



Department of Counselor Education

Stakeholder Surveys

2019

Description:

The department of Counselor Education completes stake holder surveys every two years, including surveys of students, alumni, site supervisors, and employers of both our School Counseling (SCH) and Clinical Mental Health Counseling (CMHC) program. The data is typically collected in the second year (e.g., 2019) and published in the following year (e.g., 2020). The last published Stakeholder Survey Data was gathered in 2017.

Stakeholder surveys are sent directly to students and employers based on University records. Site supervisor surveys are sent based on the contact information students provide on their field work documentation. Employer surveys are sent by distributing the survey to alumni and asking them to forward it to their employer.

Questions about this report can be directed to:

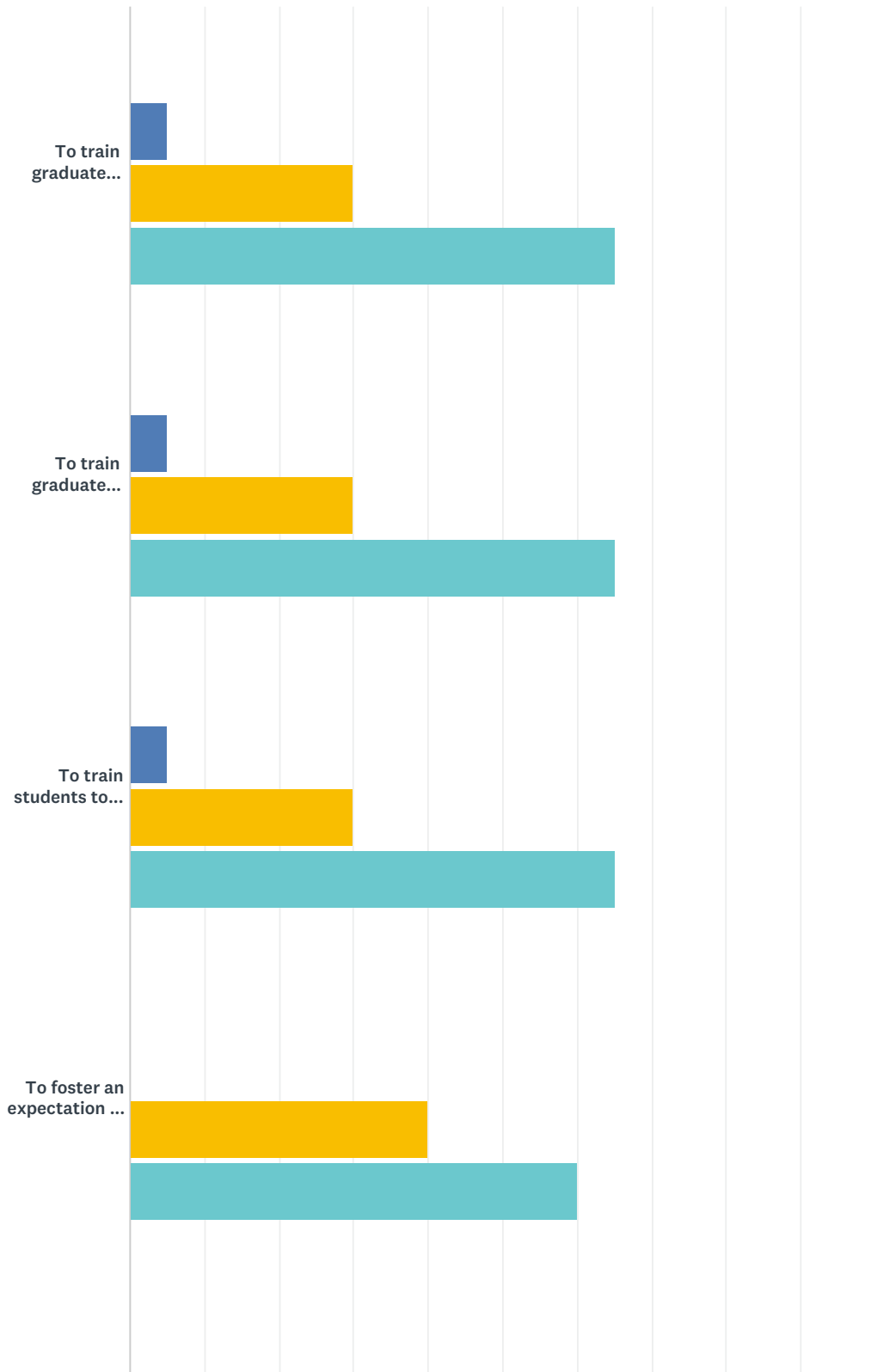
Heather C. Robertson, Ph.D.  
Associate Professor & CMHC Coordinator  
[robertsh@stjohns.edu](mailto:robertsh@stjohns.edu) or 718-990-2108

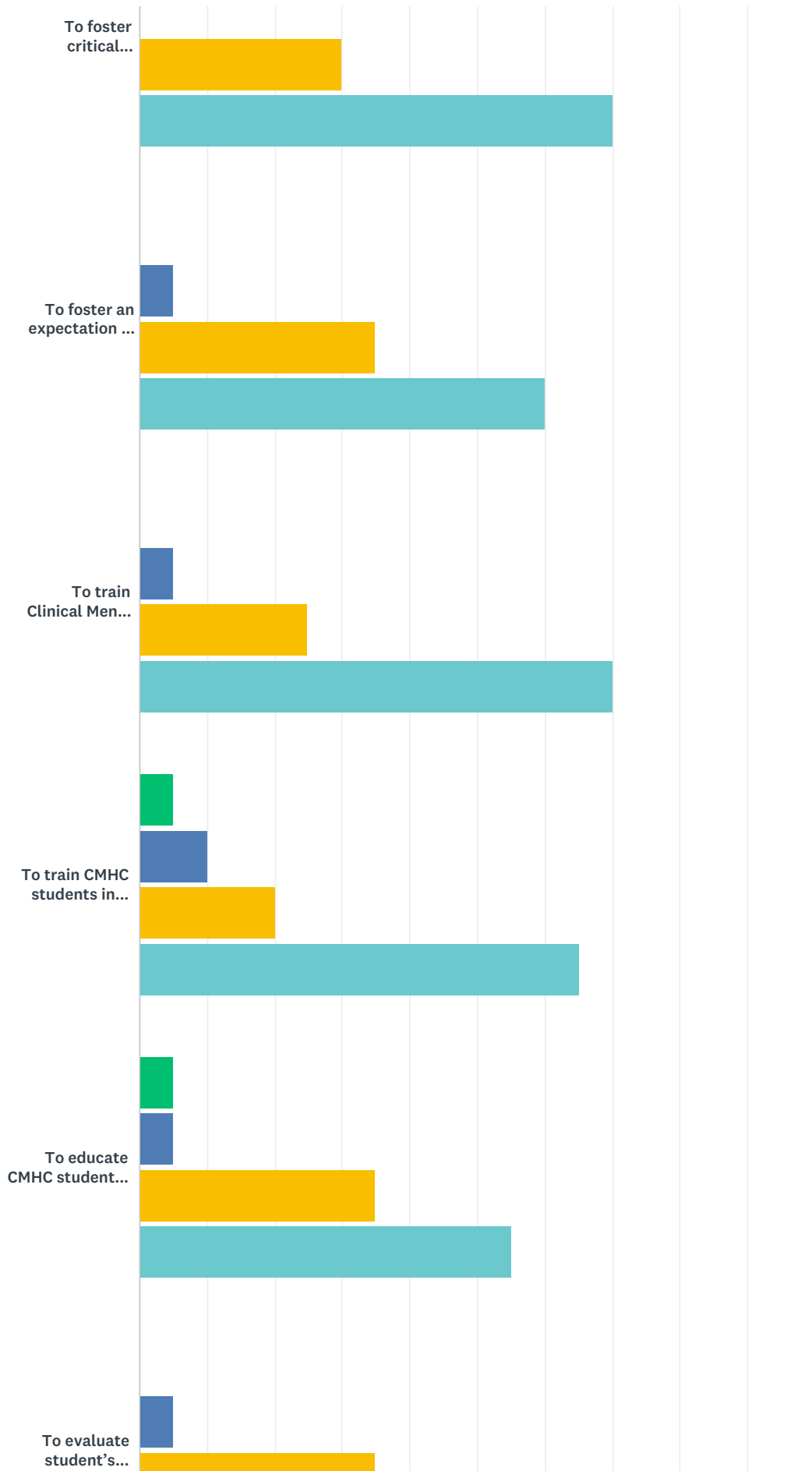
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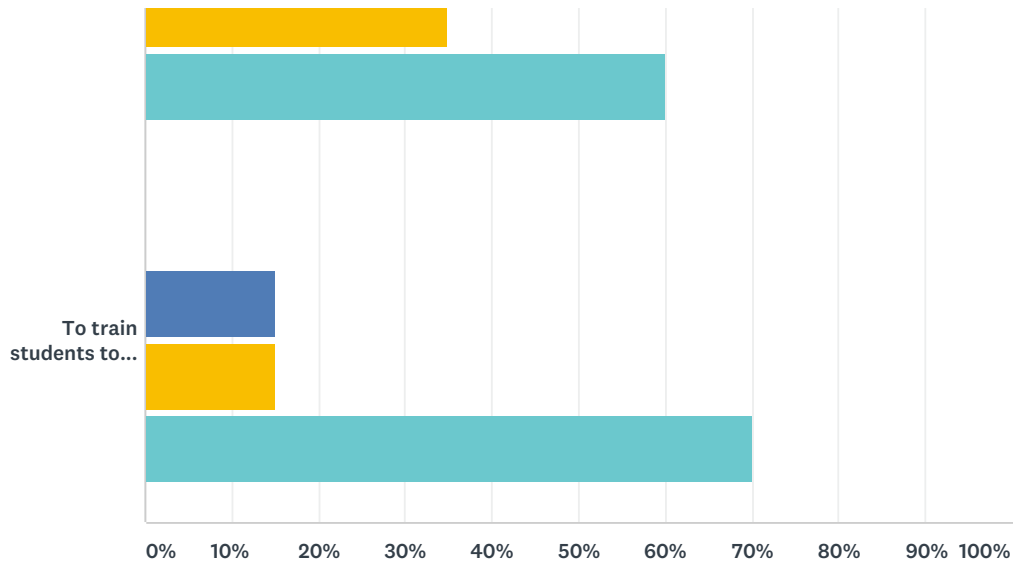
- CMHC Student Survey Results
- SCH Student Survey Results
- CMHC Alumni Survey Results
- SCH Alumni Survey Results
- CMHC Site Supervisor Survey Results
- SCH Site Supervisor Survey Results
- CMHC Employer Survey Results
- SCH Employer Survey Results

# Q1 As a student at St. John's University, to what extent do you believe that the CMHC counseling program at St. John's University is meeting the following objectives.

Answered: 20 Skipped: 0







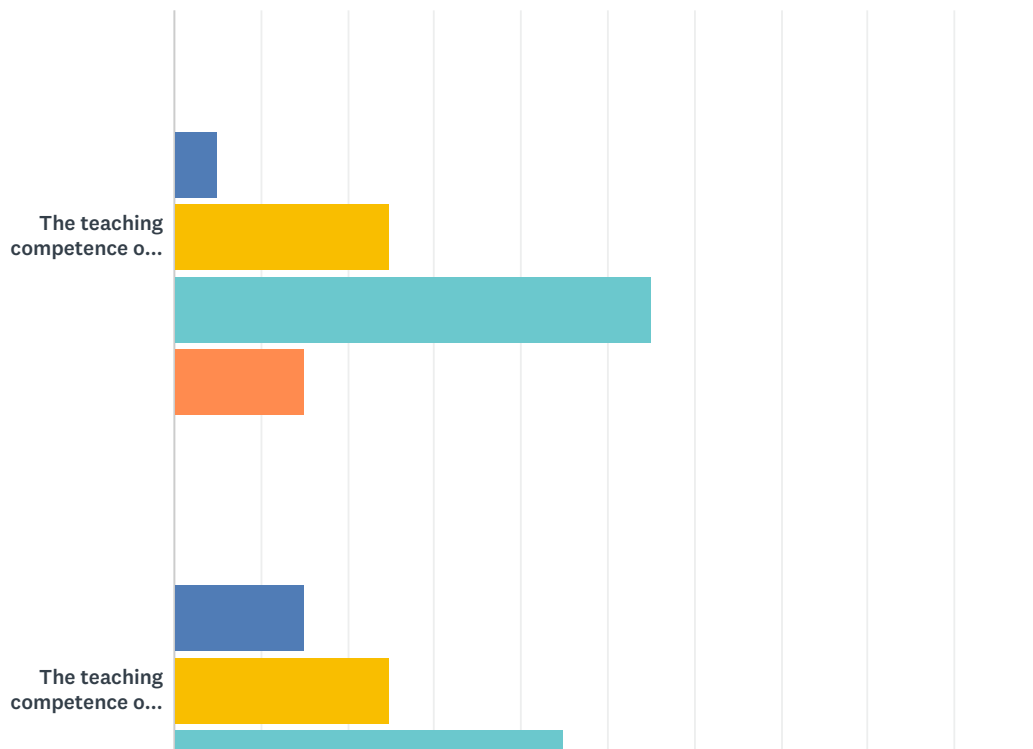
■ Not Being Met   
 ■ Minimally Being Met   
 ■ Satisfactorily Being Met   
 ■ Exceptionally Being Met

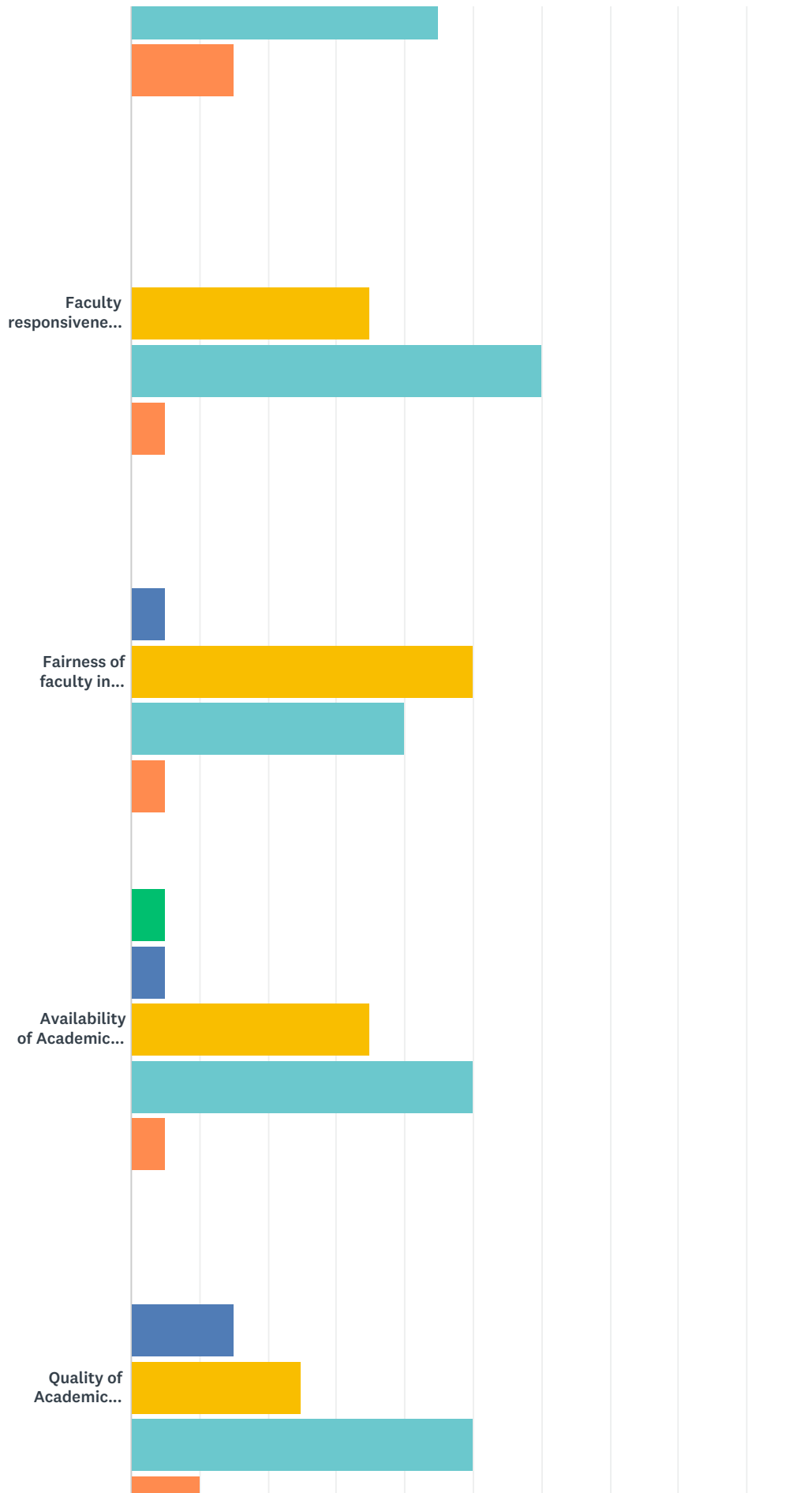
	NOT BEING MET	MINIMALLY BEING MET	SATISFACTORILY BEING MET	EXCEPTIONALLY BEING MET	TOTAL
To train graduate students as professional counselors in School or Clinical Mental Health settings in accordance with CACREP standards, while orienting students to the role and identity of a professional counselor, legal and ethical issues of the profession, and guidelines of the American Counseling Association.	0.00% 0	5.00% 1	30.00% 6	65.00% 13	20
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.	0.00% 0	5.00% 1	30.00% 6	65.00% 13	20
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.	0.00% 0	5.00% 1	30.00% 6	65.00% 13	20
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.	0.00% 0	0.00% 0	40.00% 8	60.00% 12	20
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	0.00% 0	0.00% 0	30.00% 6	70.00% 14	20
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.	0.00% 0	5.00% 1	35.00% 7	60.00% 12	20

