



DEPARTMENT/PROGRAM ANNUAL REPORT 2021-2022

This Annual Report is intended to serve as a summary of activities of your Academic Department or Program over the past year and as an outline of plans for the upcoming year.

This report should:

- be completed by the 2021-22 Chair, Assistant Chair, Program Coordinator and/or Director.
- be Reviewed by the Department Chair and if necessary, consolidated/merged into one document for a comprehensive review of multiple programs
- use a bulleted, short response format, *except* where you are being asked to provide reflections, analysis, or justification. In this case, please offer concise, *meaningful* responses.
- be uploaded via Microsoft Teams in a folder that will be labeled by department. Please upload to the appropriate department folder. This will be used to download all reports moving forward. **Reports will be due on or before June 1st of each academic year.**



**Counselor Education Department,
including School Counseling (SCH), School Counseling with Bilingual
Ext (BIL/EDU8), and Clinical Mental Health Counseling (CMHC)**

2021-2022

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/BIL Coordinator

Section 1: Executive Summary

The Counselor Education department had a successful year in the 2021-2022 academic year. The department had a new department chair and two new program coordinators, although both Dr. Cicco and Dr. Bethea had previously served as program coordinators in School Counseling and CMHC respectively. While overall program enrollments have declined, enrollments have remained consistent in our CMHC program. There is a need to increase enrollment of males and students of color, particularly in our School Counseling programs on Queens and Staten Island.

The department was able to achieve noted successes including launching our 60-credit hour SCH program and implementing new procedures for our clinical associates. In addition, employment rates of our graduates were high, as were passing scores on national exams. Faculty were able to engage in scholarship and service and were recognized for their efforts across the School, University, and professional organizations.

The Counselor Education department has 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.

Section 2: Department and/or Program Data and Analysis

A. Mission and Organization:

The mission of the Counselor Education states: “The Counseling Education program at this University offers a blend of courses designed to provide the skills and knowledge necessary for becoming a knowledgeable, thoughtful, skillful, and caring school & mental health counselor.”

The department is organized in to three programs: School Counseling (Q & SI campuses), School Counseling with Bilingual Ext (Q campus), and Clinical Mental Health Counseling (Q). In addition, the department offers two Advanced Certificates on the Queens Campus in SCH and CMHC. Enrollment data for Adv Certificate programs is included in MSED data. Currently all programs require on-campus learning, however we are exploring transitioning our school programs to online formats.

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).

Based on the data provided in Table 1, the Counselor Education department has experienced a decline in enrollments over the past five years. However, when examining data for the MSED in CMHC, enrollments for the CMHC program have remained consistent. Based on the increased demand for mental health counselors, the CMHC program has the capacity to grow and even expand to other mental health specializations, such as Addictions. Several factors may explain the decline in enrollment in the Counselor Ed. department: (1) The CMHC program on the Staten Island campus went on moratorium in fall of 2019. This was due to significant declining enrollment in that program based on competing programs opening at local Staten Island state institutions. (2) School Counseling enrollment has continued to decline, specifically on our Staten Island campus. We have plans to develop an online option for School Counseling which will allow us to capture the Staten Island interest and possibly a market beyond the NY metro region. (3) Finally, marketing and admissions within SOE has been variable and tentative. The department is looking forward to consistent leadership within SOE to fully support with marketing and admissions efforts.

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

Table 2 indicates that the Counselor Education department enrolls a significantly greater number of females than males in relation to gender. Information on non-binary students was not available in the Institutional Research data. Regarding race and ethnicity, our CMHC

program (38% white, 62% BIPOC) and our Bilingual School Counseling program (100% BIPOC) demonstrates more diversity than our SCH counseling programs (60% white, 40% BIPOC), particularly our SCH programs on the Staten Island campus (100% white)

The Counselor Education department has not made any specific efforts to recruit students from diverse and underrepresented groups, yet it is evident that we would benefit from attracting more male and non-binary students to our programs, as well as more students of color to our School Counseling programs on Queens and Staten Island. Prior to COVID-19, the department had made plans to present information sessions at local colleges to recruit applicants from under-represented groups. This departmental goal will be revisited in 2022-2023.

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

Efforts to support all our students include variable instruction, student support, faculty office hours, personalized 1:1 advising, accommodations for learning, and, in light of problems of professional competency, remediation plans. Students are notified of specific opportunities for funding based on their background, such as the National Board of Certified Counselors Minority Fellowship program, or scholarship opportunities for bilingual students. To date, retention efforts have not been aimed specifically at retaining students from diverse and underrepresented groups. This departmental goal will be revisited in 2022-2023.

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

Program	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
MSED/SCH – Q	30	36	40	25	25
MSED/BIL – Q	8	8	7	5	2
MSED SCH – SI	9	14	17	13	6
MSED CMHC - Q	63	66	64	65	63
MSED CMHC – SI*	9	1			
Totals	119	125	128	108	96

Note: (1) *MSED/CMHC/SI moratorium/fall 2019. (2) Adv Certificate data included in MSED.

