



**Counselor Education Department
School Counseling (SCH) and Clinical Mental Health Counseling (CMHC)
2025-2026 Annual Report**

Report submitted by:

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

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Section 1: Department Highlights

The Counselor Education Department (CED) undertook two significant activities during 2025-2026 academic year. First, we submitted our CACREP self-study report (SSR) in September of 2025, followed by an addendum to our report in May of 2026. Second, we began course development, state approval, and accreditation applications for our new online MSED in School Counseling which is a component of the new SJU Online initiative. Throughout these activities, counselor education faculty continued to produce exceptional teaching, scholarship and service, while our students showcased their counseling skills and expertise in the classroom, their field work settings, and within the counseling community. Notable achievements include:

- **Dr. Nouna Jalilzadeh**, Assistant Professor, being recognized as the Counselor Educator of the Year by New York State Mental Health Counseling Association, and being recognized as an emerging leader with EMDRIA
- **Dr. James Bethea**, Associate Professor, continuing to manage the NYS Office of Mental Health Workforce Incentive grant with our Clinical Mental Health Counseling program, which was renewed for the third year in a row.
- **Dr. Zoya McCants**, Assistant Professor, completing her contracted book with Cognella Publishing, on Perinatal Mental Health, due out in 2027.
- Our Sigma Tau Upsilon Chapter of Chi Sigma Iota receiving a national chapter development grant under the supervision of our co-advisors, **Dr. Nouna Jalilzadeh** and **Dr. Leo Gonzalez**.
- Four CMHC students and alumni presenting at national counseling conferences including the **Association of Counselor Education and Supervision** and the **American Mental Health Counseling Association** conferences.
- Graduating five of our 14 recipients of the **Audacia Foundation grant** in the summer of 2026. These five graduates received over \$375K in tuition support from Audacia.
- Receiving approval from NYS to transition our Advanced Certificate in CMHC to an online program, and to offer a new online MSED in School Counseling.
- Successfully submitted our self-study report (SSR), addendum, and substantive change report (SCR) to the **Council on the Accreditation of Counseling and Related Education Programs (CACREP)** to renew accreditation to our existing MSED on-campus programs, and to receive accreditation for our new online MSED in School Counseling.

Section 2: Department and Program Data

Mission and Organization:

“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) and Clinical Mental Health Counseling (CMHC), offering an MSED in both programs. Both masters programs are offered on the Queens campus and accredited by CACREP. We are developing an online MSED in School Counseling to be launched in 2026 and have submitted a change report to CACREP for accreditation of the online program. The department also offers two Advanced Certificates: Adv Cert in CMHC and the Adv Cert in SCH BRIDGE. As of March of 2026, both Advanced Certificate programs are offered online only.

A. Program Data:

Program data is compiled from our CACREP Vital Statistics Survey submitted in December using fall snapshot data. Overall data for 2025-2026 shows a 13% decrease in enrollment in our MSED programs, with a 29% decline in SCH MSED students and a 4% decline among CMHC MSED Students. Gender diversity remained consistent while cultural diversity increased slightly.

Enrollment and demographic data are provided by the Institutional Research office. *This data is used for reporting purposes only and is not a component of any admissions, enrollment, or scholarship decisions.*

Table 1. Enrollment Data

Program	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
MSED/SCH – Q	25	28	25	24	17
MSED/BIL – Q	2	1	1	1	0
MSED SCH – SI	6	6	-	-	
MSED CMHC - Q	63	81	101	97	93
ADVCERT/SCHB	-	-	-	0	
ADVCERT/CMHC	-	-	-	4	0
Totals	96	116	127	126	110

Table 2. Demographic Data

Student	Female	%	Male	%	Total	
2 or more races	4	80%	1	20%	5	5%
Asian	15	88%	2	12%	17	15%
Black/African American	17	89%	2	11%	19	17%
Hispanic	23	85%	4	15%	27	25%
Non-Resident (international)	4	80%	1	20%	5	5%
White (blank)	32	86%	5	14%	37	33%
Grand Total	95	86%	15	14%	110	100%

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)

New modality. The Advanced Certificate in CMHC was approved for full online delivery during the 2025-2026 academic year. The on-campus CMHC Advanced Certificate will be discontinued going forward.

New program. We began the development of the online MSED School Counseling program during this academic year which will be a component of the new St John's Online initiative. While the curricular content remains similar to the on-campus program, the online program uses a condensed seven-week semester model and contains 75% online asynchronous classes. The new program is scheduled to launch in fall of 2026, with both fall and spring starting dates.

Revised curriculum. We updated our curricular content in response to the CACREP self-study report (SSR) review to clarify instruction of objectives. Specifically, we reinforced instruction of CACREP standards in the following courses: EDU 6530 Multicultural Counseling, EDU 6206 Psychosocial Development, EDU 6208 Counseling Theories, EDU 6264 Counseling Skills and Techniques, EDU 6262 Assessment, EDU 6651 Foundations of MHC, EDU 6364 Substance Use Counseling, EDU 6424 Case Studies, EDU 6595 Org and Admin of PPS, and EDU 6650 Consultation and Evaluation.