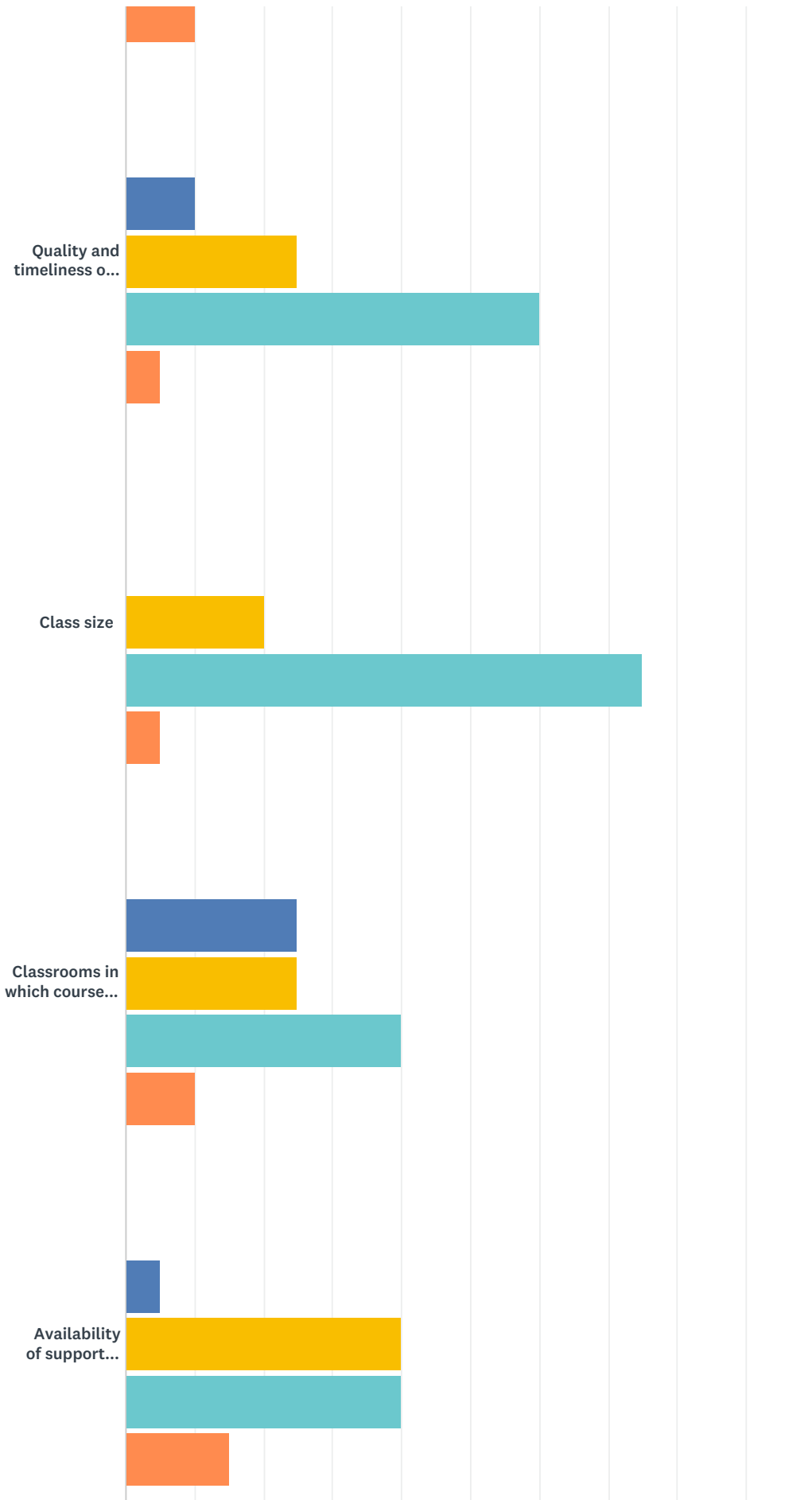
To train Clinical Mental Health Counselors (CMHC) to be competent clinicians with a strong counselor identity in accordance with American Mental Health Counselors Association (AMHCA) ethical standards, in order to prepare for careers as Licensed Mental Health Counselors (LMHC).	0.00% 0	5.00% 1	25.00% 5	70.00% 14	20
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).	5.00% 1	10.00% 2	20.00% 4	65.00% 13	20
To educate CMHC students regarding the impact of addiction, the propensity of addiction to co-occur with mental health conditions, and to treat addiction in accordance with the NYS Office of Alcoholism and Substance Abuse (OASAS) standards, with the option to earn their Credentialed Alcoholism and Substance Abuse Counselor in Training (CASAC-T) credential).	5.00% 1	5.00% 1	35.00% 7	55.00% 11	20
To evaluate student's ability to provide appropriate, ethical, and evidence-based treatment that promotes client strengths and client wellness in accordance with our counselor identity, while also addressing appropriate developmental, societal, and multicultural influences on client well-being.	0.00% 0	5.00% 1	35.00% 7	60.00% 12	20
To train students to utilize community resources, referral sources, and case management services in accordance with their role as clinical mental health counselors, including situations involving trauma, crisis, or risk to client wellbeing	0.00% 0	15.00% 3	15.00% 3	70.00% 14	20

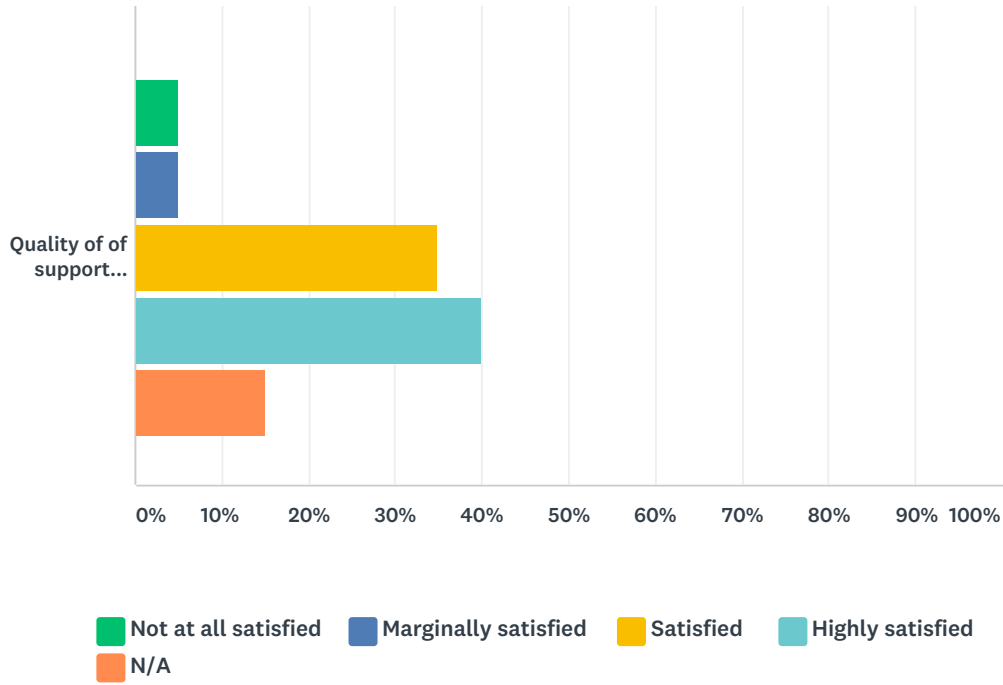
## Q2 How satisfied are you with the following elements of your program?

Answered: 20 Skipped: 0







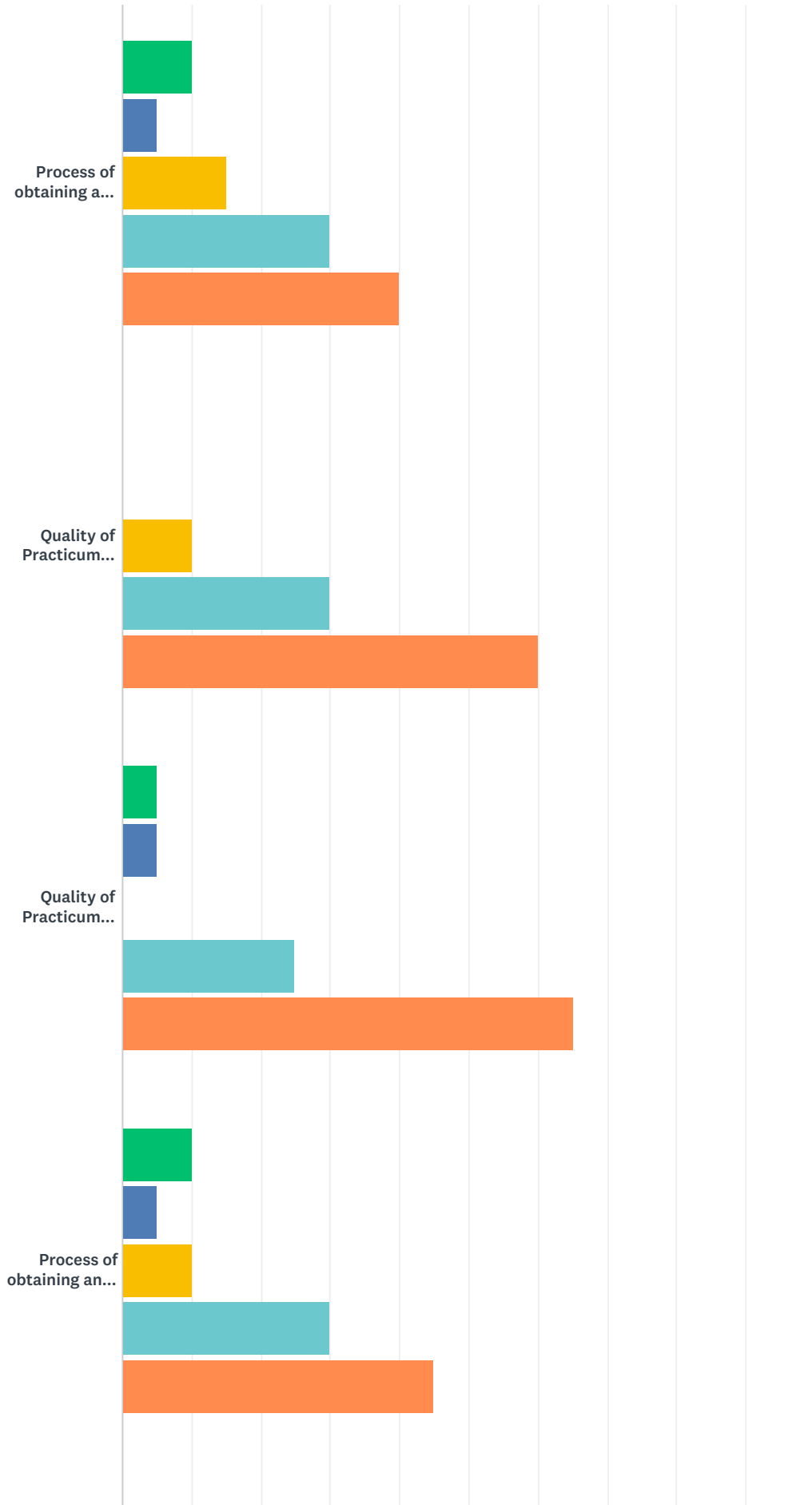


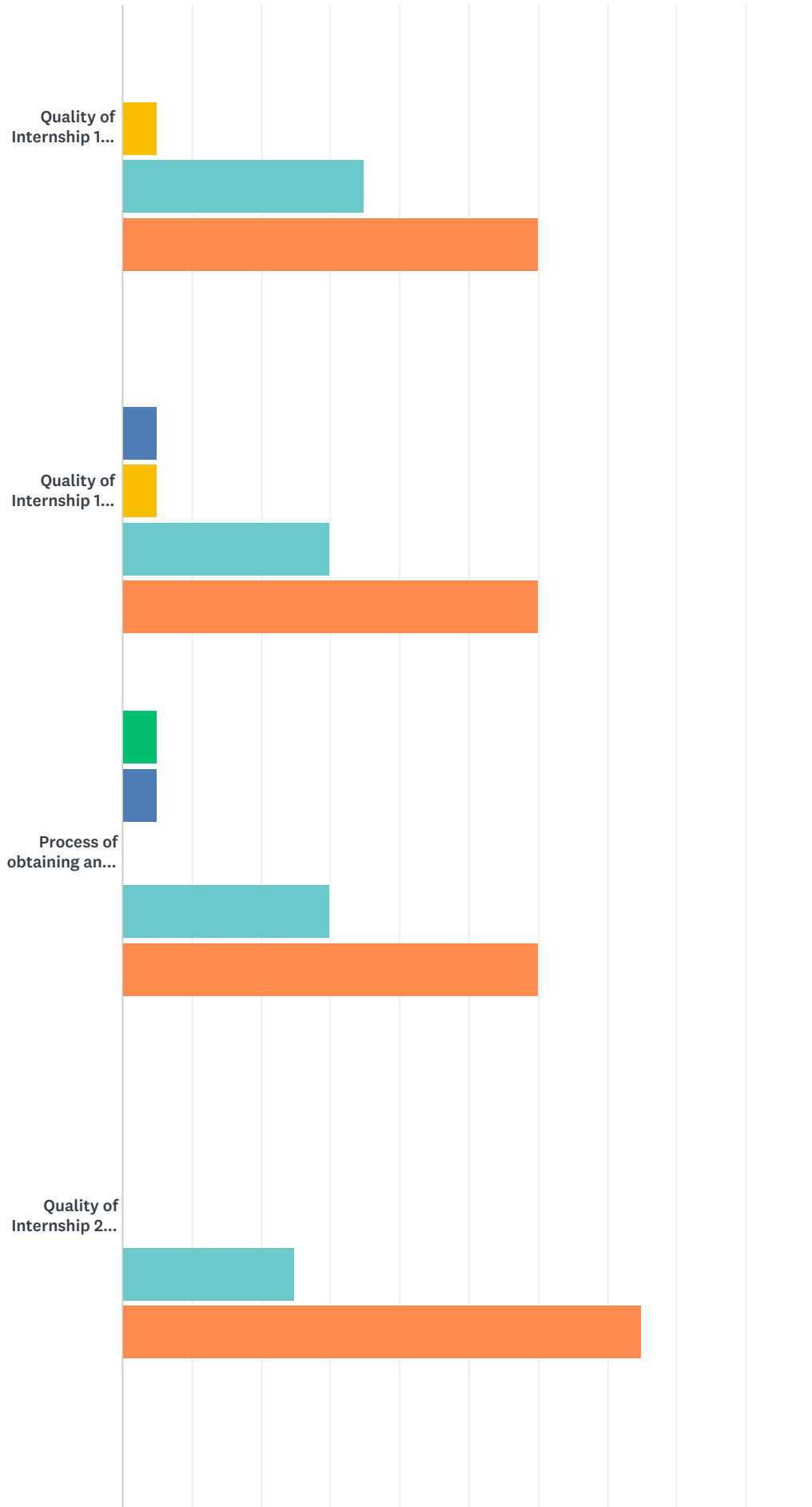
	NOT AT ALL SATISFIED	MARGINALLY SATISFIED	SATISFIED	HIGHLY SATISFIED	N/A	TOTAL	WEIGHTED AVERAGE
The teaching competence of the full-time faculty.	0.00% 0	5.00% 1	25.00% 5	55.00% 11	15.00% 3	20	3.59
The teaching competence of the part-time faculty.	0.00% 0	15.00% 3	25.00% 5	45.00% 9	15.00% 3	20	3.35
Faculty responsiveness to student concerns.	0.00% 0	0.00% 0	35.00% 7	60.00% 12	5.00% 1	20	3.63
Fairness of faculty in evaluating student concerns.	0.00% 0	5.00% 1	50.00% 10	40.00% 8	5.00% 1	20	3.37
Availability of Academic Advising	5.00% 1	5.00% 1	35.00% 7	50.00% 10	5.00% 1	20	3.37
Quality of Academic Advising	0.00% 0	15.00% 3	25.00% 5	50.00% 10	10.00% 2	20	3.39
Quality and timeliness of communication about program policies and procedures.	0.00% 0	10.00% 2	25.00% 5	60.00% 12	5.00% 1	20	3.53
Class size	0.00% 0	0.00% 0	20.00% 4	75.00% 15	5.00% 1	20	3.79
Classrooms in which courses are/were taught	0.00% 0	25.00% 5	25.00% 5	40.00% 8	10.00% 2	20	3.17
Availability of support services (e.g. library, counseling, financial aid, etc.)	0.00% 0	5.00% 1	40.00% 8	40.00% 8	15.00% 3	20	3.41
Quality of support services (e.g. library, counseling, financial aid, etc.)	5.00% 1	5.00% 1	35.00% 7	40.00% 8	15.00% 3	20	3.29

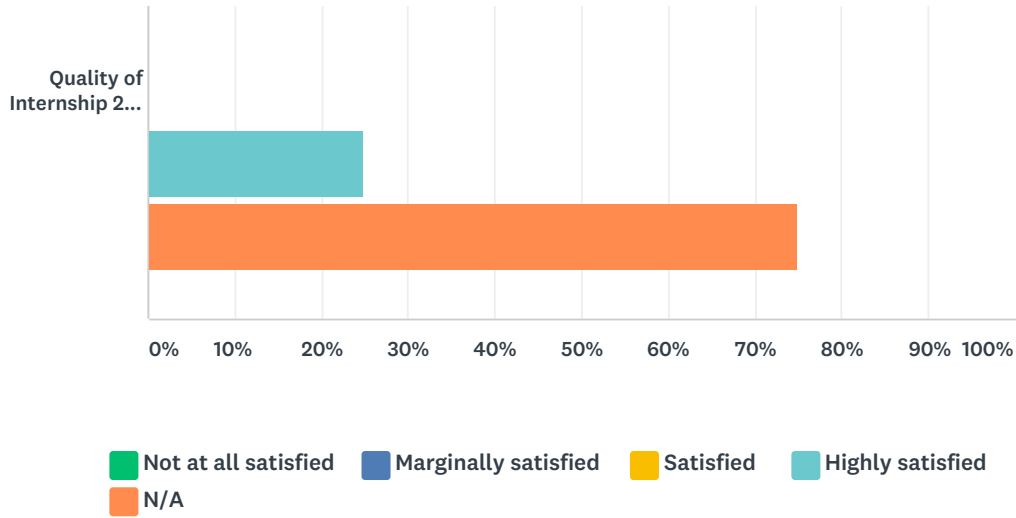
### Q3 How satisfied are you with the following elements of your program?

