certificate programs is included in MSED data. Currently all programs, except the Adv Cert SCH BRIDGE, are offered in-person although all have online courses.

Significant Outcomes for 2022-2023:

- St. John’s University is closing the Staten Island campus effective May of 2024.
- We admitted our final cohort of School Counseling students on the Staten Island campus in the fall of 2022. These students will be taught out of the program and will graduate in May of 2024.
- We are not currently enrolling students in our MSED in School Counseling with Bilingual Extension (BIL). When NYS required the SCH program to be increased to 60 hours in 2021, we did not resubmit the BIL program for certification approval.

B. Program Data:

Describe the enrollment, programmatic, and demographic trends in your program over the last three years. If possible, please present this data in table form categorized by program and demographics. Additionally, if appropriate include other tables/charts to present potential trends. You are welcome to use any additional data (certification exams, program level assessments, course grade, etc.) that is vital for your program.

- a. Based on the data provided please discuss trends in the data and discuss the efforts your department or program is making to:
 - i. Support students academically (increasing academic success on exams or program level assessments).

Significant Outcomes for 2022-2023 (data provided in Table 1):

- Overall department enrollments have remained consistent over the past three years, while individual program enrollments have varied.
- SCH enrollments increased 12% from 25 students in 2021 to 28 students of 2022.
- CMHC enrollments increased 28% from 63 students of 2021 to 81 students in 2022.
- The Counselor Education department continues our strategies of individualized advising, faculty monitoring of student personal and academic wellness, and remediation plans to support student success. Specific information on program exams will be discussed under 3D.

- b. Describe efforts made in the recruitment of students from diverse and underrepresented groups.

Significant Outcomes for 2022-2023 (data provided in Table 2):

- The Counselor Education department enrolls a greater number of females than males in relation to gender. Information on non-binary students is not available in Institutional Research data.*
- The diversity of our Queens programs increased slightly: CMHC program (Fall 2021: 38% white, 62% non-white; Fall 2022: 36% white, 64% non-white) and SCH counseling programs (Fall 2021:

60% white, 40% non-white; Fall 2022: 46% white, 54% non-white). The Staten Island SCH program, closing in May of 2024, is 100% white and female.

- One new effort that was utilized to recruit students from diverse and underrepresented backgrounds. We hosted an event entitled called “What is Professional Counseling?” marketed to St. John’s University undergraduates and undergraduates from surrounding institutions. This presentation highlighted the need to diversify the counseling profession, and the need for diverse and multilingual clinicians in the field of counseling.

c. Describe efforts to retain students from diverse and underrepresented groups.

Significant Outcomes for 2022-2023

- Efforts to support all our students include variable instruction, student support, faculty office hours, personalized 1:1 advising, accommodations for learning, evaluating problems of professional competency, and using remediation plans.
- Students are notified of specific opportunities for funding, such as the National Board of Certified Counselors Minority Fellowship program.
- During the spring of 2023, Drs. Robertson and Bethea partnered with NYS OMH to develop an incentive program for CMHC students completing field work in OMH facilities. As a component of this partnership, eight students who complete their field work in OMH programs will be eligible for a \$4K stipend. The partnership with OMH requires that at least half of the eight stipends be given to students from diverse backgrounds. This partnership is one tool that we are using to retain diverse students and will be implemented during the 2023-2024 academic year.
- In partnership with the office of Development, Dr. Robertson and School of Education development officer, Robert Cote, submitted a letter of interest to the Mother Cabrini Foundation to create the Mother Cabrini Fellowship aimed providing scholarships for School Counseling students interning in high-needs schools and community agencies, focusing on those which serve youth, immigrants, and low-income individuals with their social, emotional, and academic needs. The project, if funded, would prioritize bilingual counseling interns to meet the demands of the community.

Table 1. Enrollments in Counselor Education Programs <https://www.stjohns.edu/enrollment-reports>

Program	Fall 2020	Fall 2021	Fall 2022
MSED/SCH – Q	25	25	28
MSED/BIL – Q	5	2	1
MSED SCH – SI	13	6	6
MSED CMHC - Q	65	63	81
Totals	108	96	116

Table 2. Fall 2022 Student Demographics <https://www.stjohns.edu/enrollment-reports>

Program	Male	Female	Nonbinary*	Non-white	White
MSED/SCH – Q	4	24		15	13
MSED/BIL – Q	0	1		1	0
MSED SCH – SI	0	6			
MSED CMHC - Q	15	66		52	29
Totals					

Section 3: Teaching and Learning Culture

Please describe any specific curriculum or teaching initiatives related to the categories below.