B. Programmatic assessment and outcomes of learning objectives

The department assesses and reports annually on teaching and learning outcomes, specifically 1) Key Performance Indicators (KPI), 2) Counseling Skills, Specialization Skills, and Student Dispositions (SD), and 3) Academic Quality Indicators (AQI). Individual student KPI outcomes are not reported publicly. Below we report aggregate outcomes indicated via supervisor evaluations of student KPIs, counseling skills, specialization skills, student dispositions, as well as student evaluations of faculty teaching. Met and unmet targets will be indicated.

Key Performance Indicators

The CED developed **Key Performance Indicators (KPIs)** to assess student outcomes. KPIs are evaluated at our bi-annual assessment retreat during the months of December and May. KPIs are established in alignment with the eight CACREP areas and Counselor Education Department and Program Objectives (e.g., CED = Counselor Education Department Objectives; SCH = School Counseling Objective, and MHC = Clinical Mental Health Objectives) indicated in italics and parentheses below.

Table 3 addresses our supervisors' evaluation of KPIs based on 43 students enrolled in fieldwork, across both programs, during spring 2026. The supervisors' evaluation was updated in January of 2026 to include direct evaluation of KPIs on a scale of one to five, with our department target being 3.0 or higher. Since the evaluation was updated, fall 2025 outcomes are not included in this year's report.

Table 3. Key Performance Indicators

Professional Counseling Orientation & Ethical Practice (Target > 3.0 out of 5)
KPI 1: continued professional development and advocacy for the counseling profession (<i>Counselor Education Department Objective #6: To foster an expectation of continued professional development and advocacy for the counseling profession and for the clients we serve, via active involvement in counseling organizations, ongoing training, and advocacy efforts, both throughout their program and beyond.</i>)
<i>KPI 1 Outcome: Site supervisors average rating of students on this KPI was 3.95. One student out of 43 (2%) earned a rating below 3.0. Met</i>
Social and Cultural Identities & Experiences
KPI 2: respect for diversity, equity, and inclusion in their academic, personal, and clinical practices (<i>Counselor Education Department Objective #4: To foster an expectation of cultural awareness, social justice and responsibility among counselors-in-training following our Vincentian mission, and to hold students to an expectation of respect for diversity, equity, and inclusion in their academic, personal, and clinical practices</i>)
<i>KPI 2 Outcome: Site supervisors average rating of students on this KPI was 4.2. Zero out of 43 students earned a rating below 3.0. Met</i>
Lifespan Development
KPI 3: select counseling approaches in alliance with the developmental level and cultural beliefs of the clients/students they serve (<i>Counselor Education Department Objective #3: To train students to utilize appropriate evidence-based counseling theories and treatment modalities, and to ensure that students select counseling approaches in alliance with the developmental level and cultural beliefs of the clients/students they serve</i>)
<i>KPI 3 Outcome: Site supervisors average rating of students on this KPI was 4.1. Zero out of 43 students earned a rating below 3.0. Met</i>
Career Development
KPI 4: utilize counseling skills in a variety of modalities, including career counseling (<i>Counselor Education Department Objective #2: To train graduate students to be ethical and effective counseling practitioners and empower them to utilize counseling skills in a variety of modalities, including individual counseling, group counseling, career counseling, assessment, and consultation</i>)
<i>KPI 4 Outcome: Site supervisors average rating of students on this KPI was 3.95. Zero out of 43 students earned a rating below 3.0. Met</i>
Counseling Practice & Relationships
KPI 5: utilize appropriate evidence-based counseling theories and treatment modalities (<i>Counselor Education Department Objective #3: To train students to utilize appropriate evidence-based counseling theories and treatment modalities, and to ensure that students select counseling approaches in alliance with the developmental level and cultural beliefs of the clients/students they serve</i>)
<i>KPI 5 Outcome: Site supervisors average rating of students on this KPI was 4.0. Zero out of 43 students earned a rating below 3.0. Met</i>