Answered: 20 Skipped: 0





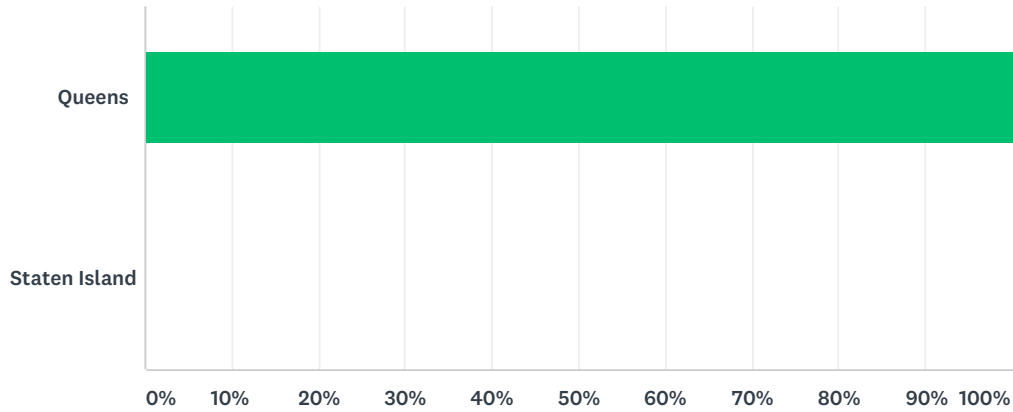




	NOT AT ALL SATISFIED	MARGINALLY SATISFIED	SATISFIED	HIGHLY SATISFIED	N/A	TOTAL	WEIGHTED AVERAGE
Process of obtaining a Practicum Placement	10.00% 2	5.00% 1	15.00% 3	30.00% 6	40.00% 8	20	3.08
Quality of Practicum Placement Site (Overall Experience)	0.00% 0	0.00% 0	10.00% 2	30.00% 6	60.00% 12	20	3.75
Quality of Practicum Placement Site (Supervision)	5.00% 1	5.00% 1	0.00% 0	25.00% 5	65.00% 13	20	3.29
Process of obtaining an Internship 1 Placement	10.00% 2	5.00% 1	10.00% 2	30.00% 6	45.00% 9	20	3.09
Quality of Internship 1 Placement Site (Overall Experience)	0.00% 0	0.00% 0	5.00% 1	35.00% 7	60.00% 12	20	3.88
Quality of Internship 1 Placement Site (Supervision)	0.00% 0	5.00% 1	5.00% 1	30.00% 6	60.00% 12	20	3.63
Process of obtaining an Internship 2 Placement	5.00% 1	5.00% 1	0.00% 0	30.00% 6	60.00% 12	20	3.38
Quality of Internship 2 Placement Site (Overall Experience)	0.00% 0	0.00% 0	0.00% 0	25.00% 5	75.00% 15	20	4.00
Quality of Internship 2 Placement Site (Supervision)	0.00% 0	0.00% 0	0.00% 0	25.00% 5	75.00% 15	20	4.00

### Q4 What campus are you primarily studying on?

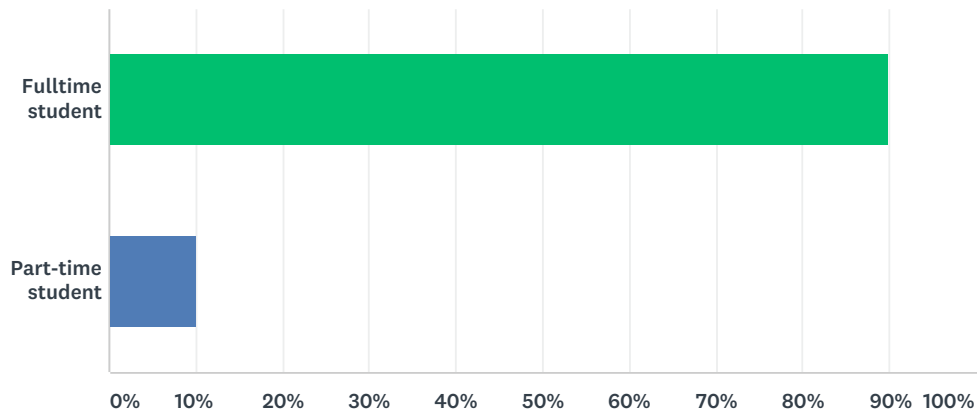
Answered: 20 Skipped: 0



ANSWER CHOICES	RESPONSES	
Queens	100.00%	20
Staten Island	0.00%	0
TOTAL		20

### Q5 What is your primary student status?

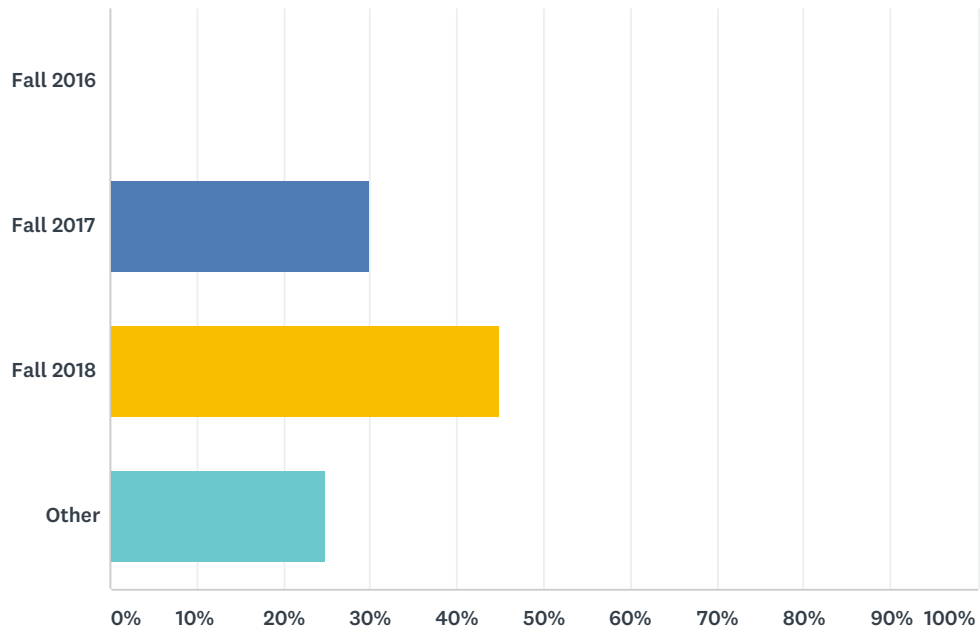
Answered: 20 Skipped: 0



ANSWER CHOICES	RESPONSES	
Fulltime student	90.00%	18
Part-time student	10.00%	2
TOTAL		20

### Q6 What semester did you start in the program?

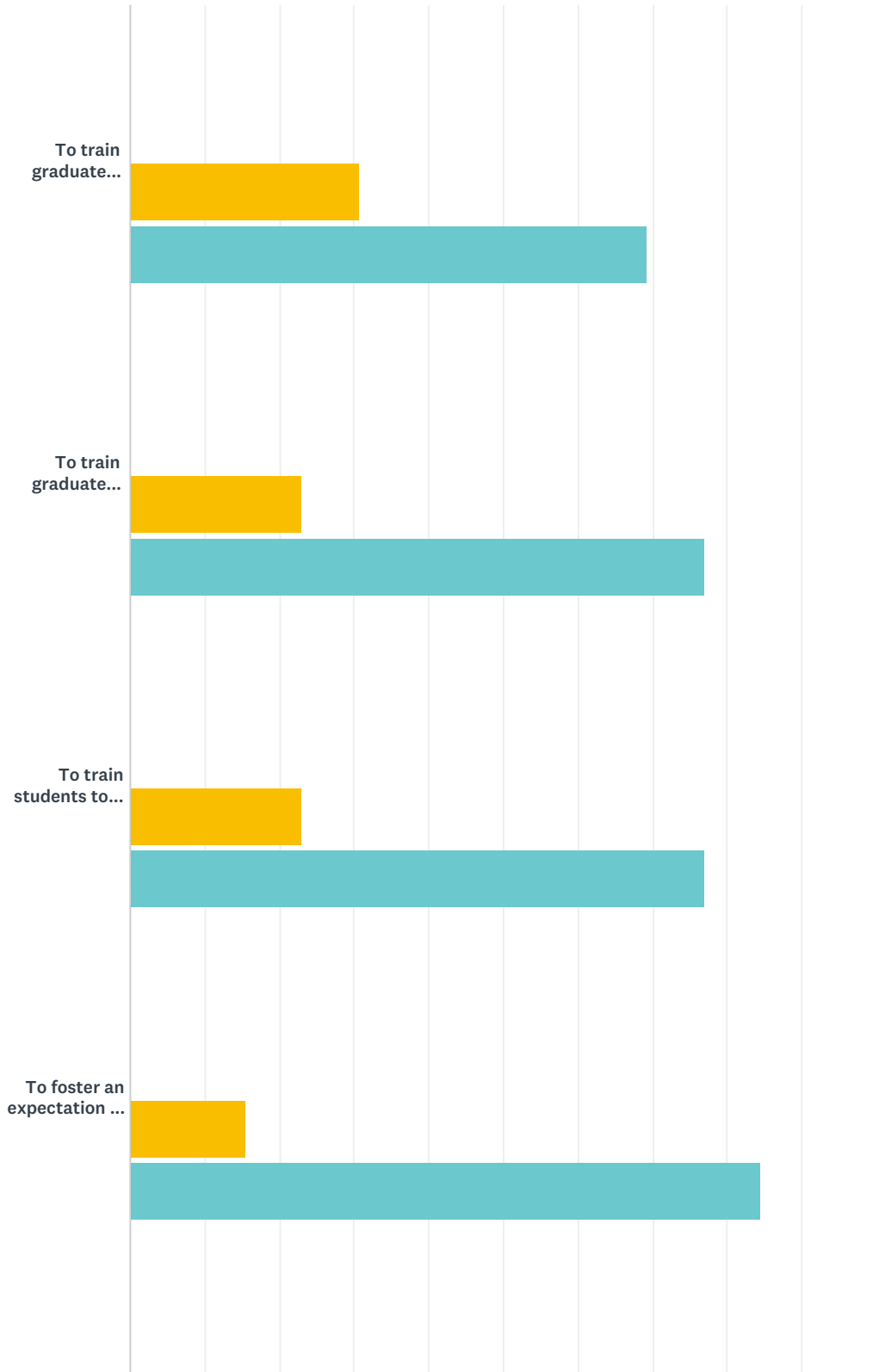
Answered: 20 Skipped: 0

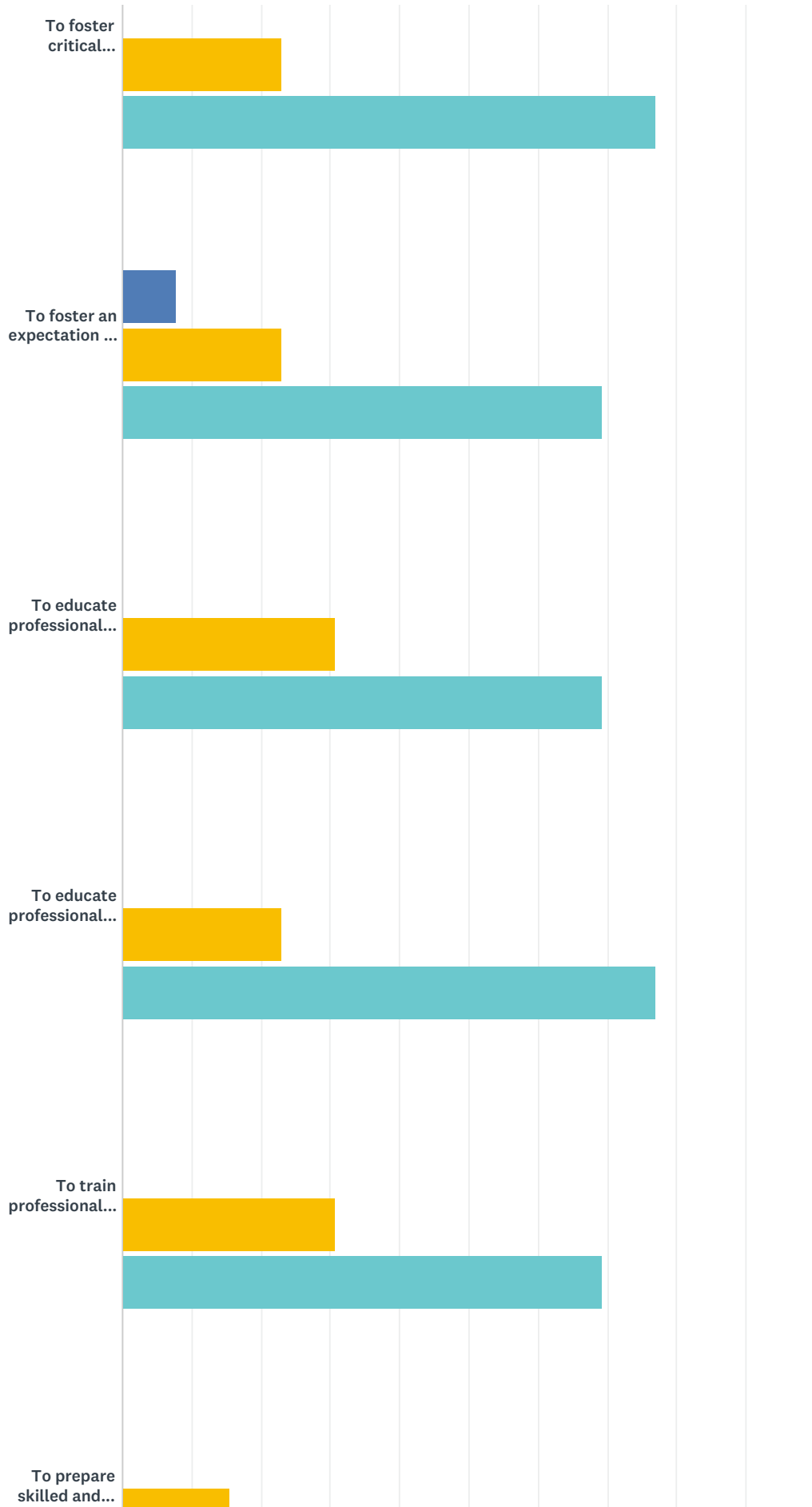


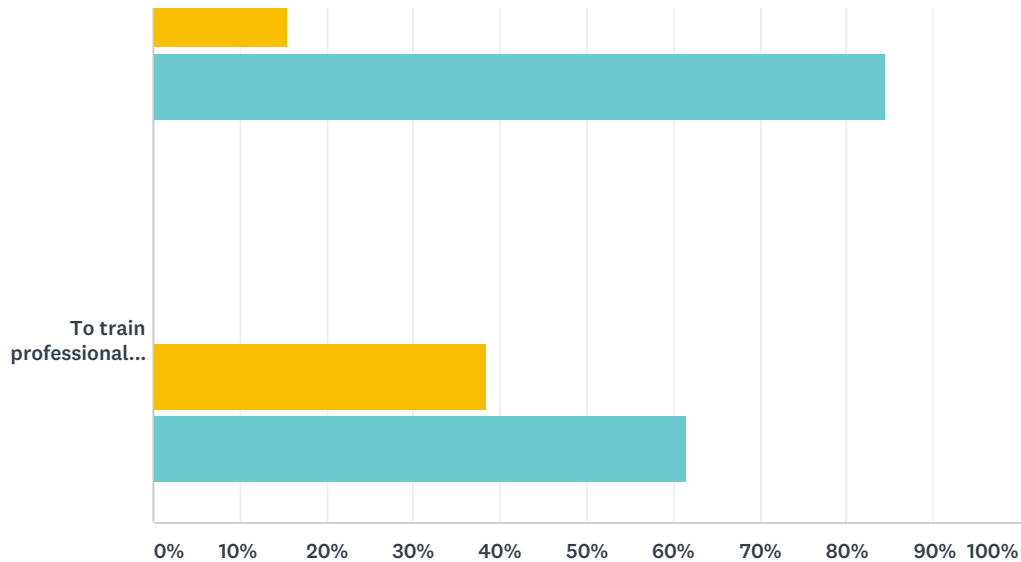
ANSWER CHOICES	RESPONSES	
Fall 2016	0.00%	0
Fall 2017	30.00%	6
Fall 2018	45.00%	9
Other	25.00%	5
TOTAL		20

# Q1 As a student at St. John's University, to what extent do you believe that the SCH counseling program at St. John's University is meeting the following objectives.

Answered: 13 Skipped: 0







■ Not Being Met   
 ■ Minimally Being Met   
 ■ Satisfactorily Being Met   
 ■ Exceptionally Being Met

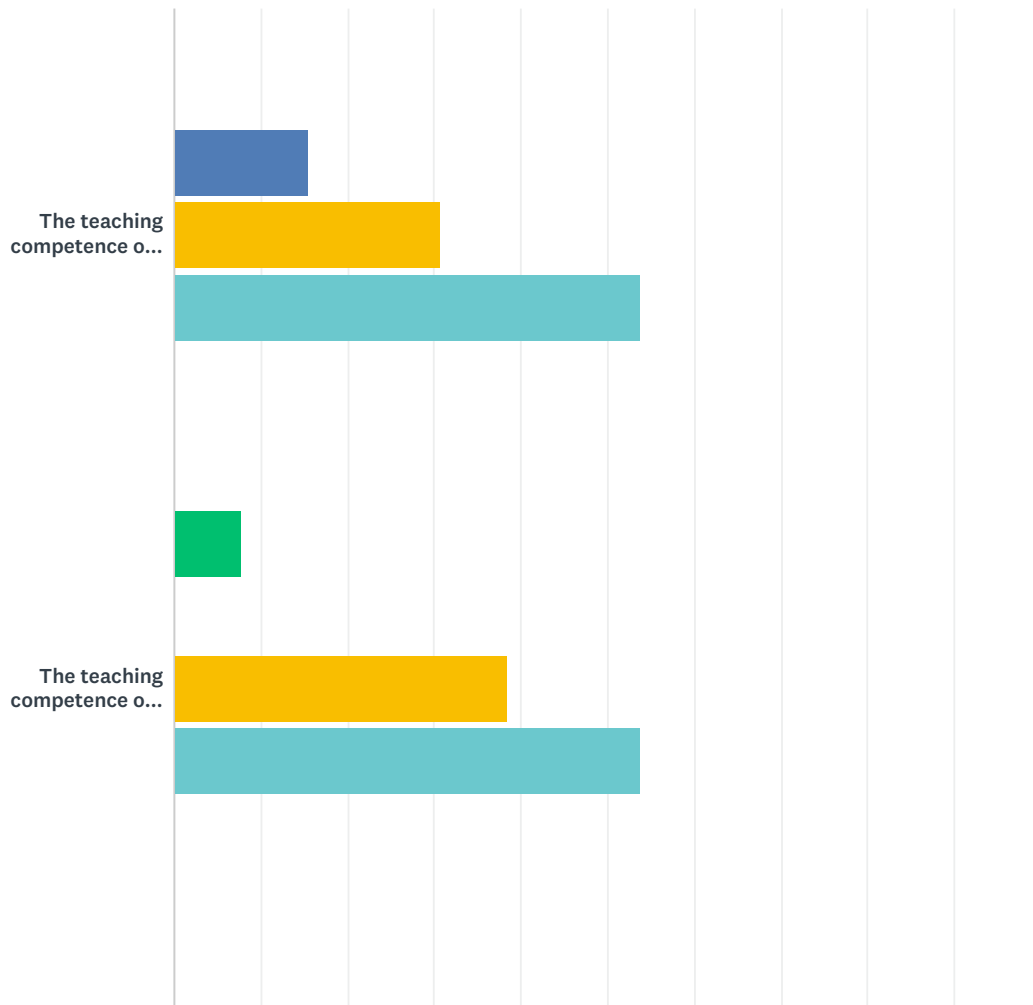
	NOT BEING MET	MINIMALLY BEING MET	SATISFACTORILY BEING MET	EXCEPTIONALLY BEING MET	TOTAL
To train graduate students as professional counselors in School or Clinical Mental Health settings in accordance with CACREP standards, while orienting students to the role and identity of a professional counselor, legal and ethical issues of the profession, and guidelines of the American Counseling Association.	0.00% 0	0.00% 0	30.77% 4	69.23% 9	13
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.	0.00% 0	0.00% 0	23.08% 3	76.92% 10	13
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.	0.00% 0	0.00% 0	23.08% 3	76.92% 10	13
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.	0.00% 0	0.00% 0	15.38% 2	84.62% 11	13
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	0.00% 0	0.00% 0	23.08% 3	76.92% 10	13
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.	0.00% 0	7.69% 1	23.08% 3	69.23% 9	13