Table 2. Fall 2021 Student Demographics <https://www.stjohns.edu/enrollment-reports>

Program	Male	Female	Nonbinary	BIPOC	White
MSED/SCH – Q	1	24	-	10	15
MSED/BIL – Q	2	0	-	2	0
MSED SCH – SI	0	6	-	0	9
MSED CMHC - Q	13	50	-	39	24
Totals	16	80		51	48

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) **There were no new programs approved during the 2021-2022 year in the**

Counselor Education department. The SCH program completed its first academic year as a 60-hour program, following NYS requirements that were implemented in summer of 2021. There were no curricular changes to the CMHC program during the 2021-2022 year.

B. Programmatic accomplishments, highlights, or accolades. The 2021-2022 academic year was focused on re-establishing a new leadership team (e.g., chair and program coordinators), and working with the interim Dean, as opposed to new accomplishments or programs. Highlights of the academic year included

- Initiating our first 60-hour cohort for the School Counseling programs
- Implementing a model to provide compensation for our clinical associates (CAs), namely adding a zero-credit course, EDU 6900, Counselor Ed Clinical Supervision
- Returning to pre-COVID practices such the Counseling Professional Comprehensive Exam (CPCE) which was waived during COVID due to lack of available testing sites
- Navigating course instructor coverage due to faculty member illness, signifying commitment to the department and our students by key faculty members
- Achieving excellence in our profession; several faculty members were recognized for contributions to the School of Education and the University, specifically:
 - Dr. James Bethea- 2021 Program Dedication and Student Inspiration Award recipient. Presented by Chi Sigma Iota
 - Dr. Gina Cicco – SOE Deans Convocation Administrator’s Award for 2021 for dedicated service as an administrator
 - Dr. Andrew Ferdinandi – SOE Deans Convocation Vincentian Mission Award for 2022 for his work with SAFE and the Veterans programs
 - Dr. Heather Robertson – SOE Deans Convocation Excellence in Teaching and Scholarship 2022, and St. John’s University Outstanding Faculty Achievement Medal 2022

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

There were no programs or courses discontinued in the 2021-2022 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)

There are several programs that are being considered for re-evaluation and resubmission to the New York State Department of Education. Our plan is to complete documentation for approval during summer 2022, with hopes of implementing these new programs in fall 2023.

1. ***M.S.Ed. School Counseling Program (online option)***. We would like to add a fully online option for the school counseling program. Enrollments in our School Counseling programs have declined, and we struggle to maintain sufficient enrollments at Staten Island. An online program would allow us to place our Staten Island program on moratorium, while still capturing students from Staten Island and across the region who wish to enroll online. We plan to keep an on-campus option on the Queens campus for

those who desire in-person enrollment and as an option for our international students.

2. **Adv. Certificate School Counseling Program (online option).** Redesigning our Adv. Certificate in School Counseling would allow us to capture more students in the program from regions beyond NYC metro. In addition, with the online MSED in School Counseling, the transition would be seamless since Adv. Cert courses are included within the MSED.
3. **Adv. Certificate CMHC (online option).** Redesigning our Adv. Certificate in CMHC to an online option would allow us to capture more students in the program from regions beyond NYC metro. This program would be attractive to SCH graduates who have constraints with their schedule due to working during the school day and are unable to travel to the Queens campus. There is an increased demand for mental health professionals with experience working with children, thus there is a market for this certification among School Counselors.

Section 4: Faculty & Intellectual Culture

A. Faculty Demographics (for 2021-2022)

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 12/2021)**
- Percentage of BIPOC Adjunct Faculty (**unknown**)

B. Please highlight significant faculty accomplishments (June 1, 2021 – May 31, 2022)

a. Grants

Cicco, G., 2022, St. John's University, Summer at St. John's: Explore and More Program, Staten Island, New York (2022), "A Day in the Life of a Teacher in Training."

Dr. Li (PI). 2022, Mini Faculty Global Grant, St. John's University, Research grant, "A Qualitative Exploration of Cultural Influences on the Development of Resilience: The Case of Taiwanese Immigrants in New York" (\$750 - funded).