Group Counseling and Group Work
KPI 6: utilize counseling skills in a variety of modalities, including group counseling (<i>Counselor Education Department Objective #2: To train graduate students to be ethical and effective counseling practitioners and empower them to utilize counseling skills in a variety of modalities, including individual counseling, group counseling, career counseling, assessment, and consultation</i>)
<i>KPI 6 Outcome: Site supervisors average rating of students on this KPI was 4.16. Zero out of 43 students earned a rating below 3.0. Met</i>
Assessment and Diagnostic Processes
KPI 7: utilize counseling skills in a variety of modalities, including assessment (<i>Counselor Education Department Objective #2: To train graduate students to be ethical and effective counseling practitioners and empower them to utilize counseling skills in a variety of modalities, including individual counseling, group counseling, career counseling, assessment, and consultation</i>)
<i>KPI 7 Outcome: Site supervisors average rating of students on this KPI was 3.92. Zero out of 43 students earned a rating below 3.0. Met</i>
Research and Program Evaluation
KPI 8: critical thinking, intellectual curiosity, and current knowledge of the counseling profession utilizing research and scholarship (<i>Counselor Education Department Objective #5: To foster critical thinking, intellectual curiosity, and current knowledge of the counseling profession utilizing research and scholarship, while also requiring continual, critical self-reflection for internal biases and ongoing self-assessment of counselor wellness</i>)
<i>KPI 8 Outcome: Site supervisors average rating of students on this KPI was 4.26. One student out of 43 (2%) earned a rating below 3.0 (same student from KPI 1). Met</i>
Field Work
KPI 9: train professional counselors in School or Clinical Mental Health settings in accordance with CACREP standards, while orienting students to the role and identity of a professional counselor, legal and ethical issues of the profession (<i>Counselor Education Department Objective #1: To train graduate students as professional counselors in School or Clinical Mental Health settings in accordance with CACREP standards, while orienting students to the role and identity of a professional counselor, legal and ethical issues of the profession, and guidelines of the American Counseling Association</i>)
<i>KPI 9 Outcome: Site supervisors average rating of students on this KPI was 4.2. Zero out of 43 students earned a rating below 3. Met</i>
Specialization – School Counseling
KPI 10 – SCH: to be effective leaders, team members and collaborators, systemic change agents and advocates in the profession (<i>School Counseling Program Objective #1: To educate professional School Counselors about the roles to be effective leaders, team members and collaborators, systemic change agents and advocates in the profession to improve the quality of education and access for all students.</i>)

KPI 10 Outcome: School counseling site supervisors average rating of students on this KPI was 4.65. Zero students earned a rating below 3. Met

Specialization – Clinical Mental Health Counseling

KPI 10 – CMHC: utilize appropriate intake, assessment, case conceptualization, diagnosis, treatment planning, documentation, and clinical treatment (*Clinical Mental Health Counseling Program Objective #2: To train CMHC students in appropriate intake, assessment, case conceptualization, diagnosis, treatment planning, documentation, and clinical treatment to properly serve clients, and to prepare our students for successful outcomes on the National Clinical Mental Health Counselor Examination (NCMHCE).*

KPI 10 Outcome: Clinical Mental Health counseling site supervisors average rating of students on this KPI was 3.8. Zero students earned a rating below 3. Met

Table 4. Counseling Skills, Specialization Skills and Student Dispositions

Counseling Skills (Target Average > 3.0 out of 5)	Supervisor Rating
Ability to build rapport with clients/students	4.43 = met
Ability to portray empathy and compassion	4.51= met
Ability to adopt a non-judgmental approach toward clients/students/others	4.33= met
Ability to set and maintain appropriate boundaries with clients/students/others	4.20= met
Ability to establish and make progress toward counseling goals with clients/students	4.12= met
Follows policies and procedures of the organization	4.34= met
Maintains appropriate confidentiality	4.39= met
Follows all legal and ethical standards of the profession (ASCA, AMHCA, ACA) and setting	4.34= met
Demonstrates the ability to recognize own limitations as a counselor and to seek supervision or make referrals when appropriate	4.21= met
School Counseling Skills	Supervisor Rating
Ability to perform the tasks within the boundaries of the school counseling interns role	4.40= met
Ability to formulate and accomplish a service plan with students	4.36= met
Ability to establish and maintain a working relationship with parents/guardians	4.44= met
Ability to read, interpret, and work with student records.	4.40= met
Ability to work with professional school staff	4.80= met
Clinical Mental Health Counseling Skills	Supervisor Rating
Demonstrates knowledge of appropriate screening and assessment techniques	3.60= met
Can conduct an intake interview, a mental status evaluation, a mental health history and psycho-social history	3.72= met

Can conceptualize an accurate diagnosis of disorders and discuss differential diagnosis with collaborating professionals	3.38= met
Uses principles and practices of diagnosis and evidence-based interventions to develop appropriate treatment plans	3.55= met
Demonstrates a basic understanding of psychopharmacological medications	3.22= met
Professional Dispositions	Supervisor Rating
1: Openness to new ideas (including Bias, Power and Privilege)	4.42= met
2: Flexibility	4.40= met
3: Cooperativeness with Others	4.45= met
4: Willingness to Accept and Use Feedback	4.52= met
5: Awareness of Impact on Others	4.35= met
6: Initiative and Motivation	4.45= met
7: Ability to Deal with Conflict	4.12= met
8: Ability to Accept Personal Responsibility	4.43= met
9: Ability to Express Feelings Effectively and Appropriately	4.42= met
10: Attention to Ethical and Legal considerations	4.47= met
11. Other: Punctuality – arrives on time for shift, returns promptly from breaks, and remains for duration of shift	4.47= met
12. Other: Attendance – attends shift as scheduled; avoids excessive absences	4.47= met
13. Other: Communication – communicates with supervisors and co-workers in a timely and appropriate manner	4.47= met
14. Other: Attire – presents professionally for the workplace including dress and grooming; adheres to workplace dress policy	4.65= met
15. Other: Documentation – completes required documentation accurately and in a timely manner	4.45= met

Academic Quality Indicators (AQIs)

Department and program objectives can be found on the Counselor Education Department website <https://www.stjohns.edu/offices-departments/counselor-education>. Each department and program objective is evaluated via a variety of metrics outlined in the table below, including targets and outcomes for the 2025-2026 year. AQIs are evaluated at our bi-annual assessment retreat which occurs during the months of December and May and are aligned with our department (CED 01-06) and program objectives (MHC 01-05 and SCH 01-05). The metrics in the table below can be described as follows.