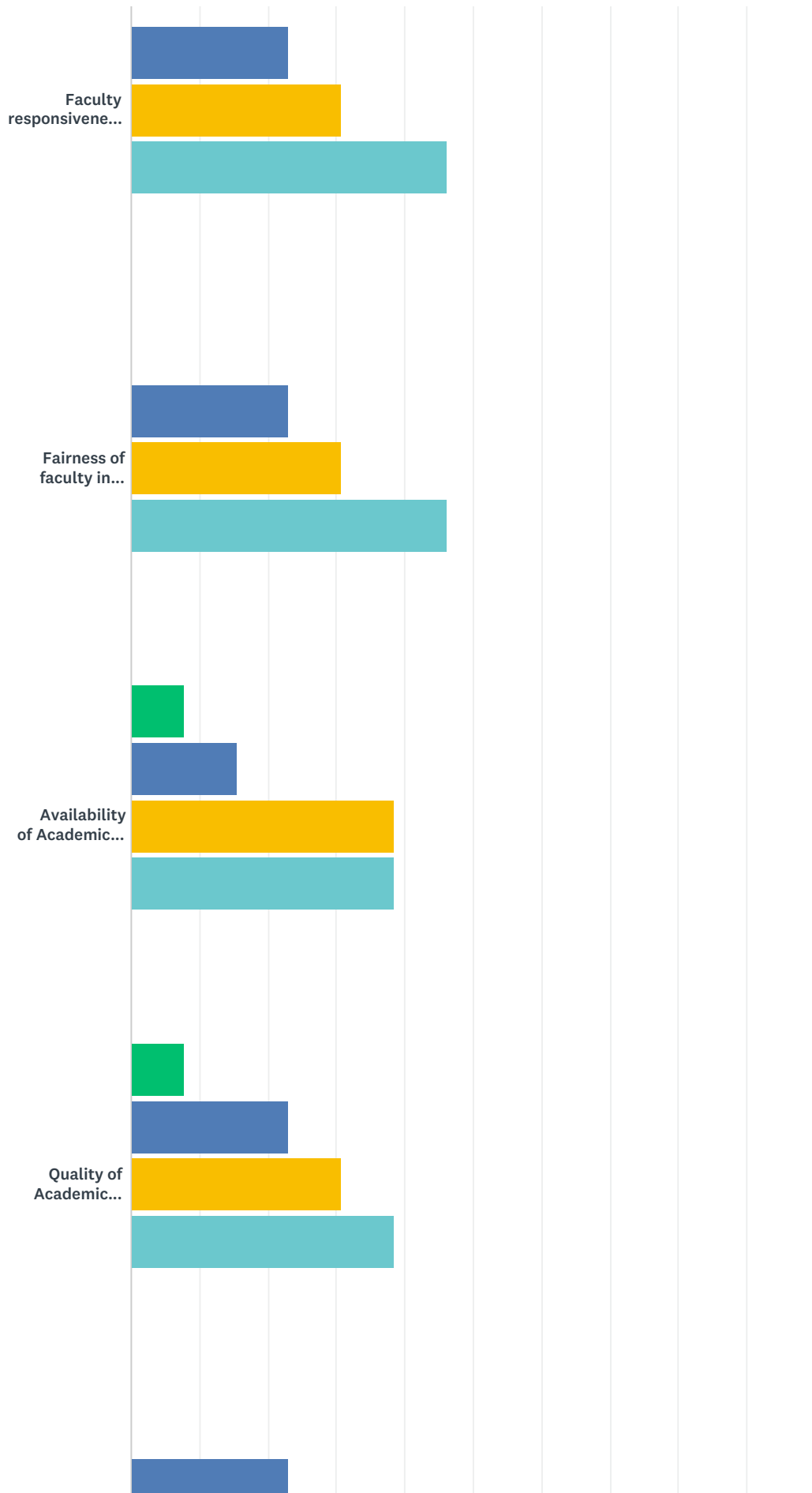


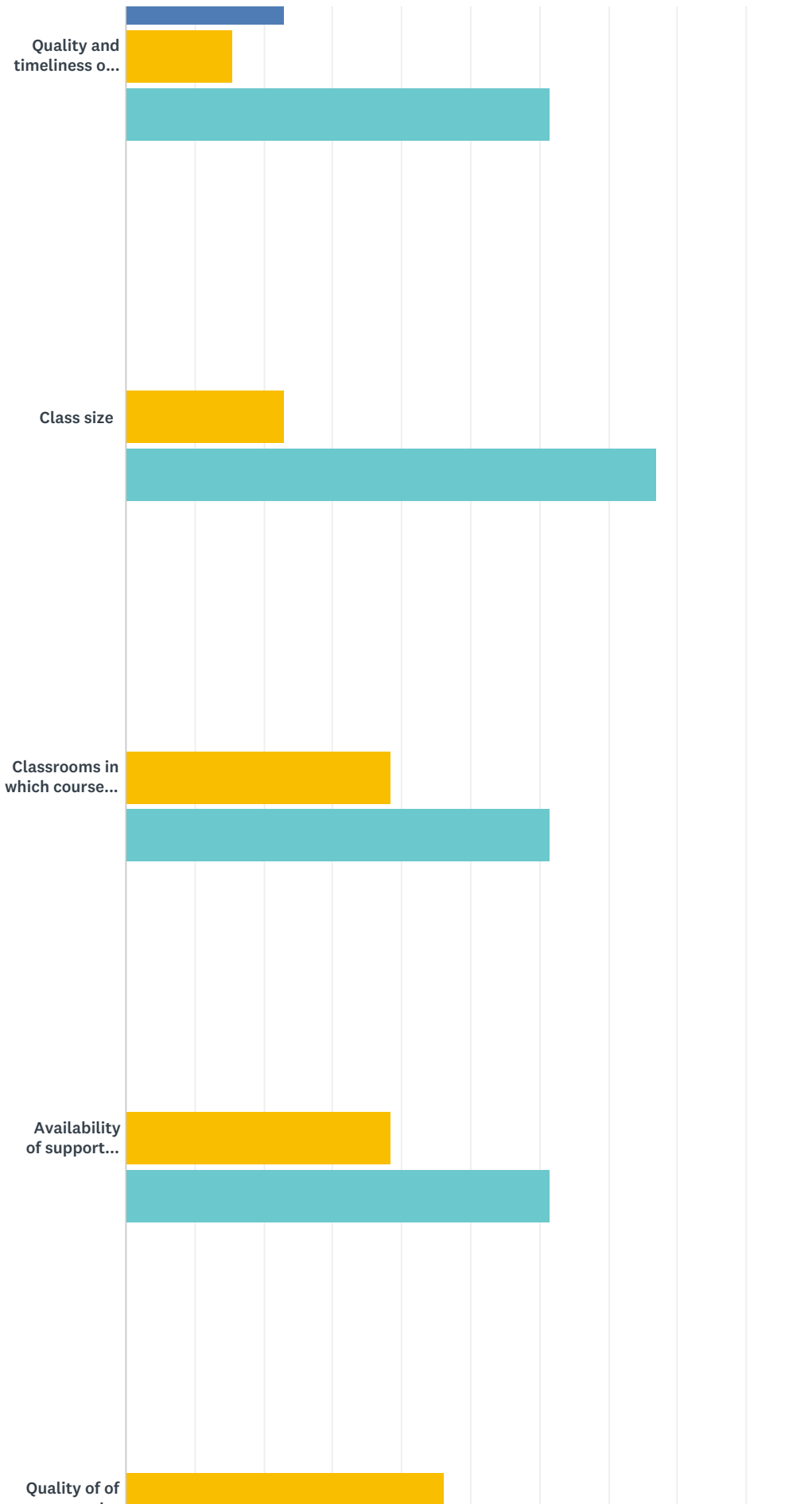
To educate professional School Counselors about the roles to be effective leaders, team members and collaborators, systemic change agents and advocates in the profession to improve the quality of education and access for all students.	0.00% 0	0.00% 0	30.77% 4	69.23% 9	13
To educate professional School Counselors about models of comprehensive school counseling programs so as to develop activities for a school counseling program based on the American School Counseling Association model	0.00% 0	0.00% 0	23.08% 3	76.92% 10	13
To train professional School Counselors to utilize data to develop comprehensive, accountable counseling programs that address the academic, career and social-emotional needs and development of all students	0.00% 0	0.00% 0	30.77% 4	69.23% 9	13
To prepare skilled and multiculturally competent school counselors who are capable of identifying and responding to the needs of diverse clients by providing a wide range of guidance and counseling services for children, adolescents and their parents.	0.00% 0	0.00% 0	15.38% 2	84.62% 11	13
To train professional school counselors to explore community resources, referral sources, and legal and ethical considerations specific to school counseling.	0.00% 0	0.00% 0	38.46% 5	61.54% 8	13

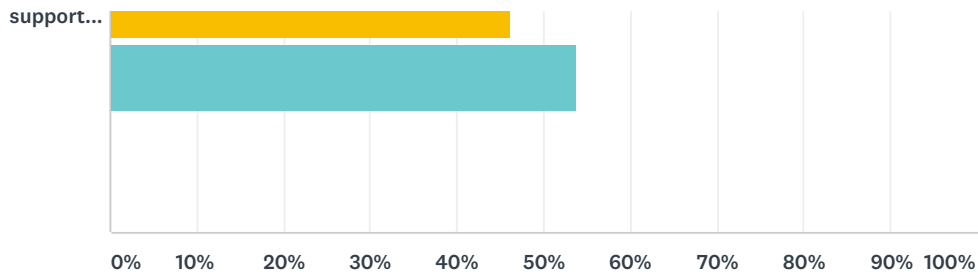
## Q2 How satisfied are you with the following elements of your program?

Answered: 13 Skipped: 0







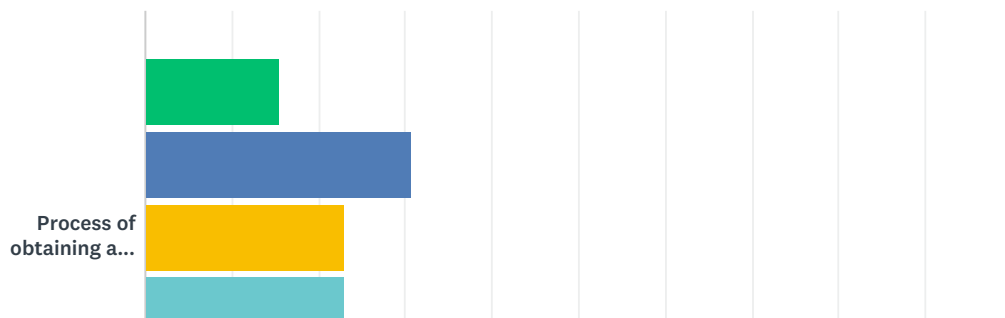


■ Not at all satisfied  
 ■ Marginally satisfied  
 ■ Satisfied  
 ■ Highly satisfied  
■ N/A

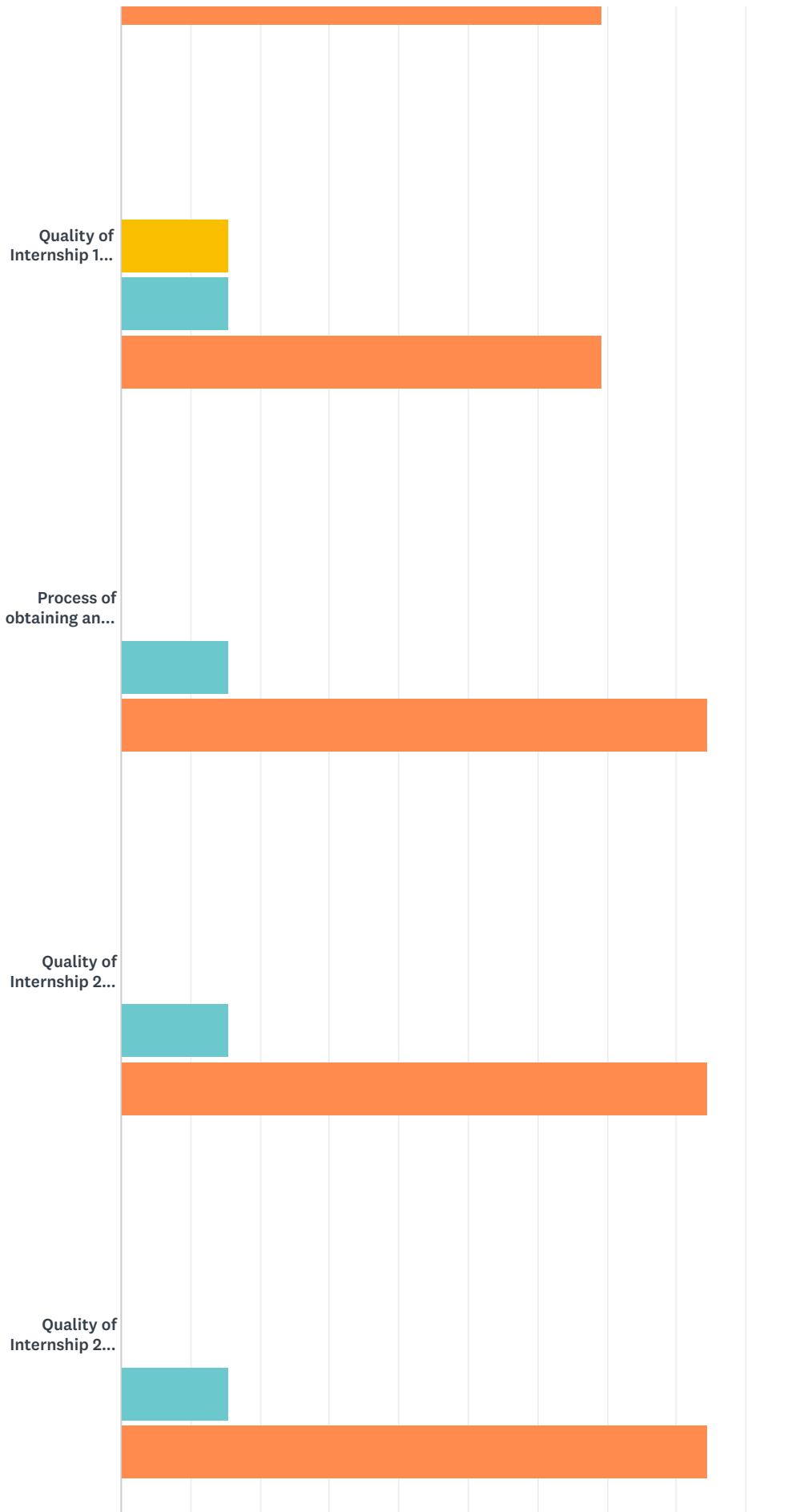
	NOT AT ALL SATISFIED	MARGINALLY SATISFIED	SATISFIED	HIGHLY SATISFIED	N/A	TOTAL	WEIGHTED AVERAGE
The teaching competence of the full-time faculty.	0.00% 0	15.38% 2	30.77% 4	53.85% 7	0.00% 0	13	3.38
The teaching competence of the part-time faculty.	7.69% 1	0.00% 0	38.46% 5	53.85% 7	0.00% 0	13	3.38
Faculty responsiveness to student concerns.	0.00% 0	23.08% 3	30.77% 4	46.15% 6	0.00% 0	13	3.23
Fairness of faculty in evaluating student concerns.	0.00% 0	23.08% 3	30.77% 4	46.15% 6	0.00% 0	13	3.23
Availability of Academic Advising	7.69% 1	15.38% 2	38.46% 5	38.46% 5	0.00% 0	13	3.08
Quality of Academic Advising	7.69% 1	23.08% 3	30.77% 4	38.46% 5	0.00% 0	13	3.00
Quality and timeliness of communication about program policies and procedures.	0.00% 0	23.08% 3	15.38% 2	61.54% 8	0.00% 0	13	3.38
Class size	0.00% 0	0.00% 0	23.08% 3	76.92% 10	0.00% 0	13	3.77
Classrooms in which courses are/were taught	0.00% 0	0.00% 0	38.46% 5	61.54% 8	0.00% 0	13	3.62
Availability of support services (e.g. library, counseling, financial aid, etc.)	0.00% 0	0.00% 0	38.46% 5	61.54% 8	0.00% 0	13	3.62
Quality of of support services (e.g. library, counseling, financial aid, etc.)	0.00% 0	0.00% 0	46.15% 6	53.85% 7	0.00% 0	13	3.54

### Q3 How satisfied are you with the following elements of your program?

Answered: 13   Skipped: 0







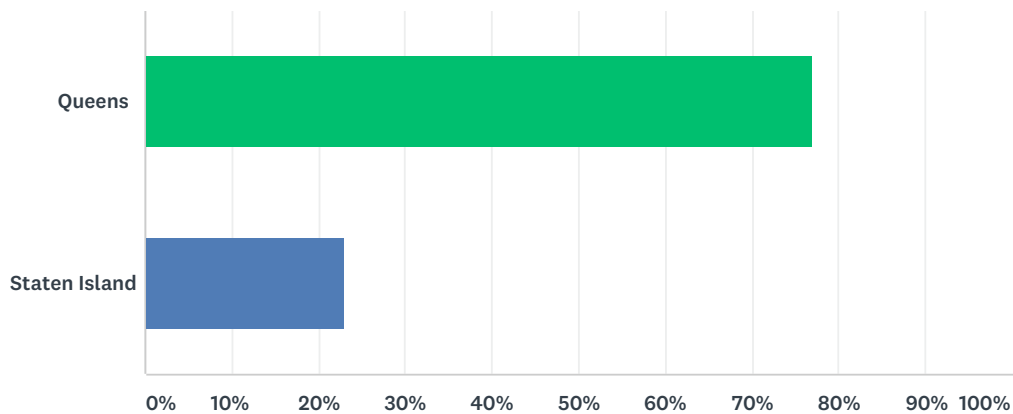
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Not at all satisfied 
 ■ Marginally satisfied 
 ■ Satisfied 
 ■ Highly satisfied 
 ■ N/A

	NOT AT ALL SATISFIED	MARGINALLY SATISFIED	SATISFIED	HIGHLY SATISFIED	N/A	TOTAL	WEIGHTED AVERAGE
Process of obtaining a Practicum Placement	15.38% 2	30.77% 4	23.08% 3	23.08% 3	7.69% 1	13	2.58
Quality of Practicum Placement Site (Overall Experience)	0.00% 0	7.69% 1	38.46% 5	46.15% 6	7.69% 1	13	3.42
Quality of Practicum Placement Site (Supervision)	0.00% 0	0.00% 0	30.77% 4	61.54% 8	7.69% 1	13	3.67
Process of obtaining an Internship 1 Placement	30.77% 4	0.00% 0	23.08% 3	30.77% 4	15.38% 2	13	2.64
Quality of Internship 1 Placement Site (Overall Experience)	0.00% 0	0.00% 0	7.69% 1	23.08% 3	69.23% 9	13	3.75
Quality of Internship 1 Placement Site (Supervision)	0.00% 0	0.00% 0	15.38% 2	15.38% 2	69.23% 9	13	3.50
Process of obtaining an Internship 2 Placement	0.00% 0	0.00% 0	0.00% 0	15.38% 2	84.62% 11	13	4.00
Quality of Internship 2 Placement Site (Overall Experience)	0.00% 0	0.00% 0	0.00% 0	15.38% 2	84.62% 11	13	4.00
Quality of Internship 2 Placement Site (Supervision)	0.00% 0	0.00% 0	0.00% 0	15.38% 2	84.62% 11	13	4.00