A. New courses approved or curricular changes in the current year (please provide a justification)

Significant Outcomes for 2022-2023

- Added a new online Advanced Certificate in School Counseling Bridge program
- No longer enrolling in our on-campus Advanced Certificate in School Counseling.
- No longer admitting/enrolling into our Bilingual School Counseling program since the program was not submitted for increase to 60 hours in 2021.

B. Programmatic accomplishments, highlights, or accolades.

Significant Outcomes 2022-2023

- Welcoming the new dean of the School of Education, Dr. James Wolfinger.
- Graduating our first 60-hour cohort for the School Counseling programs
- Partnering with NYS OMH to create an incentive program for CMHC students interning in OMH facilities, with an emphasis on retaining diverse students.
- Creation and approval of a new Advanced Certificate in School Counseling BRIDGE program which serves as our first fully online program.
- Engaging in a recruitment and national search for two new faculty members, Drs. Spellman and Jalilzadeh. These searches concluded in the summer. Drs. Spellman and Jalilzadeh are the first new faculty hired in the Counselor Education department in twelve years and are scheduled to begin fall 2023.

C. Courses or programs discontinued in the current year (please provide a justification).

Significant Outcomes for 2022-2023

- The on-campus Advanced Certificate program in School Counseling and the MSED in Bilingual School Counseling programs were discontinued in the 2022-2023 academic year.

D. Based on the data gathered, are there programs that should be re-evaluated to determine if it currently meets market demands? If so, what will be the steps taken next year to evaluate the program? (Please include data with the justification statement)

Significant Outcomes for 2022-2023

- Counseling Professional and Comprehensive Exam (CPCE) scores dropped following a return to in-person classes post-COVID. The department has implemented multiple improvement activities in the 2023-2024 academic year to address this discrepancy including moving core courses to in-person instruction and increasing the number of fulltime faculty teaching core courses. Systemic CPCE practice and preparation is being operationalized into the curriculum. Passing are reported to CACREP via our vital statistics survey on an annual basis.
- National Clinical Mental Health Counseling Exam scores dipped slightly from 2021, possibly due to the new NCMHCE format implemented in 2022. Our NCMHCE informational session will be updated in 2023 to review the new format and emphasize preparation strategies.
- The department was approached by community agencies seeking to develop specialized cohort for the CMHC program, specifically in an online format. We are exploring the market for an online MHC program in response to these requests.

Section 4: Faculty & Intellectual Culture

A. Faculty Demographics (for 2022-2023)

Please provide data on:

- the number of Full-Faculty associated with the program or department 6
- the number of adjuncts faculty associated with program or department 8
- Percentage of non-tenured full-time faculty within the FT faculty group 0
- Percentage of BIPOC faculty across Full-Time Faculty 30% (per IR 12/2022)
- Percentage of BIPOC Adjunct Faculty (unknown)

B. Please highlight significant faculty accomplishments (June 1, 2022 – May 31, 2023)

a. Grants and Partnerships

Grants

Dr. Li has collaborated with Drs. Ness and Gonzalez in obtaining a New York State Department of Education grant amount over 5 years at \$1,050,000 to provide Title 1 educational and counseling services for New York City non-public schools.

Partnerships

Dr. Bethea (Project Coordinator) and Dr. Robertson (Chair) partnered with the New York State Office of Mental Health Counseling (NYS OMH) on the Mental Health Counseling Student for Evidence-based Practice Project. ~\$32K. St. John's is one of only six schools in the state selected to participate in the partnership, and the only school in the downstate New York region.

b. Publications & Presentations

Publications

Dr. Robertson

Robertson, H. C. (2022). Counteracting ableism in the classroom. In Brown, Rodriguez, & Pappas (Eds.). *Recipes to combat the isms: A guidebook for educational leadership preparation programs, Volume 2*. Lulu.

Nadrich, T., Crawford, C. R., Ford, D. J., Robertson, H. C., & Weinstock, A. (2022). Understanding the role of emotions in the classroom. In J. Alcruz & M. Blair (Eds) *Student-Centered Classrooms: Research-Driven and Inclusive Strategies for Classroom Management*. Rowman & Littlefield Publishers.