- **CPCE Area:** Department average for content area CPCE score is $-1SD \geq \mu$. *CPCE data is not used to assess individual student KPIs, but to evaluate program outcomes.*
- **Chairs Dash:** A five-semester summary of aggregate course grades. Target is for 95% of students to earn $\geq$ B grade. *Course grades are not used to assess individual student KPIs, but to evaluate program outcomes.*
- **Stakeholder** surveys are conducted every three years and were last completed in 2024-2025 thus no data is presented for stakeholder survey during 2025-2026.

- **Spvr. Eval KPI:** Supervisor evaluations of KPIs. See tables 3 and 4 for full data
- **Other:** Other metrics to evaluate academic quality, including employment, field placement, graduation, and retention rates. Discussed further under Sections 5 and 6.

Table 5. Academic Quality Indicators (AQIs)

Metric >	CPCE Area	Chairs Dash	Stakeholder	Spvr. Eval KPI	Other
Target >	-1SD ≥ μ	95% ≥ B	N/A	90% > 3.0	
Objective					
CED 01	Helping Relationships = met	6208 = met		KPI 9 = met	NCE = N/A CPCE Total= met Graduation & Retention; SCH=not met MHC=met
CED 02	Group= met Career= met Assessment= met	6205 = met 6301 = met 6262 = met		KPI 7 = met	
CED 03	HGD= met	6206 = met		KPI 5 = met	
CED 04	SCD= met	6530 = met		KPI 2 = met	PD 1 = met
CED 05	Research= met	6307 = met		KPI 8 = met	
CED 06	Orientation= met	6127 = met		KPI 1 = met	
Metric	Chairs Dash	Stakeholder	Other	Other	Other
Target	95% ≥ B	No data			
MHC 01			Employment Rate=met	NCMHCE=met	Field Placement=met
MHC 02	6270 = met 6652 = met		KPI 10 = met		
MHC 03	6364 = met				
MHC 04	6651 = met				
MHC 05	6424 = not met				
Metric	Chairs Dash	Stakeholder	Other	Other	Other
Target	95% ≥ B	No data			
SCH 01			Employment Rate=met	NYS CST=met	Field Placement=met
SCH 02	6595= met		KPI 10=met		
SCH 03	6305= met				
SCH 04	6650= met				
SCH 05	6207= met				

Course Evaluations

Table 6 outlines the summary of student course evaluations. The department has a target goal of averaging 4.0 out of 5.0 in both individual items and aggregate course evaluation items, as well as a target of a 75% response rate. For 2025-2026, the department met our target for instructor ratings but did not reach the target for response rates. The table below compares our classroom teaching performance for this academic year to our performance last year.

Table 6. Teaching Excellence - Summary Course Evaluation Data

Semester	# of Courses	Average Response Rate (Target > 75%)	Average Rating (-Q1) (Target > 4.0)	2024-2025 Rating (Response Rate)
Fall 2025	22	72.7%	4.25	4.33 (62.6%)
Spring 2026	22	51.7%	4.39	4.11 (56.7%)
Total	44	62.2%	4.32	4.33 (62.6%)

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

The on-campus Advanced Certificate in CMHC was discontinued. It will be replaced by the online Advanced Certificate in CMHC. No courses were discontinued.

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)

The office of Distance Education identified the online School Counseling MSED as a market demand area, leading to our development of the online MSED to be launched in 2026. Information about the new online MSED in School Counseling is available at the following link: <https://online.stjohns.edu/online-programs/online-master-science-education-school-counseling>

The department will examine the curricular content offering of EDU 6424 Case Studies and Community Resources, as a larger number of students earn a grade below a B in this course. This course was added to the School Counseling program when NYS raised the requirements to 60 credits, but its content may be less applicable to School Counseling students. This will be addressed with key stakeholders, and alternative courses or revised content will be considered.

Section 4: Faculty & Intellectual Culture

A. Faculty Demographics

CED Faculty during the 25-26 AY was composed of eight faculty, including four tenured and four pre-tenured faculty. *Demographic data is provided by the office of Institutional Research in alignment with CACREP reporting and is not used for hiring or making work-related decisions.*

Fall 2025 FT Faculty

	Male	Female
Asian	1	
Black	1	1
White		3
Hispanic	1	1
Total	3	5

B. Faculty Accomplishments (September 2025 – August 2026)

Publications:

Cicco, G. (2026, in press). Motivation and self-care intervention for pre-service educators: Ready and resilient. In IHSES-2026 International Conference on Humanities, Social and Education Sciences Proceedings.