### Q4 What campus are you primarily studying on?

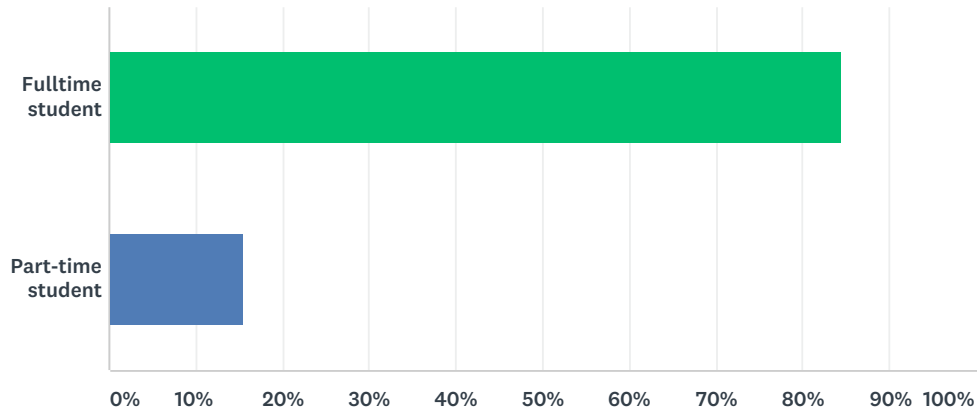
Answered: 13 Skipped: 0



ANSWER CHOICES	RESPONSES
Queens	76.92% 10
Staten Island	23.08% 3
TOTAL	13

### Q5 What is your primary student status?

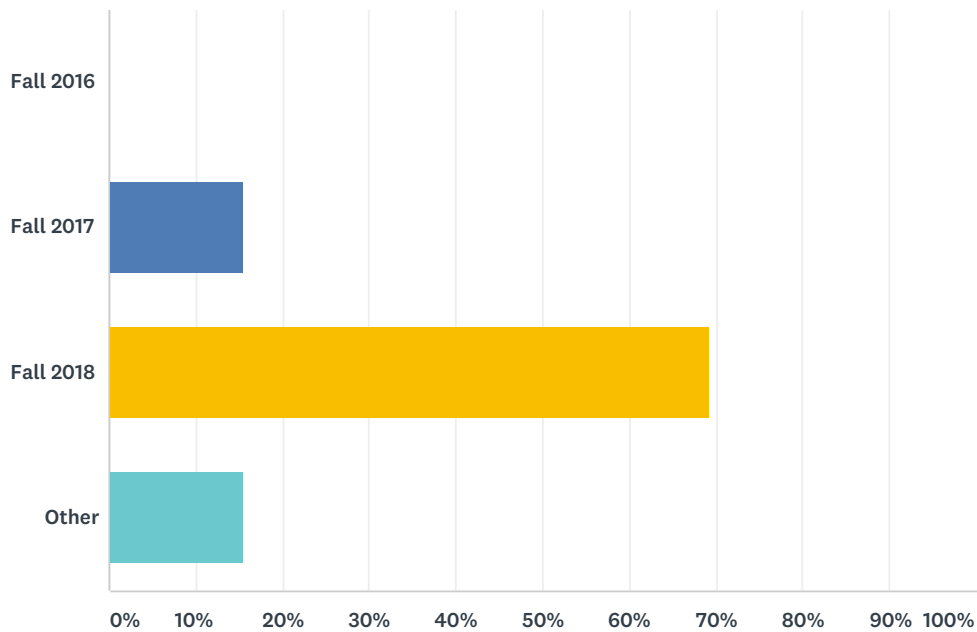
Answered: 13 Skipped: 0



ANSWER CHOICES	RESPONSES
Fulltime student	84.62% 11
Part-time student	15.38% 2
TOTAL	13

### Q6 What semester did you start in the program?

Answered: 13 Skipped: 0



ANSWER CHOICES	RESPONSES
Fall 2016	0.00% 0
Fall 2017	15.38% 2
Fall 2018	69.23% 9

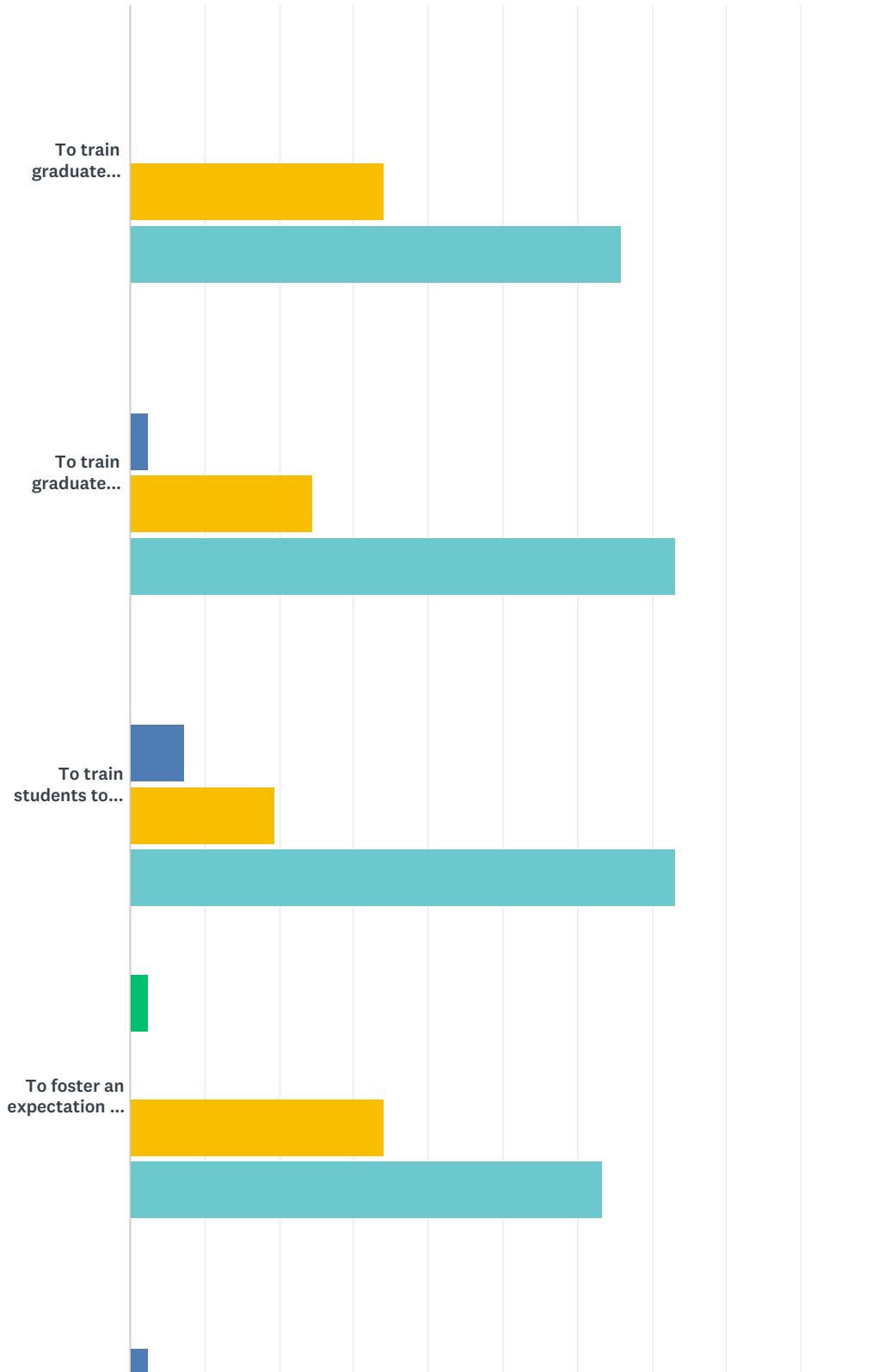


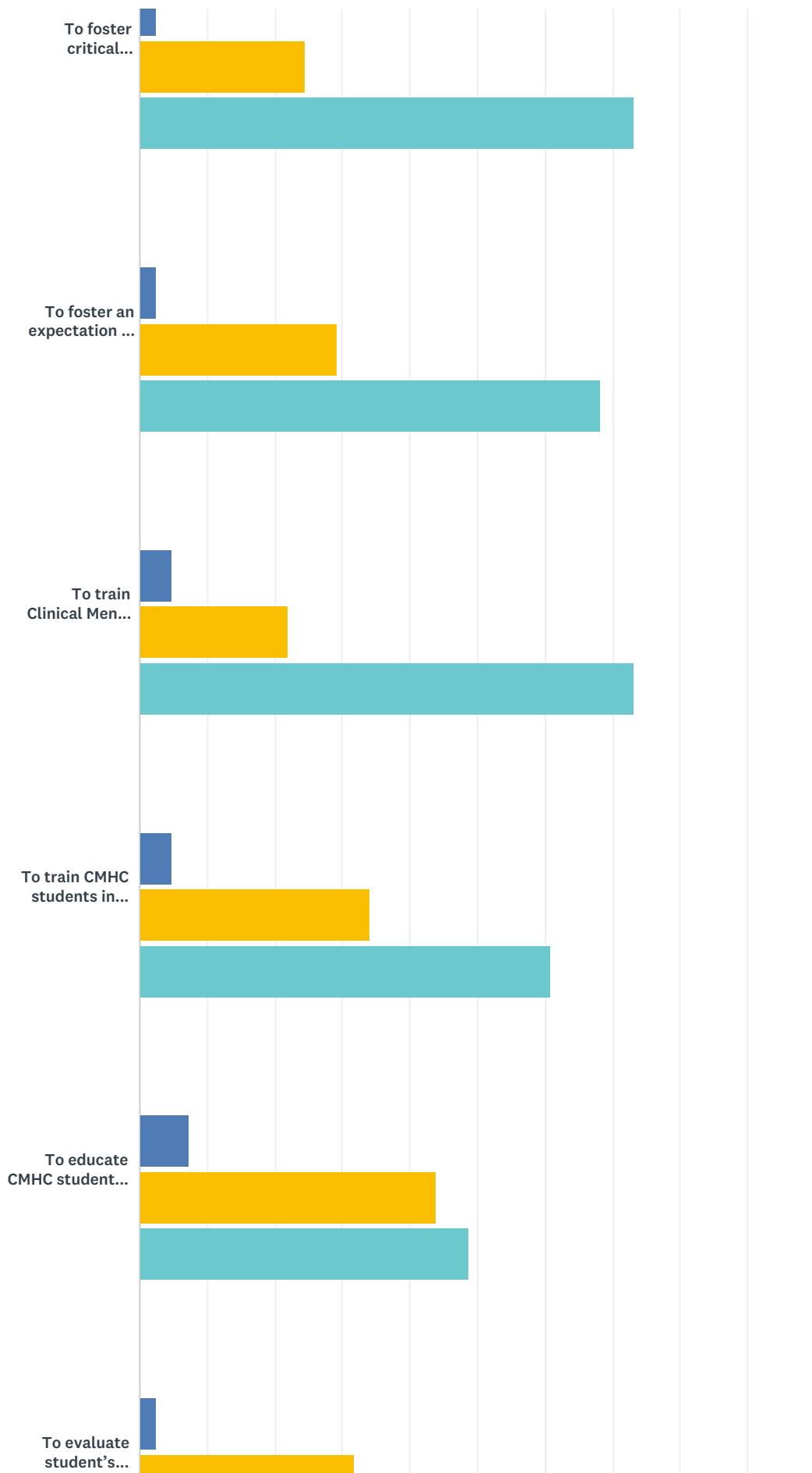
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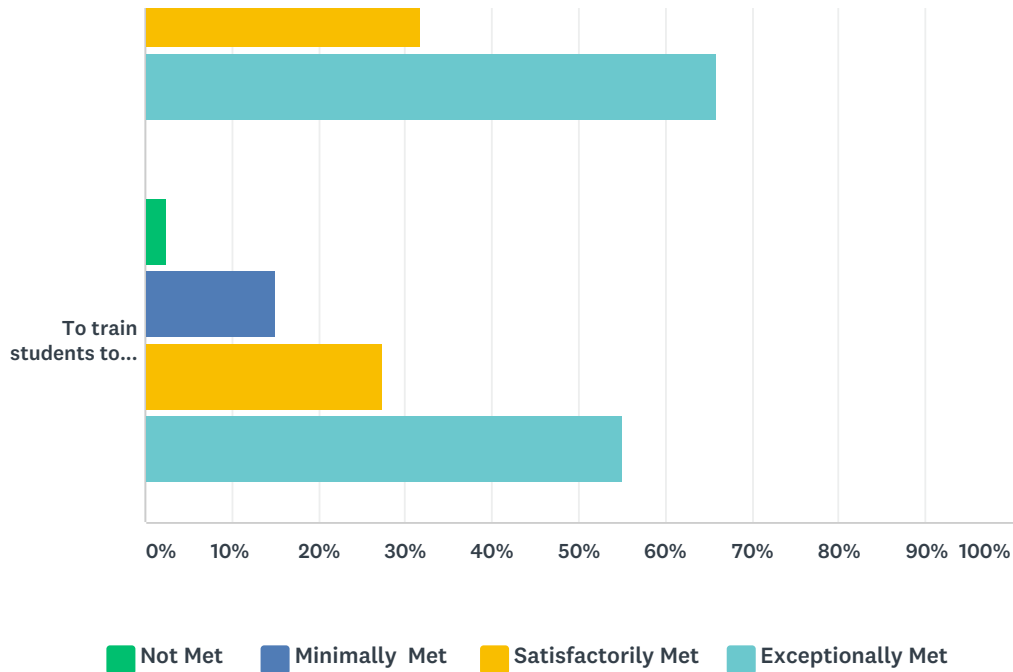
Other	15.38%	2
TOTAL		13

# Q1 As an alumni St. John's University, to what extent to you believe that the CMHC counseling program at St. John's University met the following objectives.

Answered: 41 Skipped: 0





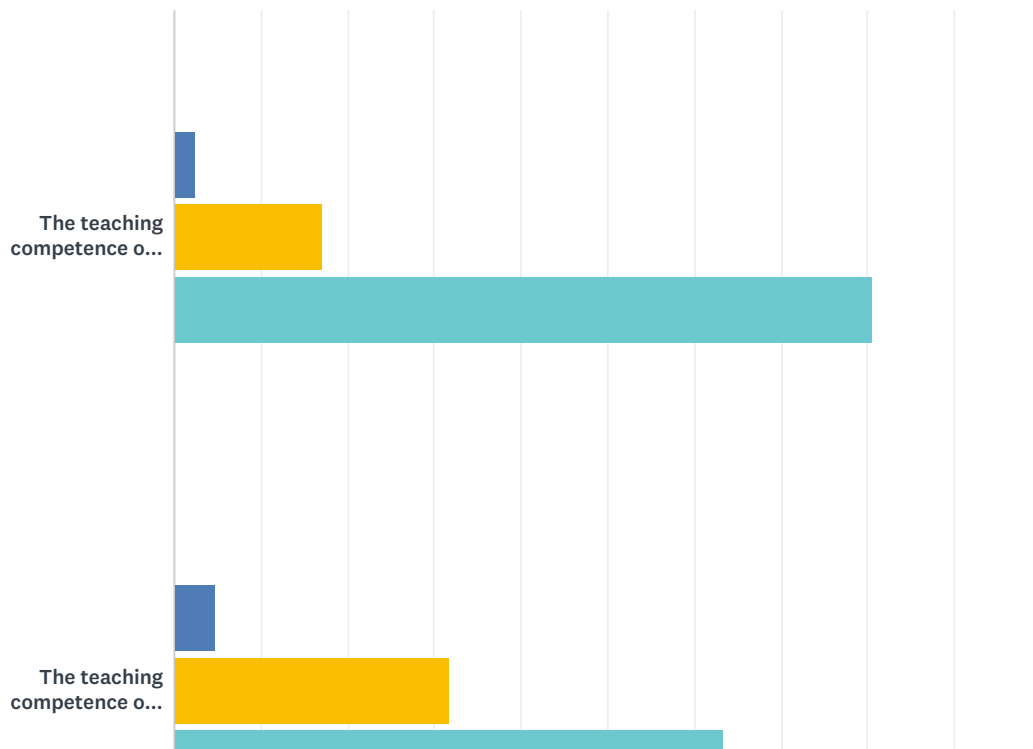


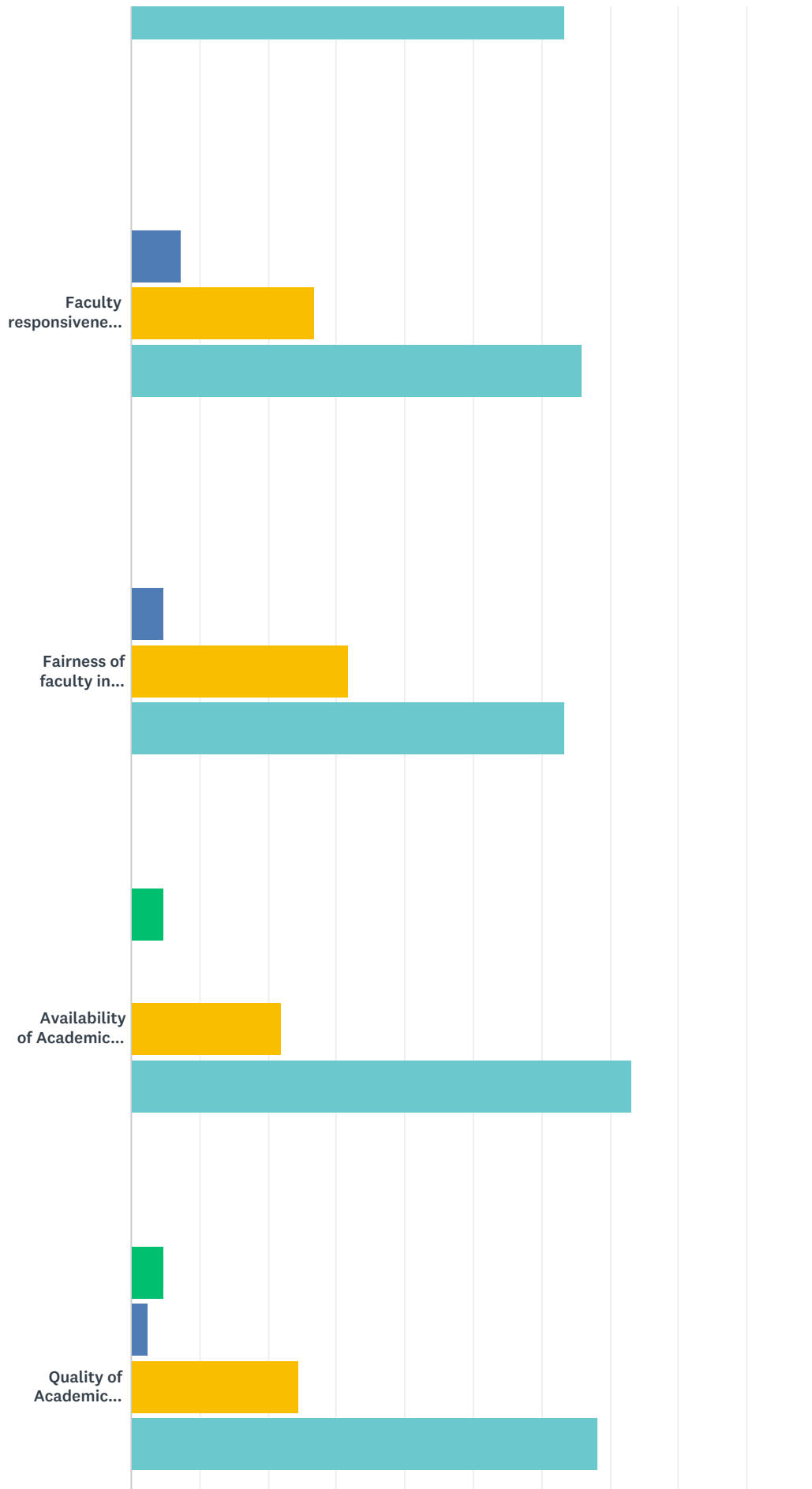
	NOT MET	MINIMALLY MET	SATISFACTORILY MET	EXCEPTIONALLY MET	TOTAL
To train graduate students as professional counselors in School or Clinical Mental Health settings in accordance with CACREP standards, while orienting students to the role and identity of a professional counselor, legal and ethical issues of the profession, and guidelines of the American Counseling Association.	0.00% 0	0.00% 0	34.15% 14	65.85% 27	41
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.	0.00% 0	2.44% 1	24.39% 10	73.17% 30	41
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.	0.00% 0	7.32% 3	19.51% 8	73.17% 30	41
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.	2.44% 1	0.00% 0	34.15% 14	63.41% 26	41
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	0.00% 0	2.44% 1	24.39% 10	73.17% 30	41
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.	0.00% 0	2.44% 1	29.27% 12	68.29% 28	41