Presentations

Dr. Eschenauer

Eschenauer, R., & Doran, E. (2022). *Balance: Priest as counselor*. A presentation given at the International Priest Acculturation Program. The Vincentian Center at St. John's University.

Dr. Li

Li, M.-H. (May 5, 2023). Insecure attachment's influences on adolescent depression: A mediation analysis. Presented at the annual meeting of the 2023 American Educational Research Association (Virtual Session).

Li, M.-H. (May 5, 2023). Meaningfulness intervenes stress's influence on attachment anxiety and avoidance coping. Presented at the annual meeting of the 2023 American Educational Research Association (Virtual Session).

Li, M.-H. (April 1, 2023). Dealing with depression: Mitigating attachment anxiety's influence on depression. Presented at the annual meeting of the 2023 American Counseling Association, Toronto, Canada.

Li, M.-H. (March 31, 2023). Demonstration of a data-driven approach to cultural adaptation of interventions. Presented at the annual meeting of the 2023 American Counseling Association, Toronto, Canada.

Dr. Robertson

North Atlantic Region Association of Counselor Education and Supervision (NARACES); November 2022 – Pittsburgh, PA. Presentation: *Walking the Telemental Health (TMH) Tightrope: Balancing the benefits and risks of practice.*

National Career Development Association (NCDA); June 2022 – Anaheim, CA *Roundtable: Expanding Career Theory to Clinical Concerns to Reduce Stigma and Improve Outcomes*

National Career Development Association (NCDA): June 2023 – Chicago, IL. Presentation: *The Career Development Competencies for Working with Veterans (CDCV).* *Presented with Suzette Fletcher, M.S.

American Mental Health Counselors Association (AMHCA) Virtual Fall Summit. (2022, November 7). Webinar: *Walking the Telemental Health (TMH) Tightrope: Balancing the benefits and risks of practice*

Molloy College, Division of Continuing Education and Professional Studies. (2022, June 8) Professional Development Webinar: *Walking the Telemental Health (TMH) Tightrope: Balancing the benefits and risks of practice*

Faculty-led Student Research

Summer 2022. Drs. Bethea and Robertson led nine students in three separate faculty-led research and writing projects, specifically:

- Robertson, H. C., Bethea, J., Bauer, S., Bautista-Tomala, M., & Laloo, A. (2023). *Student experiences with a technological intervention to learn counseling skills.*
- Robertson, H. C., Bethea, J., Connelly, S., Jacobs, M., Pappas, V., & Shea, A. (2023). *Perceived need for mental health counseling licensure among addictions counselors*
- Robertson, H. C., Bethea, J., Wilga, A., Barnes, C., & Goldstein, A. (2023). *Narrative experiences of college veterans regarding career transition and life satisfaction.*

April 2023. Drs. Bethea and Robertson supervised two student groups in presenting their research at the St. Johns's University Student Research Forum.

- Connelly, S., & Pappas, V. (2023). *Perceived need for mental health counseling licensure among addictions counselors*
- Barnes, C. (2023). *Narrative experiences of college veterans regarding career transition and life satisfaction.*

c. Awards

C. List faculty tenured and/or promoted this year and indicate the action

Dr. Robertson

- Awarded the Career Practitioner of the Year Award (June 2022) by the National Career

- Development Association (NCDA).
- Promoted to full professor (May 2023) effective September 1, 2023

Section 5: Program/Departmental Achievements

Please provide 2 -3 departmental achievements and include supporting evidence where applicable.

Significant Outcomes for 2022-2023

- Table 3 outlines employment data for the 2021-2022 academic year that was provided to the department by the SJU Career Center in December of 2022. 2022-2023 data will be available in December 2023 and published in the 2023-2024 Departmental report.
- According to data from the SJU Career Center, Counselor Education students across the two programs and all degrees experienced 100% employment rates.
- Table 4 outlines our Internship Placement locations for the 2022-2023 academic year.
- Student field placement sites (practicum, internship 1, and internship 2) represent a broad range of K-12 settings (e.g., public, private, Catholic, charter, ES, MS, and HS) and mental health settings (e.g., community agency, nonprofit, private practice, etc.).