Cicco, G. (2026). Teaching research: Strategies that build rapport and self-efficacy. In INTED2026 Proceedings: 20th International Technology, Education and Development Conference, Valencia, Spain, Article 0336. <https://doi.org/10.21125/inted.2026.0336>

Cicco, G. (2026). Teaching introductory research for graduate education students: A scaffolded approach. *i-manager's Journal of Educational Technology*, 22(4), 1-14.

Cicco, G. (2026). Gina Cicco (Collected Works, Ch. 1). In L. Cappiello (Ed.). *Poetry VIII from The BookMark Shoppe* (1st ed., pp. 1-21). The BookMark Shoppe.

Isern, D., **Spellman, Q.** (in press). Redefining wealth in multicultural classrooms: Financial education as identity, voice, and collective power. *Multicultural Perspectives*.

Jalilzadeh, N. (2026). Ethical Documentation in a Politicized Reproductive Health Climate: A Trauma Informed Teaching Strategy for Counselor Education. *Association for Counselor Education and Supervision [ACES], Teaching Practice Briefs*, 8. <https://lnkd.in/gvA5M-gW>

Jalilzadeh, N. (2026). Intersectionality and Infertility: A Framework for Culturally Responsive Mental Health Counseling. *Journal of Counseling Sexology & Sexual Wellness: Research, Practice, and Education*, 7 (1). <https://doi.org/10.34296/07012026>

Lin, P.-H. & Li, M.-H. (2025). Resilience profiles under multicultural characteristics: Analyzing Taiwanese high School students' resilience patterns through Hofstede's theory. *The Journal of Social Policy and Social Work*, 29 (2), 43-96. DOI: 10.6785/SPSW.202512_29(2).0002 <https://toaj.stpi.niar.org.tw/index/journal/volume/article/4b1141f99e45d979019eaafead81309>

Lochrie, J., Pesce, L., **Robertson, H. C.**, & Trainor, J. E. (2025). Promoting affordable learning materials as Vincentian social action. *Journal of Vincentian Social Action*, 8, Article 8. DOI: 10.24073/jovsa/08/01/08.1 <https://scholar.stjohns.edu/jovsa/vol8/iss1/8>

McCants, Z. (2026). (in press). *Fertility to Fourth Trimester: A Guide to Perinatal Mental health Counseling*. Cognella.

McCants, Z. (accepted). Contributing definition for “Polyvagal Theory in Counseling.” In the American Counseling Association (Ed.), *Encyclopedia of Counseling* (2nd Ed.). American Counseling Association.

McCants, Z. (accepted). Contributing definition for “Narrative Therapy in Counseling.” In the American Counseling Association (Ed.), *Encyclopedia of Counseling* (2nd Ed.). American Counseling Association.

Robertson, H. C., Jalilzadeh, N., & McCants, Z. (2025). Understanding Digisexuality, Technology, and AI in sex-positive relational counseling. *International Journal of Systemic Therapy*, 1–18. <https://doi.org/10.1080/2692398X.2025.2587318>

Robertson, H. C., Jalilzadeh, N. (2025). Teaching Online Group Facilitation to Counselors-in-Training. *Journal for Specialists in Group Work*. 1–17. <https://doi.org/10.1080/01933922.2025.2572553>

Presentations:

Balin, E., Atiyeh, S., **Jalilzadeh, N.**, Alkhayat, L., (2026, August 9th). Resistance through Counselor Education: Developing an AMENA-Centered Counseling Curriculum for Justice, Healing, and Representation [Live Workshop]. American Arab, Middle Eastern, and North African Psychological Association (AMENA-PSY), Annual Conference. Washington, DC. OR.

Bethea, J. (2026, July 22-25). The mental health counseling student project for evidenced based practice. [Conference Presentation]. *National Association of Multicultural Rehabilitation Concerns Training Conference*, Atlanta, GA, United States.

Cicco, G. Staten Island NYMHCA Chapter, New York (August 2026), Presenter & Panelist, “Private Practice Workshop.”

Cicco, G. IHSES-2026 International Conference on Humanities, Social and Education Sciences, New York (April 2026), "Motivation and Self-Care Intervention for Pre-Service Educators: Ready and Resilient."

Cicco, G. UFT 22nd Annual School Counselors Conference, UFT Headquarters, New York, (March 2026), "Social Media and Cyberbullying: Increasing Online Safety and Self-Esteem through CBT."

Cicco, G. INTED2026 20th Annual International Technology, Education and Development Conference, Valencia, Spain (March 2026), "Teaching Research: Strategies that Build Rapport and Self-Efficacy."

Emdin, C., **Spellman, Q.** (April, 2026). Reality pedagogy and/as cosmopolitan praxis: Student-driven instruction in the age of polarization. Roundtable presentation for the *American Education Research Association*, Los Angeles, CA.

Isern, D., **Spellman, Q.**, Henderson-Amarae, S. (April, 2026). Rooted and rising: Empowering futures through identity and expression in African American studies, financial literacies, and the arts. Roundtable presentation for the *American Education Research Association*, Los Angeles, CA.