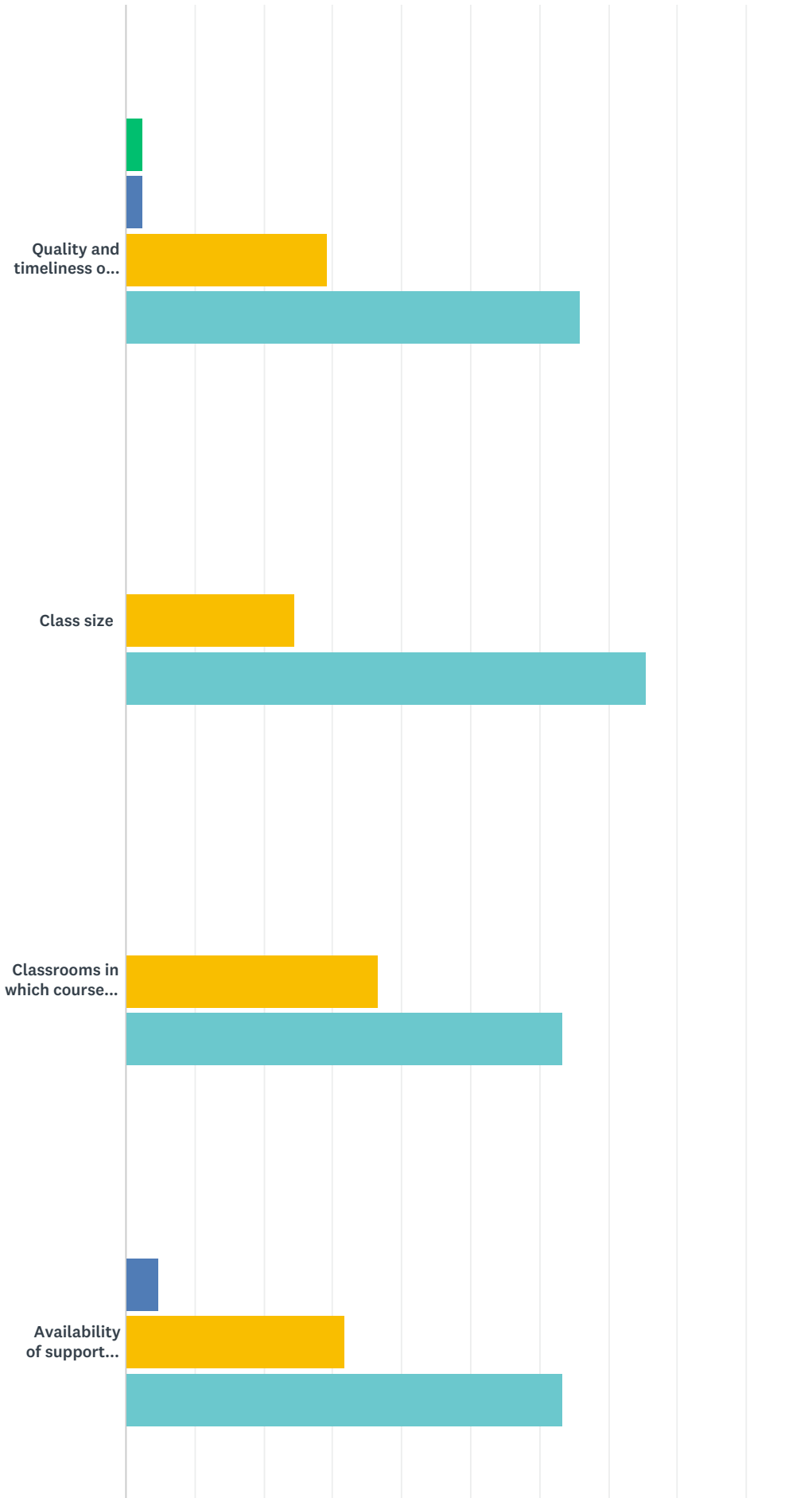
To train Clinical Mental Health Counselors (CMHC) to be competent clinicians with a strong counselor identity in accordance with American Mental Health Counselors Association (AMHCA) ethical standards, in order to prepare for careers as Licensed Mental Health Counselors (LMHC).	0.00% 0	4.88% 2	21.95% 9	73.17% 30	41
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).	0.00% 0	4.88% 2	34.15% 14	60.98% 25	41
To educate CMHC students regarding the impact of addiction, the propensity of addiction to co-occur with mental health conditions, and to treat addiction in accordance with the NYS Office of Alcoholism and Substance Abuse (OASAS) standards, with the option to earn their Credentialed Alcoholism and Substance Abuse Counselor in Training (CASAC-T) credential).	0.00% 0	7.32% 3	43.90% 18	48.78% 20	41
To evaluate student's ability to provide appropriate, ethical, and evidence-based treatment that promotes client strengths and client wellness in accordance with our counselor identity, while also addressing appropriate developmental, societal, and multicultural influences on client well-being.	0.00% 0	2.44% 1	31.71% 13	65.85% 27	41
To train students to utilize community resources, referral sources, and case management services in accordance with their role as clinical mental health counselors, including situations involving trauma, crisis, or risk to client wellbeing	2.50% 1	15.00% 6	27.50% 11	55.00% 22	40

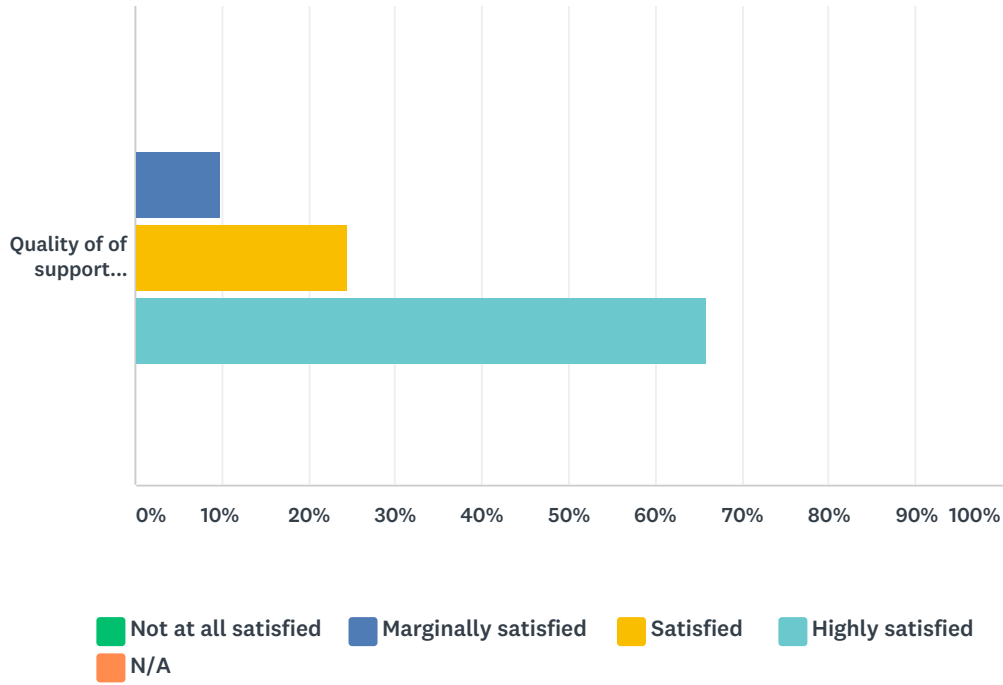
## Q2 How satisfied were you with the following elements of your program?

Answered: 41 Skipped: 0







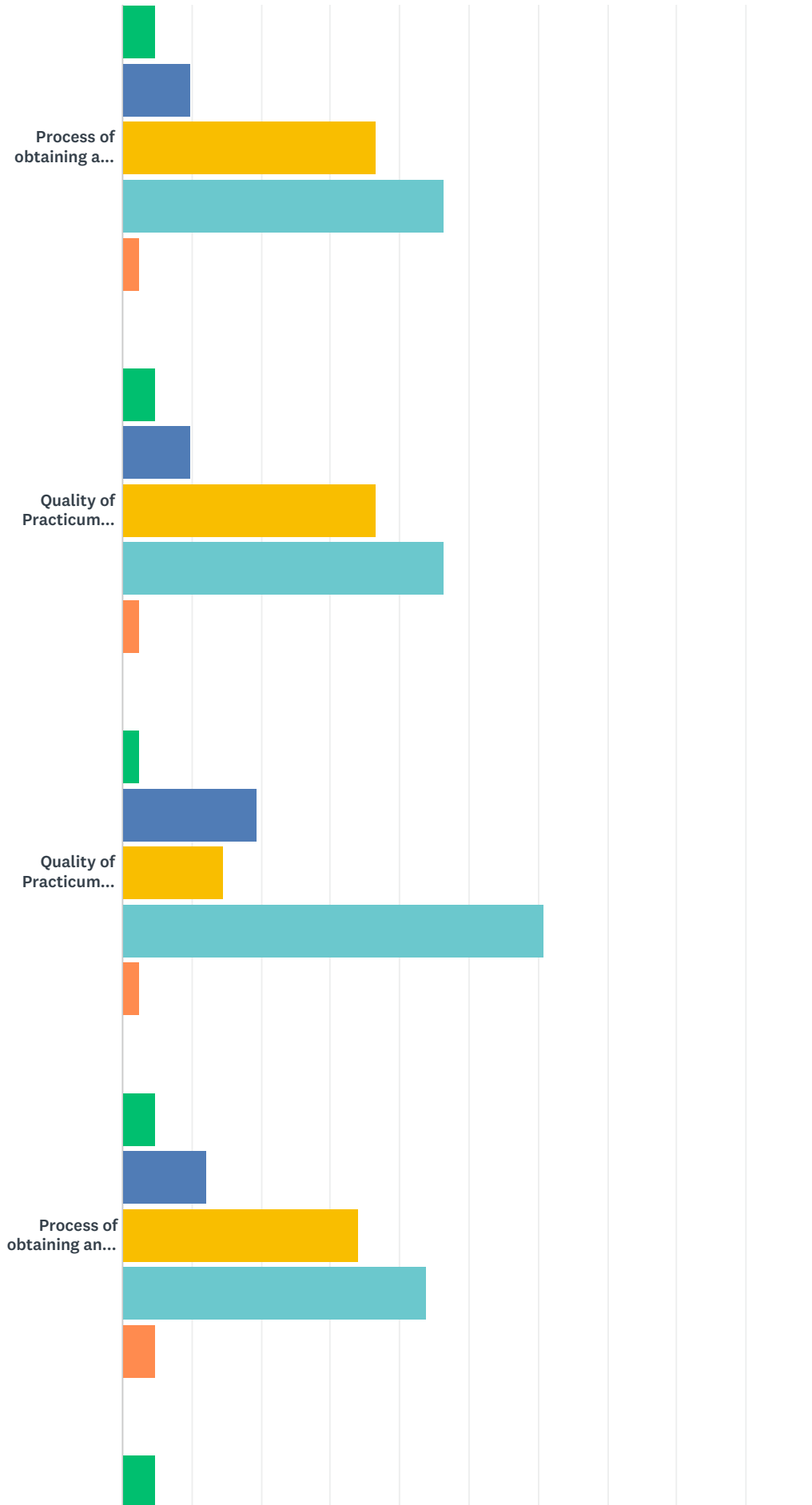


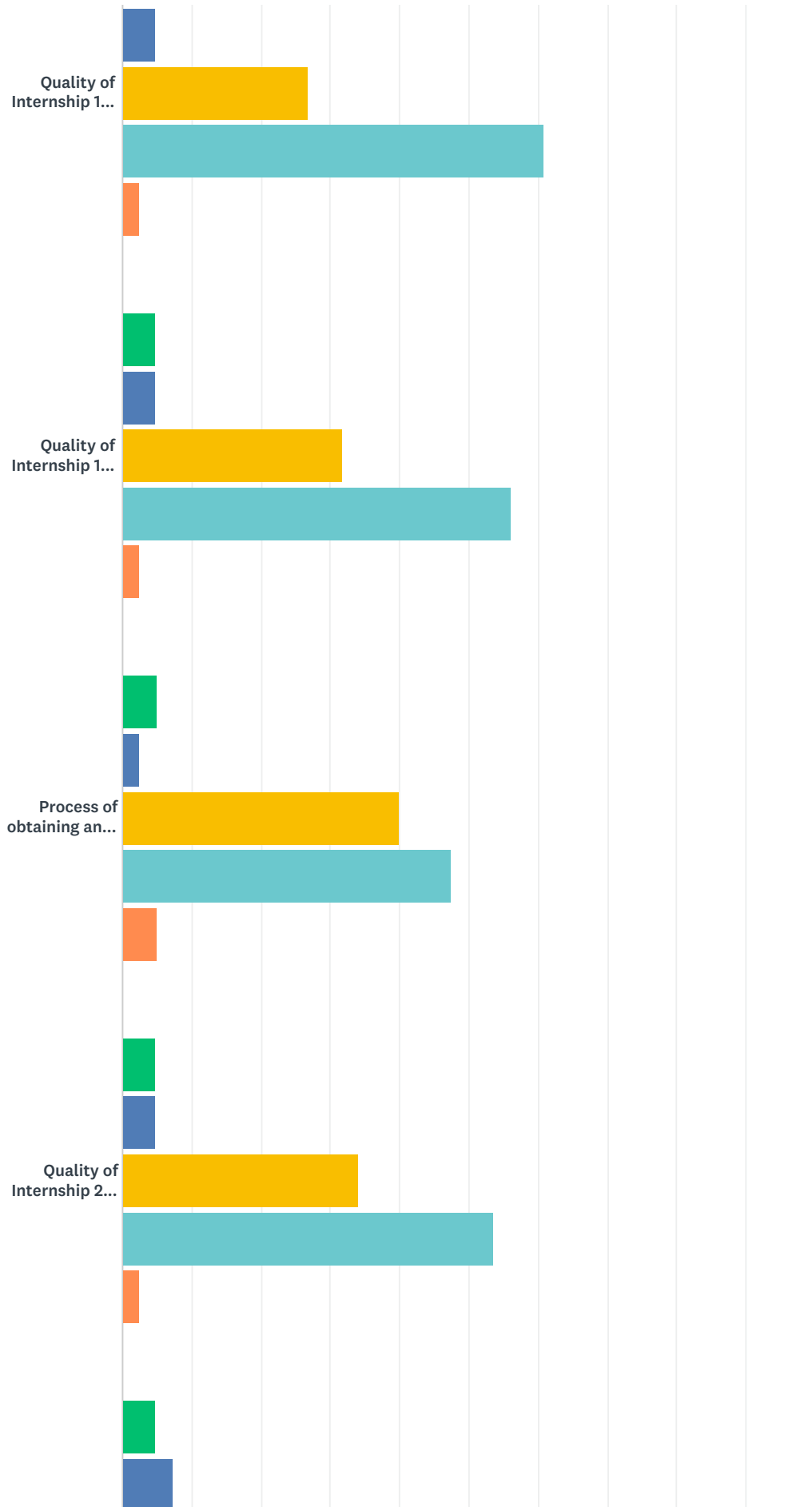
	NOT AT ALL SATISFIED	MARGINALLY SATISFIED	SATISFIED	HIGHLY SATISFIED	N/A	TOTAL	WEIGHTED AVERAGE
The teaching competence of the full-time faculty.	0.00% 0	2.44% 1	17.07% 7	80.49% 33	0.00% 0	41	3.78
The teaching competence of the part-time faculty.	0.00% 0	4.88% 2	31.71% 13	63.41% 26	0.00% 0	41	3.59
Faculty responsiveness to student concerns.	0.00% 0	7.32% 3	26.83% 11	65.85% 27	0.00% 0	41	3.59
Fairness of faculty in evaluating student concerns.	0.00% 0	4.88% 2	31.71% 13	63.41% 26	0.00% 0	41	3.59
Availability of Academic Advising	4.88% 2	0.00% 0	21.95% 9	73.17% 30	0.00% 0	41	3.63
Quality of Academic Advising	4.88% 2	2.44% 1	24.39% 10	68.29% 28	0.00% 0	41	3.56
Quality and timeliness of communication about program policies and procedures.	2.44% 1	2.44% 1	29.27% 12	65.85% 27	0.00% 0	41	3.59
Class size	0.00% 0	0.00% 0	24.39% 10	75.61% 31	0.00% 0	41	3.76
Classrooms in which courses are/were taught	0.00% 0	0.00% 0	36.59% 15	63.41% 26	0.00% 0	41	3.63
Availability of support services (e.g. library, counseling, financial aid, etc.)	0.00% 0	4.88% 2	31.71% 13	63.41% 26	0.00% 0	41	3.59
Quality of support services (e.g. library, counseling, financial aid, etc.)	0.00% 0	9.76% 4	24.39% 10	65.85% 27	0.00% 0	41	3.56

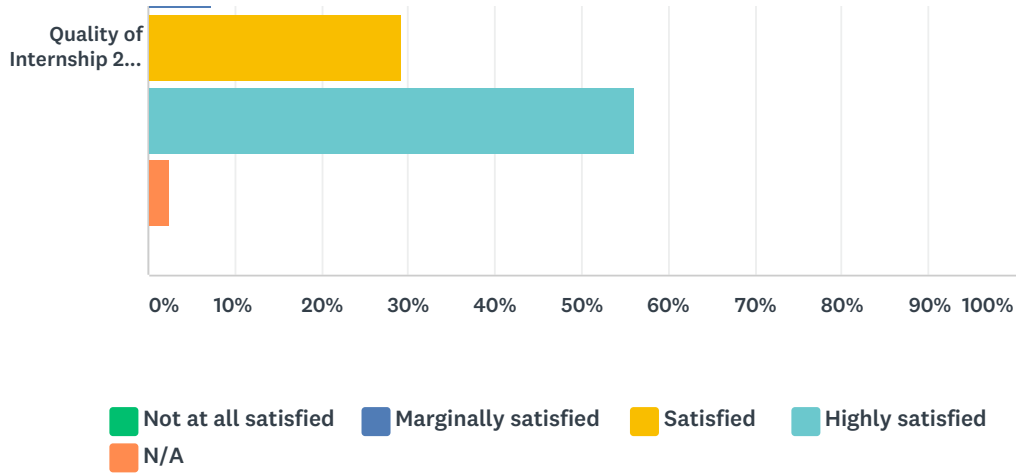
### Q3 How satisfied were you with the following elements of your program?