Table 3. Counselor Education Employment Rates (Source: SJU Career Center)

The School of Education

Major	Code	Population	Reachable	Response	Response Rate	Placement Rate
Clinical Mental Health Counsel	CMHC	19	19	10	52.63%	100.00%
School Counselor With Bili Ext	EDU8	2	2	2	100.00%	100.00%
School Counselor	SHC	16	15	10	66.67%	100.00%

The School of Education - Staten Island

Major	Code	Population	Reachable	Response	Response Rate	Placement Rate
School Counselor	SHC	4	4	3	75.00%	100.00%

Table 4. Counselor Education Department Field Placement Sites

CMHC Sites		SCH Sites	
Goodwill PROS Rebound	Queens Psychotherapy and Counseling Center	College Point Collaborative	North Babylon High School
MercyFirst	Pride for Youth (PFY)	Farmingdale High School	The Mary Louis Academy
Phoenix House of NY/LI	MyTherapyNYC	PS/MS 42Q Robert Verman School	Farrell High School
WellLife Network	Interborough Developmental and Consultation Center	Port Richmond High School	Forest Hills High School
The Therapy Zone	Samaritan Village Veterans Program	St. Francis Preparatory School	Queens Preparatory Academy
Pearce Counseling	Phidaly Counseling	Martin Van Buren High	Curtis High School

Services		School	
SJT Counseling and Psychotherapy	Gateway Counseling Center	West Hollow Middle School	Elmont Memorial Jr. Sr. High School
New York Psychotherapy and Counseling Center	Serenity Zone	Monsignor McClancy Memorial High School	Achievement First Brooklyn High School
Expressive Connections Mental Health Counseling	Aristotle's Psychological and Biofeedback Services	PS 91 Q The Richard Arkwright School	Renaissance Of Arts MS 377
The New Hope Mental Health Counseling Services	Outreach Recovery Services - Brentwood	Locust Valley Middle School	New Dorp High School
Footprints Mental Health Counseling	Queens Counseling Services	PS 133 The Bellrose School	Ralph R. McKee High School
Balance Mental Health Counseling	Flushing Hospital Medical Center	P.S. 117 The Briarwood School	Louis M. Klein Middle School
Breakthrough Mental Health Counseling PLLC	Emma L Bowen Community Service Center	P.S. 13	West Babylon Junior High School
Charles Evans Center at Glen Cove	ACMH, Inc.	Berner Middle School	Q262 Channel View School for Research
My Therapy Matters		P.S. 131 ABIGAIL ADAMS	Tottenville Highschool

Section 6. SMART Goals for the Next Year

Based on the data gathered for your program, please provide 4-5 SMART goal(s) for the upcoming academic year. The following table serves as a guide. Please make sure one of your SMART goals support each of the following areas:

- Recruitment and Retention of students
- Academic success of students

Overview

- The following goals were identified at the end of the 2021-2022 academic year.
- Outcomes for these goals are outlined below utilizing data from 2022-2023.
- Goals for the 2023-2024 academic year are addressed.

Goal 1: Recruit, Support, and Retain. The Counselor Education department will recruit and support new students for our programs and retain those students through graduation.

1.1) The Counselor Education Department will admit a consistent class of 50 new students each fall that maintain high quality academic standards (~20-25 CMHC and ~20-25 SCH).

1.2) The Counselor Education Department will support and retain 80% of students who enter the program from admission to graduation.

Significant Outcomes for 2022-2023

- 1.1 CMHC, We had 37 new students start in the CMHC MSED; and 18 new MSED SCH students

start in fall of 2022 however with the two new Adv Cert students our overall new student enrollment was 20. CMHC enrollments were higher than expected and resulted in increased course offerings in fall of 2022 in order to maintain small class sizes.

- 1.2, Using data received from IR for the 2022 CACREP Vital Statistics survey, both programs had an 88% retention rate from admission to graduation

Goal 2: Academic Excellence: The Counselor Education department will achieve excellence in our teaching and instruction, while simultaneously supporting students' academic success.

2.1) The Counselor Education department will consistently maintain a semester average of 4.0 or higher on a 1 – 5 scale for student evaluations of instruction, including feedback from fulltime and adjunct faculty evaluations, as indicated by departmental summaries received by the chair from IR each semester.

2.2) Based on students' first 12 credits of instruction, at least 90% of new students will be eligible to join our chapter of Chi Sigma Iota based on academic achievements and professional demeanor, as measured by Registrar Report for CSI invitation and faculty review 1x per year.