Isern, D., **Spellman, Q.** (November, 2025). Financial empowerment through cultural wealth: Weaving our money stories into inclusive education. Paper presentation for the *National Association for Multicultural Education*, New Orleans, LA.

Jalilzadeh, N (2026, May 1st). Bodies Remember, Communities Resist: Immigration Trauma and Collective Liberation [Live Educational Session]. Counselors for Social Justice (CSJ) Virtual Conference.

Jalilzadeh, N., Davis Ford-Graham, A. (2026, April 11th). Integrating Broaching & Intersectionality for Perinatal Health Equity [Live Workshop]. American Counseling Association (ACA), Annual Conference. Columbus, OH.

Li, M. -H. (April 11, 2026). Developing a School-Based Culturally Responsive Resilience Program. Presented at the annual meeting of the American Counseling Association, Columbus, OH.

Li, M. -H, Lin, C. -C, & Lin, P. -H. (April 8, 2026). Exploring the Relationships among Cultural Values, Psychological Resilience and Depression: A Study of Taiwanese Adolescents. Present at the annual meeting of the American Educational Research Association, Los Angeles, CA

Li, M.-H. (January 17, 2026). Social emotional development in students. Presented at Tzu Chi Academy New York, Queens, NY.

McCants, Z. AERA Conference (April) 2025. An In-depth Exploration of Black Maternal health. A Narrative Research Approach to Medical Apartheid. Conference Presentation.

McCants, Z. AMHCA Conference (June) 2025. Shattered Hopes. Counseling Through IVF Loss & Miscarriage. Conference Presentation.

McCants, Z. Association for Counselor Education & Supervision (ACES). (October 2025). *Evidence-Based Assessment Approaches for Perinatal Mood and Anxiety Disorders.*

McCants, Z. Essex County College – *Her Story, Her Healing: Women's Mental Health Across the Lifespan A Virtual Event Celebrating Women's History Month*— College Faculty & Staff (March 2026)

McCants, Z. AERA Conference (April) 2026- The Hidden Curriculum: How Cultural Silencing Shapes Supervision. Paper Session: Advancing Equity and Cultural Responsiveness in Counselor Education and Practice

McCants, Z. AERA Conference (April) 2026- Breathing Room: Reclaiming Somatic Knowledge in Counselor Education for Liberation and Healing. Roundtable: Healing and Empowerment in Counseling.

McCants, Z. AMHCA Conference (June) 2026- Healing While Helping: Guiding Clients through the Complex Journey of Caregiving for Parents Who Caused Emotional Harm.

McCants, Z. AMHCA Conference (June) 2026 - Healing in Color: Culturally Responsive Approaches to Trauma and Wellness for Black Women.

McCants, Z. Peekskill Fire Department (July) 2026 - Reclaim. Rewrite. Reconnect. Rebuild. A trauma-informed framework for mental health and wellness — built for the realities of fire and EMS service.

McCants, Z. Essex County College (July) 2026 - Recognizing the Signs: A Trauma-Informed Approach to Supporting Students in Distress.

Robertson, H. C. (2026, June). National Career Development Association; Minneapolis, MN. Presentation: *Supporting Veterans' Career Transition: Research, Models, and Resources*

Robertson, H. C. (2026, June). American Mental Health Counseling Association; Portland, OR. Presentation: *Using Narrative Therapy, Spirituality, and Peer Approaches with Veteran SUD.*

Robertson, H. C. (2026, April). American Counseling Association (ACA); Columbus, OH. Presentation: *Teaching Telemental Health to the Next Generation of Counselors.*

Robertson, H. C. (2026, April). American Counseling Association (ACA); Columbus, OH. Presentation: *Supporting Veterans' Career Transition: Research, Models, and Resources.*

Robertson, H., Jalilzadeh, N. (2026, June 25th). Digisexuality and AI Relationships: Sex-Positive Counseling Approaches [Live Workshop]. American Mental Health Counseling Association (AMHCA), Annual Conference. Portland, OR.

Robertson, H., Jalilzadeh, N. (2026, April 10th). Digisexuality and AI Relationships: Sex-Positive Counseling Approaches [Live Workshop]. American Counseling Association (ACA), Annual Conference. Columbus, OH.

Robertson, H., Jalilzadeh, N. (2025, Oct 9th). Integrating Digisexuality and Technology-Facilitated Sexual Identity into the Counseling Curriculum [Live Workshop]. Association for Counselor Education and Supervision (ACES), Annual Conference. Philadelphia, PA.

Shure, L., Aras, Y., Atiyeh, S., **Jalilzadeh, N.** (2025, Oct 9th). Bridging Divides: The Role of Counselors in Facilitating Difficult Conversations and Fostering Healing in Divided Communities [Panel Session]. Association for Counselor Education and Supervision (ACES), Annual Conference. Philadelphia, PA.

Spellman, Q., Kent, K. (April, 2026). Validating the impacts of racism and microaggressions on BIPOC youth: The counselor's role. Paper presentation for the *American Education Research Association*, Los Angeles, CA.