Answered: 41 Skipped: 0





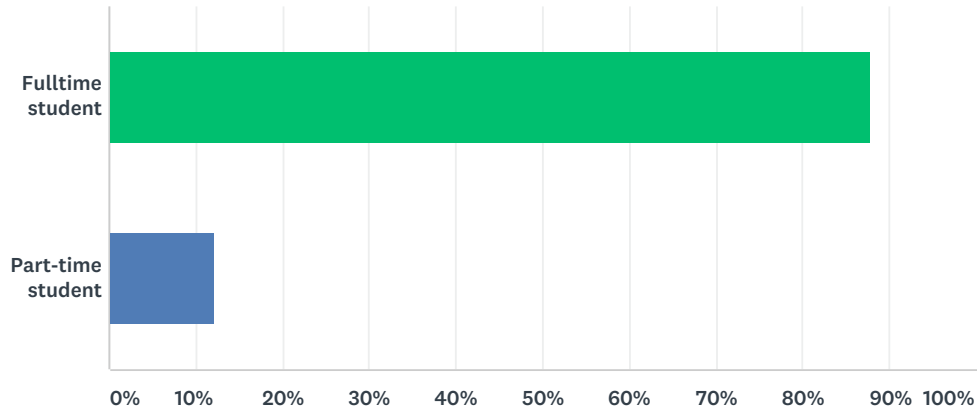




	NOT AT ALL SATISFIED	MARGINALLY SATISFIED	SATISFIED	HIGHLY SATISFIED	N/A	TOTAL	WEIGHTED AVERAGE
Process of obtaining a Practicum Placement	4.88% 2	9.76% 4	36.59% 15	46.34% 19	2.44% 1	41	3.27
Quality of Practicum Placement Site (Overall Experience)	4.88% 2	9.76% 4	36.59% 15	46.34% 19	2.44% 1	41	3.27
Quality of Practicum Placement Site (Supervision)	2.44% 1	19.51% 8	14.63% 6	60.98% 25	2.44% 1	41	3.38
Process of obtaining an Internship 1 Placement	4.88% 2	12.20% 5	34.15% 14	43.90% 18	4.88% 2	41	3.23
Quality of Internship 1 Placement Site (Overall Experience)	4.88% 2	4.88% 2	26.83% 11	60.98% 25	2.44% 1	41	3.48
Quality of Internship 1 Placement Site (Supervision)	4.88% 2	4.88% 2	31.71% 13	56.10% 23	2.44% 1	41	3.42
Process of obtaining an Internship 2 Placement	5.00% 2	2.50% 1	40.00% 16	47.50% 19	5.00% 2	40	3.37
Quality of Internship 2 Placement Site (Overall Experience)	4.88% 2	4.88% 2	34.15% 14	53.66% 22	2.44% 1	41	3.40
Quality of Internship 2 Placement Site (Supervision)	4.88% 2	7.32% 3	29.27% 12	56.10% 23	2.44% 1	41	3.40

### Q4 What was your primary student status?

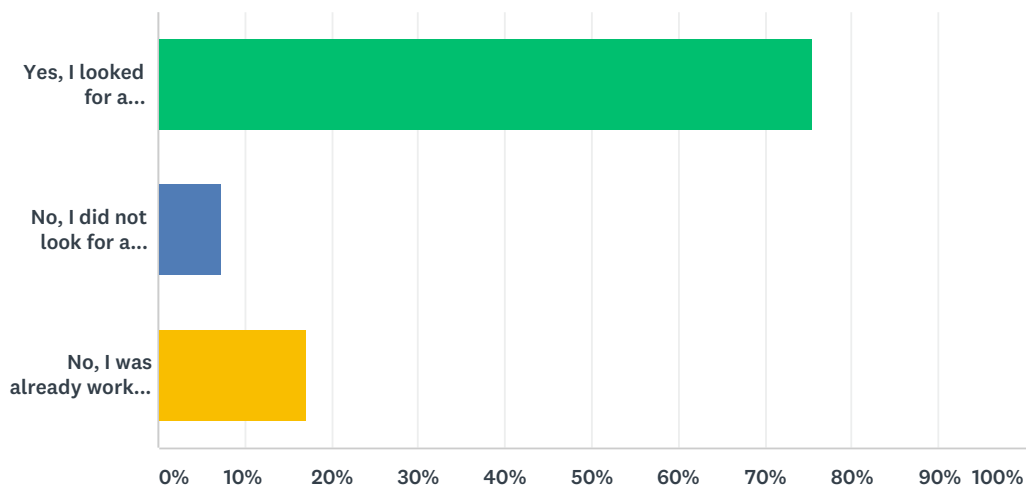
Answered: 41 Skipped: 0



ANSWER CHOICES	RESPONSES	
Fulltime student	87.80%	36
Part-time student	12.20%	5
TOTAL		41

### Q5 Did you seek work in the counseling profession after graduation?

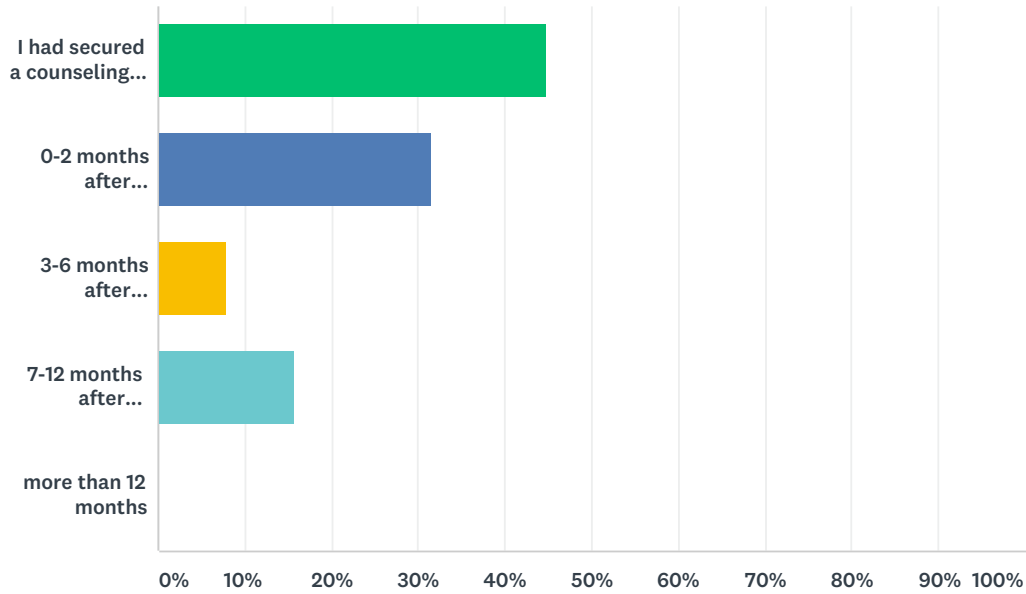
Answered: 41 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes, I looked for a counseling position	75.61%	31
No, I did not look for a counseling position	7.32%	3
No, I was already working in a counseling position upon graduation	17.07%	7
TOTAL		41

### Q6 If you did seek a counseling position, how long did it take you to secure a position after graduation?

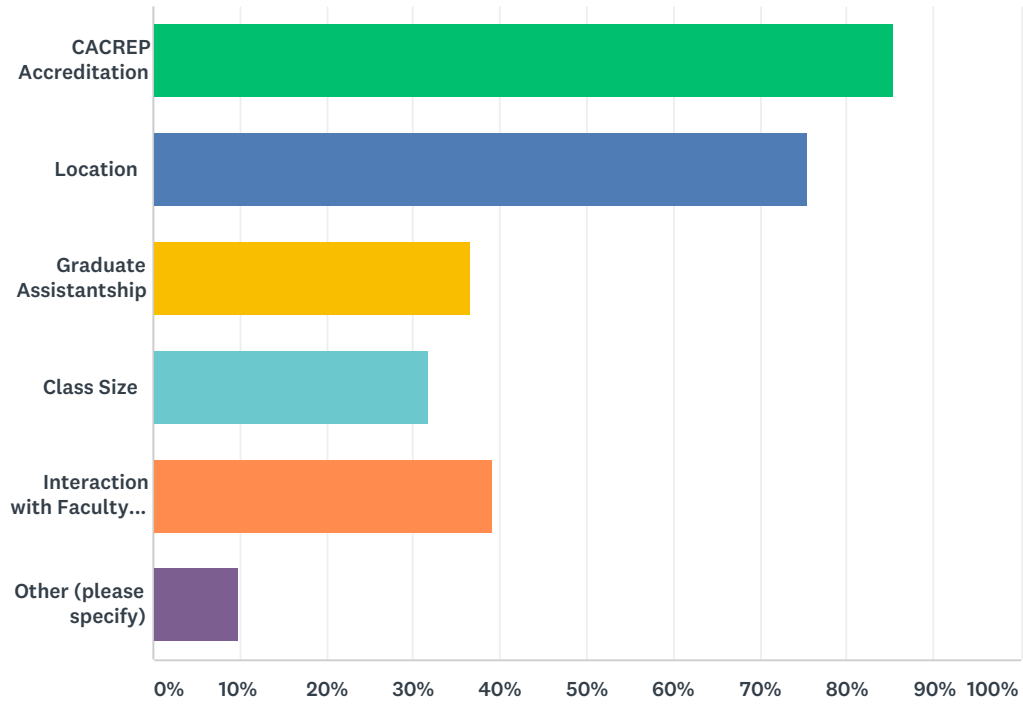
Answered: 38 Skipped: 3



ANSWER CHOICES	RESPONSES	
I had secured a counseling position before I graduated	44.74%	17
0-2 months after graduation	31.58%	12
3-6 months after graduation	7.89%	3
7-12 months after graduation	15.79%	6
more than 12 months	0.00%	0
<b>TOTAL</b>		<b>38</b>

Q7 What made you chose St. John's University for your counseling program? Check all that apply.

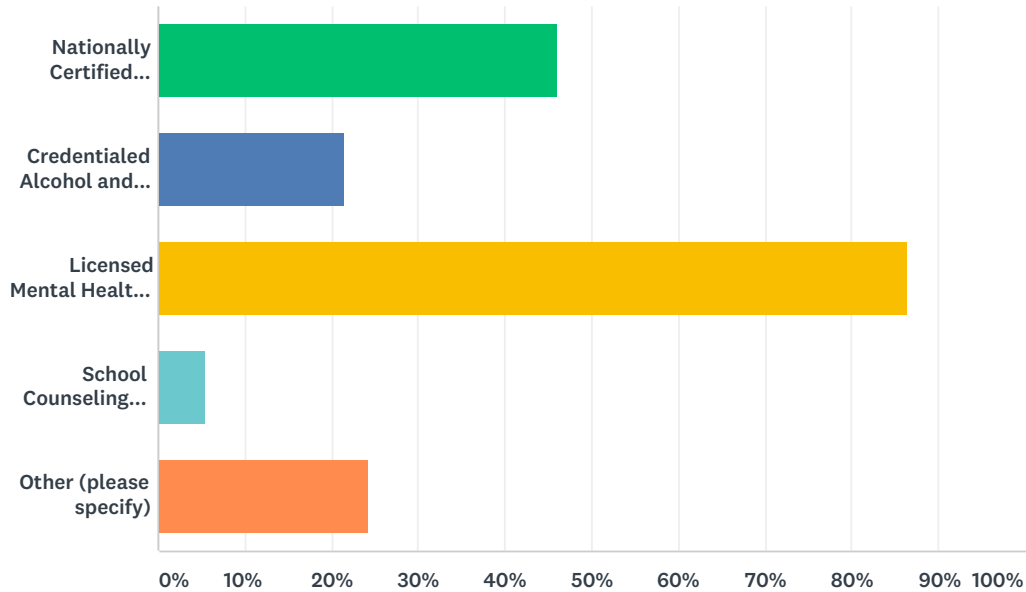
Answered: 41 Skipped: 0



ANSWER CHOICES	RESPONSES
CACREP Accreditation	85.37% 35
Location	75.61% 31
Graduate Assistantship	36.59% 15
Class Size	31.71% 13
Interaction with Faculty during Interview Process	39.02% 16
Other (please specify)	9.76% 4
Total Respondents: 41	

**Q8 Have you secured any additional counseling credentials since graduating? Please check all that apply.**

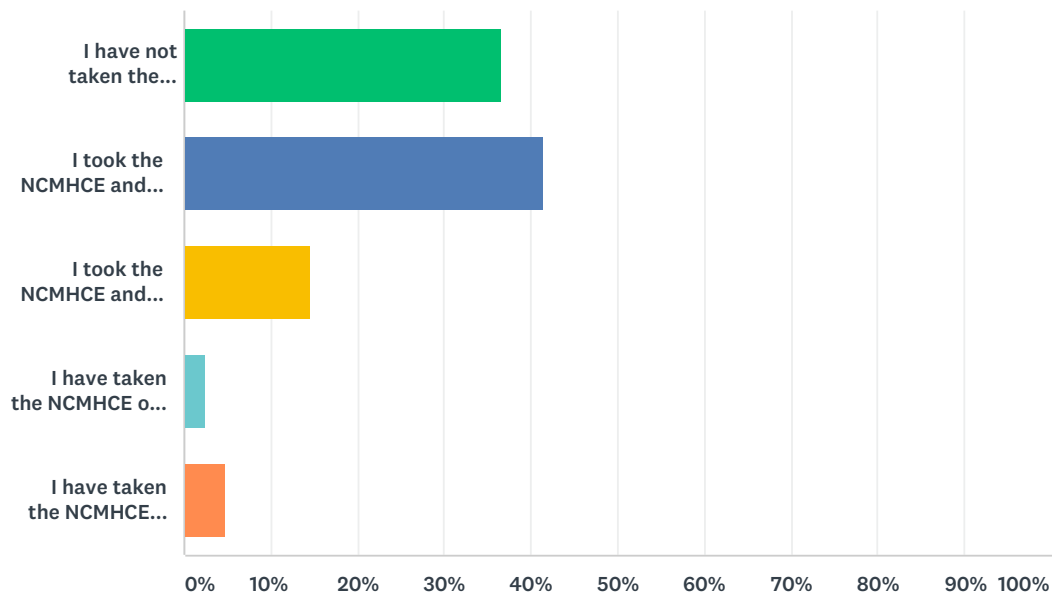
Answered: 37 Skipped: 4



ANSWER CHOICES	RESPONSES	
Nationally Certified Counselor (NCC)	45.95%	17
Credentialed Alcohol and Substance Abuse Counselor (CASAC or CASAC-T)	21.62%	8
Licensed Mental Health Counselor (LMHC, or LMHC-Limited Permit)	86.49%	32
School Counseling Certificate	5.41%	2
Other (please specify)	24.32%	9
Total Respondents: 37		

### Q9 Please indicate your success on the National Clinical Mental Health Counseling Examination (NCMHCE).

Answered: 41 Skipped: 0



ANSWER CHOICES	RESPONSES	
I have not taken the NCMHCE	36.59%	15
I took the NCMHCE and passed on the first attempt	41.46%	17
I took the NCMHCE and passed after more than one attempt	14.63%	6
I have taken the NCMHCE once but did not pass	2.44%	1
I have taken the NCMHCE multiple times but have yet to pass	4.88%	2
TOTAL		41

**Q10 Please enter your graduation date. Please use "15" for the day. For example, if you graduated in January 2018, please enter 01/15/2018.**