Significant Outcomes for 2022-2023

- 2.1, Using summary course evaluation data, the counselor education department course evaluations averaged 4.2 in fall of 2022 and 4.18 in spring of 2023.
- 2.2, 100% of eligible new students were qualified to join CSI in their first year.

Goal 3: Professional Counselor Competence: St. John's University Counseling students will gain sufficient professional knowledge to be competent in the counseling field as measured by external evaluations.

3.1) Ninety percent (90%) of Counseling students will pass the Counseling Professional Comprehensive Examination (CPCE) on their first attempt, as required for graduation, based on aggregate data provided two times per year by Center for Counselor Education (CCE)

3.2) Of the Counseling students who elect to take the National Counselor Exam (NCE), 90% of students will pass the exam, based on aggregate data provided two times per year by the National Board for Certified Counselors (NBCC)

3.3) Graduates seeking licensing in NYS must take and pass the National Clinical Mental Health Counseling Exam (NCMHCE). Target will be to increase baseline test outcomes and/or maintain/exceed a 2/3 pass rate (e.g., 66-67%).

Significant Outcomes for 2022-2023

- 3.1, 88% of our CMHC and 60% of our SCH students passed the CPCE this academic year. Significant department efforts will be implemented in fall of 2023 to increase CPCE preparation.
- 3.2, 83% pass rate on the National Counseling Exam (NCE) in fall of 2022 compared to national passing rate of 79% (spring 2023 data not available as of this writing)
- 3.3, 57% pass rate for National Clinical Mental Health Counseling Exam in 2022 (16 out of 28), decrease from 65% in 2021; The format of the NCMHCE changed in fall 2022. Significant department efforts will be implemented in fall of 2023 to increase NCMHCE preparation.

Goal 4: Counselor Employability: St. John's University graduates will be competitive for the job market as professional Counselors.

4.1) Eighty percent (80%) of School Counseling graduates will be employed in a counseling related

position within six months following graduation as reported by the annual SJU Career Center follow-up survey.

4.2) Eighty percent (80%) of Clinical Mental Health Counseling graduates will be employed in a counseling related position within six months following graduation as reported by the annual SJU Career Center follow-up survey.

Significant Outcomes for 2022-2023

- 4.1, CMHC, Career Center data reported 100% employment rates as of December 2022
- 4.2, SCH, Career Center data reported 100% employment rates as of December 2022

Goal 5: Promote Diversity within the Counseling Profession: The Counselor Education department will seek to enroll, support, and retain diverse students to address the need for diverse counseling professionals within the field.

5.1) The Counselor Education department strive for increased gender representation within the program, specifically representation of male and non-binary students, as indicated by annual IR enrollment reports.

5.2) The Counselor Education department will strive for increased racial and ethnic representation within the program, specifically increased representation of BIPOC in all programs, with particular focus on our School Counselor programs.

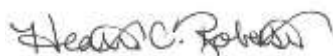
Significant Outcomes for 2022-2023

- 5.1, Data from May 2023 IR demonstrate increased racial diversity CMHC students at 36% white and 64% nonwhite, and SCH students at 45% white and 55% nonwhite.
- 5.2, Data from May 2023 IR demonstrate decreased gender diversity in CMHC students at 19% male and 81% female, but increased gender diversity in SCH students at 14% male and 86% female

Goals for 2022-2023

- The department will continue to assess and measure data on Goals 1 – 5 outlined above.
- The Dean has identified Academic Priorities for 2023-2024 including: 1) Enrollment, 2) Strategic Program Positioning, 3) Accreditation, 4) Diversity, Equity, Inclusion, and Belonging, and 5) Faculty Mentorship.
- Two of Deans' priorities align with the Counselor Education (CE) Department goals, specifically, 1) Enrollment (CE Goal 1) and 4) Diversity, Equity, Inclusion, and Belonging (CE Goal 5).
- Other CE Department goals support the Dean's priorities. For example, the accreditation and positioning of our program relies on our academic excellence (CE Goal 2), our professional counselor preparation (CE Goal 3), and our counselor employability (CE Goal 4).
- The Counselor Education Department will explore the addition of new goals for the 2023-2024 year related to Faculty Development and Strategic Partnerships. These additions would be appropriate based on the recent hiring of new faculty and the successful partnership developed this year with NYS OMH.

Respectfully submitted,



Heather C. Robertson, Ph.D.
Counselor Education Department Chair
9/9/2023