Spellman, Q., Henderson-Amarae, S., Kent, K. (April, 2026). Voices unhoused: Pathways to empowerment for students in temporary housing. Roundtable presentation for the *American Education Research Association*, Los Angeles, CA.

Spellman, Q. (November, 2025). Voices unhoused: Pathways to empowerment for students in temporary housing. Paper presentation for the *National Association for Multicultural Education*, New Orleans, LA.

Awards:

Jalilzadeh, N. 2026 - Outstanding Counselor Educator Award – New York Mental Health Counseling Association

Jalilzadeh, N. 2025 - Emerging Leader Award – EMDR International Association

Grants:

Bethea, J. (2026). New York State Office of Mental Health. *The Mental Health Counseling (MHC) Student Project Pilot for Evidence Based Practice in Mental Health*. Project Director. \$40,200.

Jalilzadeh, N. 2026 - \$400 Chapter Development Grant – Chi Sigma Iota (CSI)

Section 5: Departmental Outcomes and Achievements

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

Significant Outcomes

The department reports annually on significant outcomes including 1) state and national test scores, 2) employment rates, 3) field placement rates, and 4) field placement sites.

State and National Test Scores

Counseling students complete the Counseling Professional Comprehensive Exam (CPCE) as a component of their master's degree completion. In addition, St. John's University is approved for the graduate student option for the National Counseling Exam (NCE), and students can elect to take the NCE in their final semester. Students/alumni pursuing licensure as a Licensed Mental Health Counselor in New York take the National Clinical Mental Health Counseling Exam (NCMHCE) to qualify for licensing. New York state implemented a state-wide exam for School Counselor Content Specialty Test (CST) in February of 2024 for school counselor certification.

The Counselor Education department reports passing rates on these exams as test data is available from third-party testing organizations, (e.g., CCE, NBCC, New York state, Pearson, etc.). The rates below represent the most recent data on overall passing rates of these exams.

- **CPCE** test scores have improved over the past three years since we implemented intentional strategies to improve outcomes (see 2024-2025 annual report). Our target for CPCE scores is for 90% of all students to pass the CPCE on the first attempt.
- **NCE:** The lack of data for the NCE indicates that students are opting not to take the NCE, likely due to the NCE not meeting licensing or certification requirements in New York. Our target for NCE scores is that 90% of all students that take the NCE pass the exam.
- **NCMHCE** data is reported about one year late and we received data for the 2024 calendar year in December of 2025. NCMHCE passing rates have continued to increase (e.g., 2022 - 57%, 2023 - 69%, 2024 – 73%). While national data on the NCMHCE is difficult to obtain, our target is for 2/3 (~67%) of students to pass the exam.
- The **School Counseling CST** results are reported based on calendar year as opposed to academic year. CST passing rates have also improved (e.g., 2024 – 37%, 2025 – 60%, 2026 – 87.5%). Below we report an average of 2025 and 2026 data. Our target for CST scores has been to increase student scores from baseline to meet/exceed 2/3 pass rate.

Table 7. Test Scores

Test Data (dates)	Total # Test Takers	Pass	Fail	Pass Rate
CPCE (9/2025 – 07/2026)	45	41	4	91% = met
NCE – no data	-	-	-	-
NCMHCE (2024 data)	26	19	7	73% = met
NYS School Counselor CST (2025/2026 data)	23	16	8	69.5% = met

Employment Rates

Table 8 outlines employment data for the 2025-2026 academic year was provided to the department by the SJU Career Center in December of 2025 for our CACREP Vital Statistics report. Our target is that 80% of our graduates will be employed in a Counseling related position within six-months of graduation. Data reflects employment rates for Counseling graduates for the 2024-2025 academic year, where SCH employment rate improved and CMHC rates dropped slightly.

Table 8. Counselor Education Employment Rates

Year	SCH (BIL)	CMHC
2021	90% (100%)	90.9%
2022	100% (100%)	100%
2023	80% (no BIL this year)	100%
2024	72.7% (no BIL this year)	100%
2025	100%=met	87%=met

Field Placement Rates

The Counselor Education department began tracking field placement rates in the fall of 2025 in alignment with CACREP 2024 standards. Field placement rates are captured by field placement instructors on the first night of class who report the number of students without a placement on the first day of class. The department target is 95% placement rate on the first day of class for both SCH and CMHC students, across all three field placement courses (e.g., practicum, internship 1, and internship 2). While placement rate targets were met during summer and spring of 2026, they were not met in the fall of 2025. However our overall placement rate remained above the 95% target.