Dr. Robertson (PI) and Dr. Li (co-PI). 2022, SEED Grant, St. John's University, Development of the "Virtual Vincentian Career Concerns Center" (\$4,000 – funded).

b. Publications & Presentations

Publications

Cicco, G. (2021). Academic advisement in higher education: Critical practices in a global pandemic. *i-manager's Journal of Educational Technology*, 18(3), 63-68

Li, M. H., & Preziosi, D. (2022). Developing Resilience from Attachment Anxiety/Avoidance: The Roles Self-Compassion and Self-Efficacy Play in An Adolescent Sample in the U.S. *International Journal for the Advancement of Counselling*. <https://doi.org/10.1007/s10447-022-09468-y>

Robertson, H. C. (2022, May 23). A review of M. Blaawu-Hara's *Military to academy: The writing and learning transitions of student veterans*. *Teachers College Record*. Retrieved <https://www.tcrecord.org/Content.asp?ContentID=24077> *invited

Robertson, H. C., & Lowell, R. (2021). Counselor educator, supervisor, and practitioner perceptions of distance counseling and telemental health practice and training. *The Journal of Counselor Preparation and Supervision*, 14, 3.
<https://digitalcommons.sacredheart.edu/jcps/vol14/iss3/3/>

Presentations

Dr. Cicco

- Epiphany Blue Youth Event, The World is Yours Program + Culminating Event, Staten Island, New York, (May 2022), "Welcome to St. John's University, Staten Island Campus: Tips for Success as a Future Scholar and Leader."
- The Staten Island Reading Association Virtual Professional Development Workshops, New York, (February 2022), "Counseling and Advisement in Schools During a Pandemic: Implications of Yesterday and Today."

Dr. Robertson

- American Counseling Association (ACA); April 2022 – Atlanta, GA; *Preparation to Teach, Supervise, and Practice Distance Counseling and Telemental Health*
- Association for Counselor Education and Supervision (ACES); October 2021 – Atlanta, GA; *Preparation to Teach, Supervise, and Practice Distance Counseling and Telemental Health*. *Co-presenter with Mr. Ryan Lowell, St. John's University alumnus.
- Association for Counselor Education and Supervision (ACES); October 2021 – Atlanta, GA; *Teaching Telemental Health and Distance Counseling in CACREP Counseling Programs* (livestreamed and recorded on demand session)
- National Career Development Association (NCDA) Virtual Global Conference; July 2021; *Delivering Distance Career Services* (recorded on demand)
- National Career Development Association (NCDA) Virtual Global Conference; July 2021; *The Impact of Drug Use on Career Development* (recorded on demand)

c. Awards

Dr. James Bethea

- 2021. Program Dedication and Student Inspiration Award recipient. Presented by Chi Sigma Iota

Dr. Cicco:

- 2021. St. John's University; School of Education, Dean's Convocation Faculty Recognition, Administrator Award
- 2022. St. John's University, The National Society of Leadership and Success, Staten Island Chapter Induction Ceremony, "Impact Leader Award"

Dr. Ferdinandi

- 2022. St. John’s University; School of Education, Dean’s Convocation Faculty Recognition, Vincentian Mission Award

Dr. Robertson

- 2022. St. John’s University; Outstanding Faculty Medal of Achievement Award
- 2022. St. John’s University; School of Education, Dean’s Convocation Faculty Recognition, Outstanding Research and Scholarship Award

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

Section 5: Program/Departmental Achievements

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

2020-2021 Employment. Table 3 outlines employment data provided by the St. John’s University Career Center for the 2020-2021 academic year. This data was provided in December of 2021 and demonstrates the employment success of students in our Counseling programs. Specifically, students on the Queens campus saw 90-100% employment rates based on data received. Students on the Staten Island campus had job placement rates over 80%.

National Counseling Exam (NCE) Data – Fall 2021. In March of 2022, we received aggregate data from the National Board of Certified Counselors (NBCC) from the students who took the National Counseling Exam (NCE). The NCE is an optional exam for our students, however since the Counseling Professional Comprehensive Exam (CPCE) was waived for 2020-2021, we have not had aggregate data on how our students were performing on national counseling exams. Based on the March report, (1) SJU’s overall pass rate was 88% and 100% for our CMHC students (National Average Pass rate is 74-83%). (2) Across all four versions of the exam, SJU student means were high, averaging 100-110 (Passing score is 90-92, Highest score is 136). We were pleased to see these outcomes following nearly two years of interrupted and online instruction due to COVID. Aggregate reports were emailed to Dean Holmes on March 2, 2022.

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

The School of Education – Queens (2020-2021)

Major	Code	Population	Reachable	Response	Response Rate	Placement Rate
Clinical Mental Health Counsel	CMHC	25	12	11	91.7%	90.9%
School Counselor With Bili Ext	EDU8	3	3	2	66.7%	100.0%
School Counselor	SHC	17	15	10	66.7%	90.0%

The School of Education - Staten Island

Major	Code	Population	Reachable	Response	Response Rate	Placement Rate
School Counselor	SHC	8	6	5	83.3%	83.3%

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

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).

2.2) The Counselor Education Department will support and retain 80% of students who enter the program 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.

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 date 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 date provided two times per year by the National Board for Certified Counselors (NBCC)

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

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 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.

Respectfully submitted,

Heather C. Robertson, Ph.D. 

Counselor Education Department Chair

5/31/2022