Table 9. Field Placement Rates

Semester	# of students enrolled in fieldwork	# of students without placement Day 1	Placement Rate
Fall 2025	48	4	91.6% = not met
Spring 2026	57	2	96.5%=met
Summer 2026	30	0	100%=met
Total	135	6	96%=met

Fieldwork Placement Settings

Tables 10 and 11 outline our Internship Placement locations for the 2025-2026 academic year, including fall and spring semesters. 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 10. CMHC Field Placement Sites (F25 & Sp26)

ACMH	Aristotle's Psychological Svcs.	Catholic Charities	Center for Alternative Sentencing and Employment Services (CASES)
Central Nassau Guidance and Counseling Services	Expressive Connections	Helping Hands Psychotherapy	Gateway Counseling Center
Goodwill PROS Rebound	Integral Mental Health Counseling	The Jewish Board	Katarzyna Dlugosz Mental Health
Lifeline Center for Child Development	Mercy Hospital	Monte Nido	Mountefiore Hospital
New Hope Mental Health Counseling Service	NYPCC	Northwell Health	Phoenix House
Queens Counseling Services	RevCore Recovery	Sakhi for South Asian Survivors	Serenity Zone Therapy
WellLife	YES Community Counseling Center		

Table 11. School Counseling Placement Sites (F25 & Sp26)

Brooklyn Preparatory High School	DREAM Charter High School	Drexel Avenue School	Munsey Park Elementary School
Miller Place High School	New Dorp High School	New York City Museum School	Newfield High School
North Bellmore Union Free School District	Peekskill High School	Port Richmond High School	P.S./I.S. 48 William G. Wilcox School
P.S.22	P.S. 21Q	P.S. 97	P.S./I.S. 48

Section 6. Goals for the Next Year

Based on the data gathered for your program, please provide goals for the upcoming academic year.

Overview of 2025-2026 Outcomes

- The following goals are examined each year and data is captured in Weave.
- Outcomes are outlined below utilizing data from 2025-2026 annual report
- Goals for the 2026-2027 academic year are addressed and will be examined at our annual assessment retreats in December of 2026 and May of 2027.

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 maintains high-quality academic standards (~20-25 CMHC and ~20-25 SCH)

Outcomes for 2025-2026

- 1.1 CMHC, 37 new students started in the CMHC program in the fall of 2025. Met.
- 1.1 SCH, Eight students started in the SCH program in fall of 2025. **Not met.**

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

Outcomes for 2025-2026

- 1.2 CMHC, 32 of 37 students persisted from enrollment to graduation; 87% retention rate. Met
- 1.2 SCH, four out of six students persisted from enrollment to graduation; 67% retention rate. **Not met.**

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.

Outcomes for 2025-2026

- 2.1, See Table 6. Course Evaluations. Met.

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.

Outcomes for 2025-2026

- 2.2, 100% of Counseling fulltime students from the fall 2025 cohort were eligible to join CSI indicating a 3.5 GPA or higher. Met.

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)

Outcomes for 2025-2026

- 3.1, 45 total students took the CPCE, and 41 of those students passed on the first attempt (91%). Met.

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)

- N/A- Zero students elected to take the NCE during the 2025-2026 academic year.

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%).

Outcomes for 2025-2026

- 3.3, According to reports received from NYS in December of 2025, 73% of alumni passed the NCMHCE. Met.

To be added - 3.4) Graduates seeking school counselor certification in NYS must pass the School Counselor CST. Target is to increase baseline test data (37%) and progress toward or beyond a 2/3 passing rate (e.g., 66-67%).

Outcomes for 2025-2026

- 3.4, According to reports received from NYS in August of 2026, 69.5% of students and alumni passed the School Counselor CST. Met.

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.

Outcomes for 2025-2026

- 4.1 SCH, Career Center data reported 100% employment rates as of December 2025. Met.

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.

Outcomes for 2025-2026

- 4.2, CMHC, Career Center data reported 87% employment rates as of December 2025. Met

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.

- N/A – not reporting currently

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.

Outcomes for 2024-2025

- N/A – not reporting currently

Plans to Address Unmet Needs and Goals for 2026-2027

- Weave Goal 1.1. SCH Enrollments: Strategies to increase SCH enrollment include launching a new online SCH Program in fall of 2026.
- Weave Goal 1.2. SCH Retention and Persistence rates: Online School Counseling students will have access to an online support coach. Implementing pre-professional planning meetings in our assessment plan will support student progress.
- MHC 05: More than 95% of students in EDU 6424 received a grade of a B or lower over a five year analysis. The CED will examine this course, its content, and teaching during the 2026-2027 academic year in collaboration with key stakeholders and our CEDAB.

Goals for 2026-2027

The department will continue to assess and measure data on Goals 1 – 5 outlined above, with particular attention on areas that were not met. Some goals for the 2026-2027 academic year, include

1. **Online MSED in School Counseling**, completing development of all courses, supporting students, and evaluating student outcomes in our inaugural class beginning fall of 2026.
2. **Responding to CACREP Visit**. Our accreditation visit for our on-campus programs is scheduled for August 31 – September 2, 2026. It is customary for such visits to result in the need for programs to respond to the team report. In addition, the department may need to response to feedback from our change report submitted for accreditation of the online program. These two response/reports will be priority areas of focus in 2026-2027.
3. **Hiring Replacement Faculty**. We hope to receive approval in 2026-2027 to hire new faculty to replace faculty who are no longer at the university. While the program is currently able to maintain ratios required by CACREP, new faculty would support program growth, particularly with the online program.

Respectfully submitted,



Heather C. Robertson, Ph.D.
08/27/2026