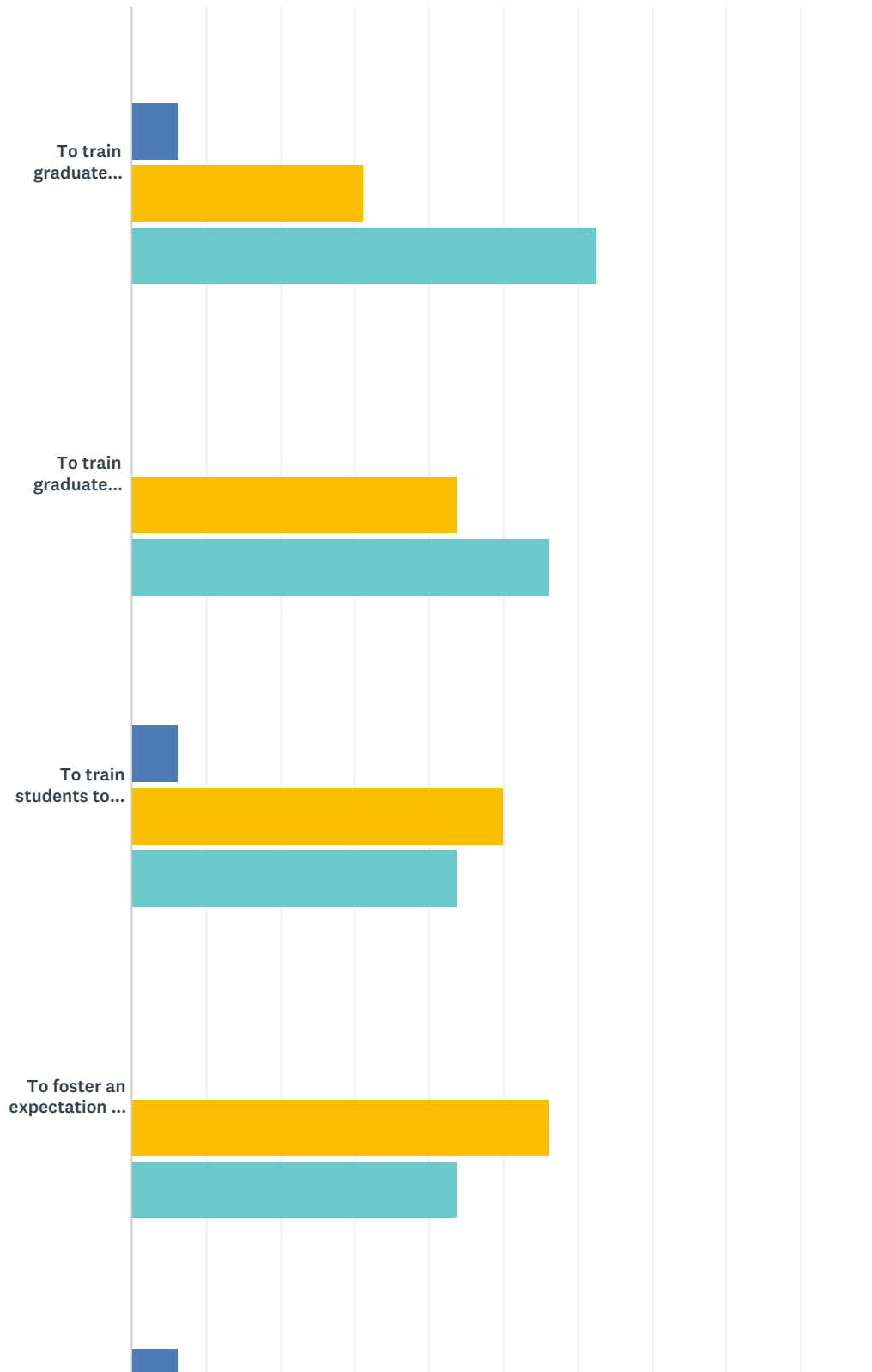
Answered: 39 Skipped: 2

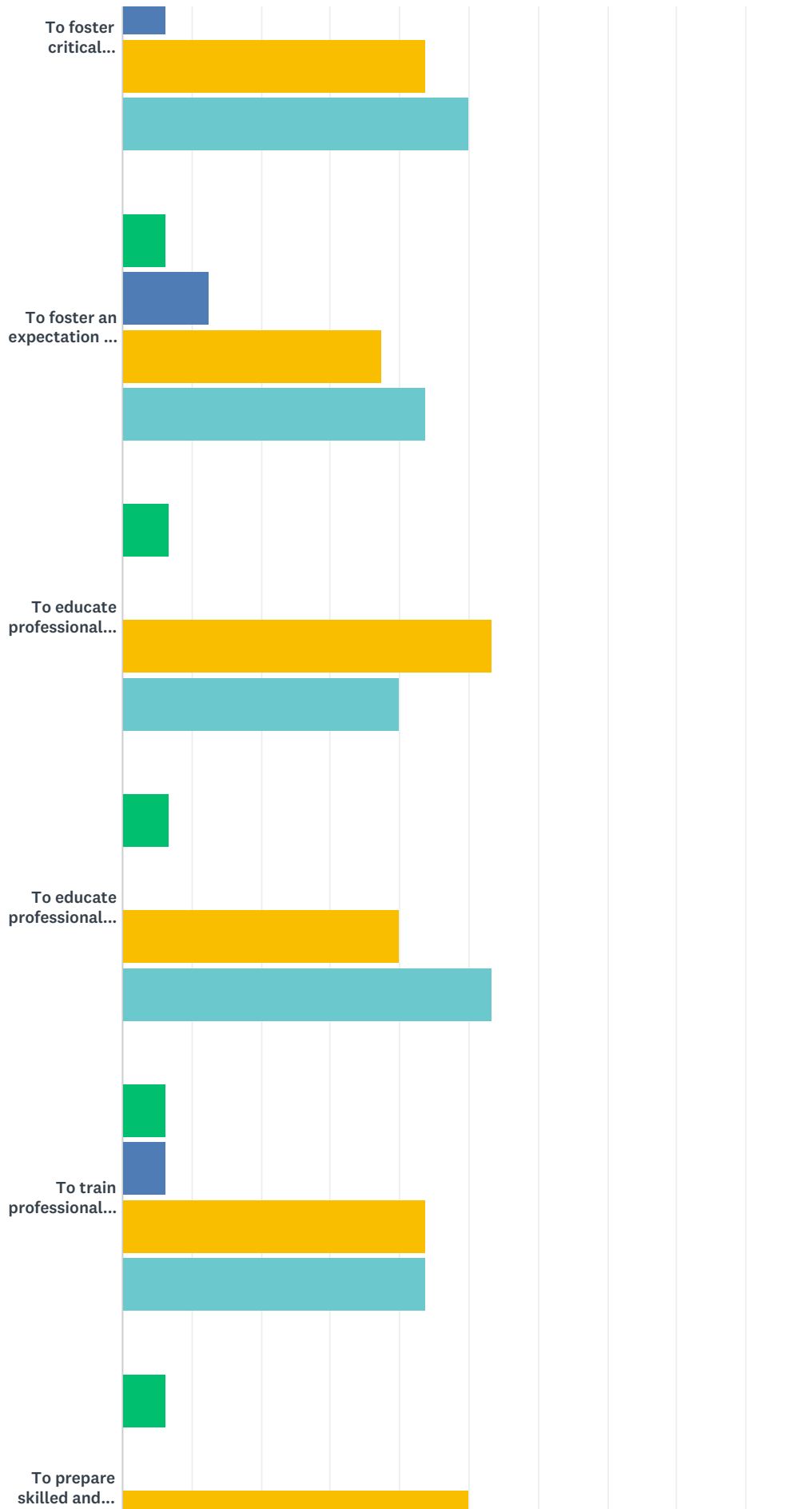
ANSWER CHOICES	RESPONSES	
Date / Time	100.00%	39

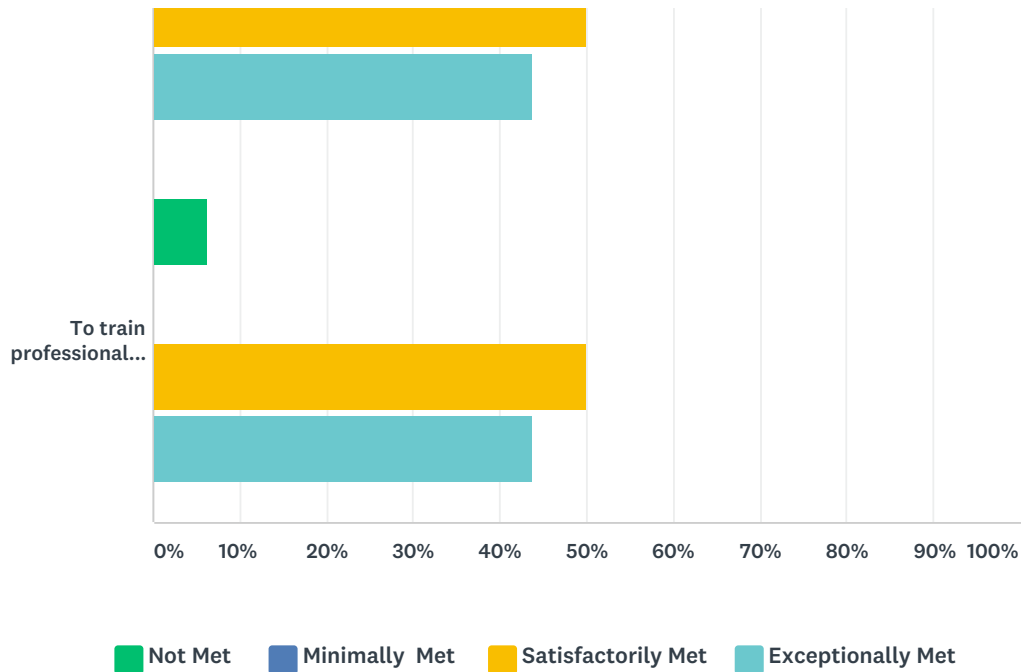


# Q1 As an alumni St. John's University, to what extent to you believe that the SCH counseling program at St. John's University met the following objectives.

Answered: 16 Skipped: 0





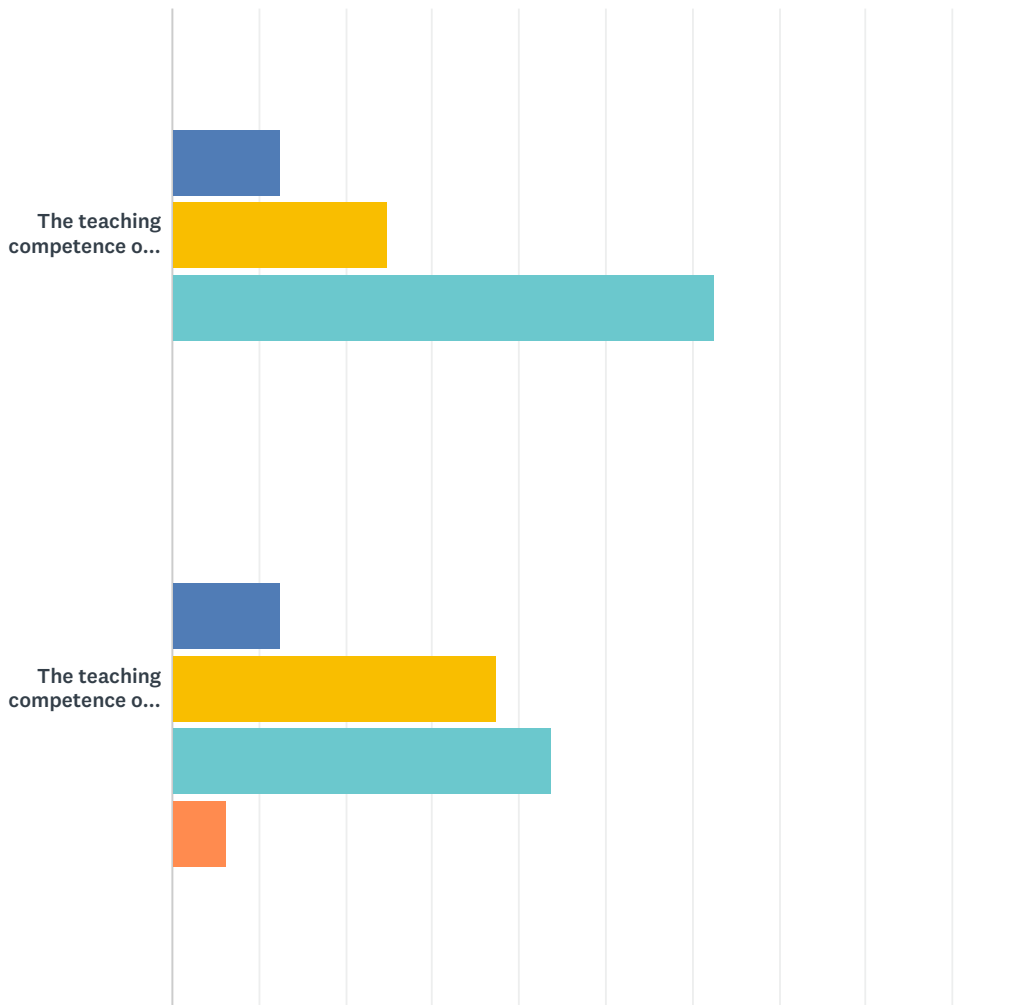


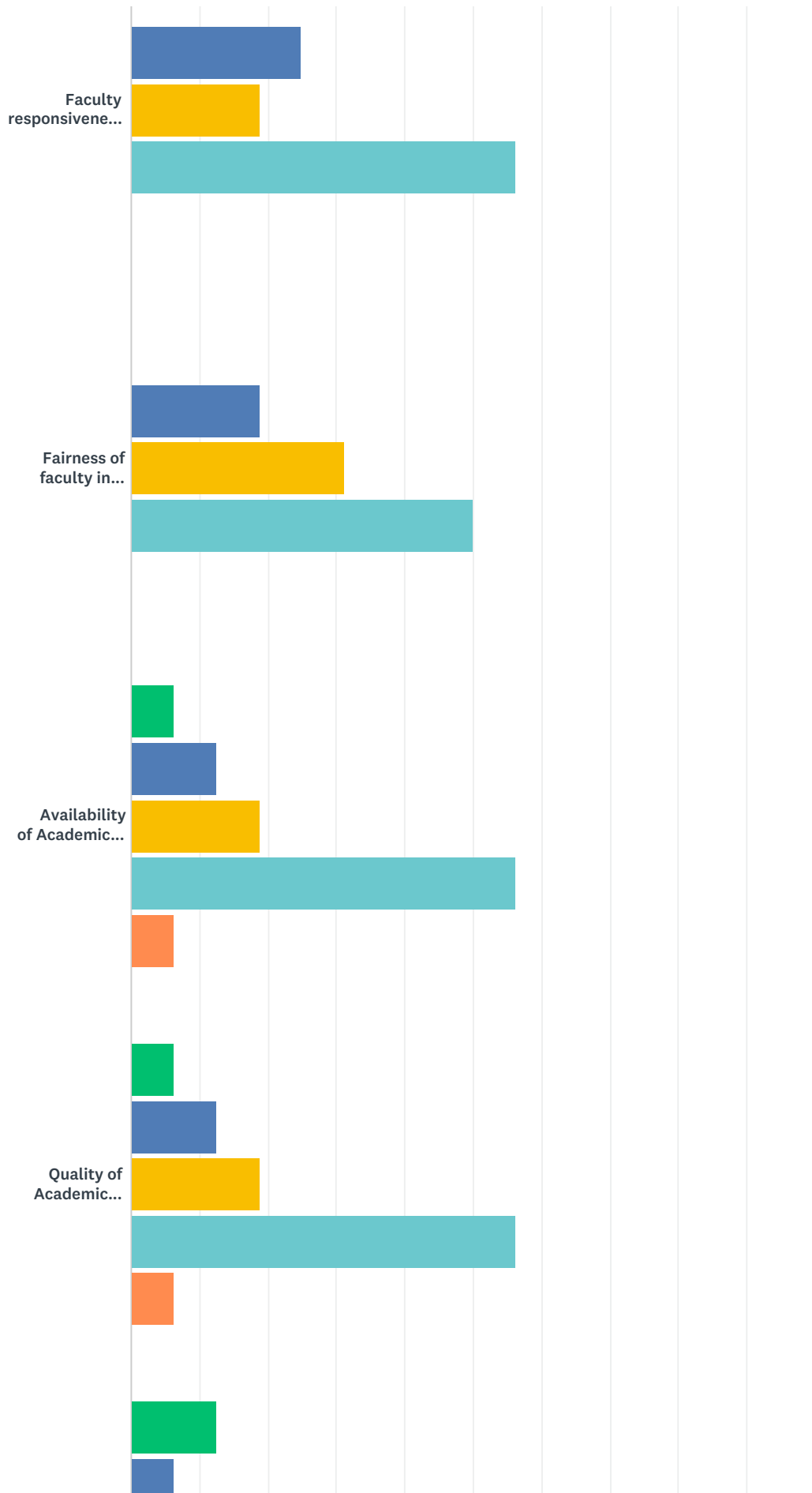
	NOT MET	MINIMALLY MET	SATISFACTORILY MET	EXCEPTIONALLY MET	TOTAL
To train graduate students as professional counselors in School or Clinical Mental Health settings in accordance with CACREP standards, while orienting students to the role and identity of a professional counselor, legal and ethical issues of the profession, and guidelines of the American Counseling Association.	0.00% 0	6.25% 1	31.25% 5	62.50% 10	16
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.	0.00% 0	0.00% 0	43.75% 7	56.25% 9	16
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.	0.00% 0	6.25% 1	50.00% 8	43.75% 7	16
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.	0.00% 0	0.00% 0	56.25% 9	43.75% 7	16
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	0.00% 0	6.25% 1	43.75% 7	50.00% 8	16
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.	6.25% 1	12.50% 2	37.50% 6	43.75% 7	16

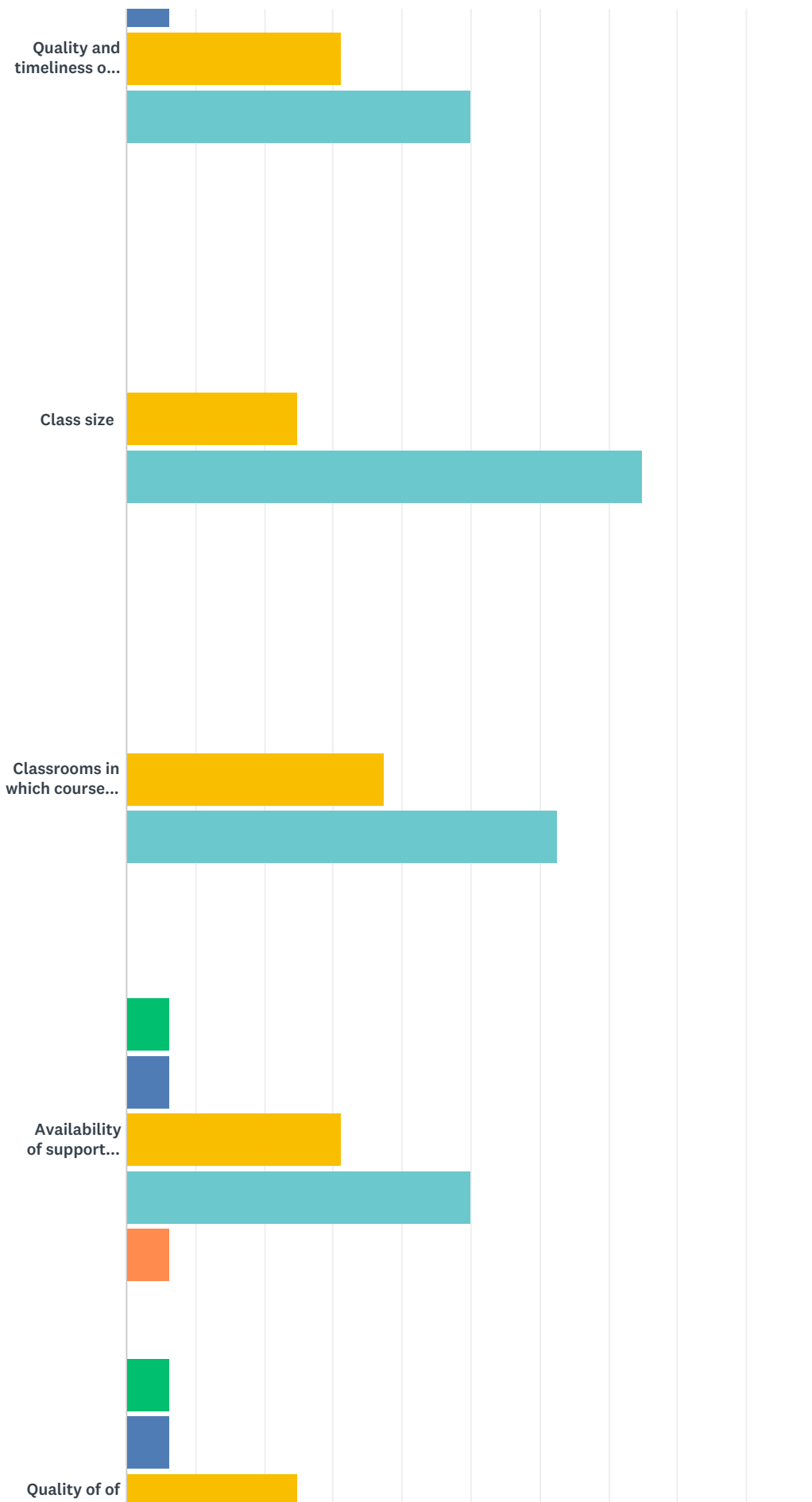
To educate professional School Counselors about the roles to be effective leaders, team members and collaborators, systemic change agents and advocates in the profession to improve the quality of education and access for all students.	6.67% 1	0.00% 0	53.33% 8	40.00% 6	15
To educate professional School Counselors about models of comprehensive school counseling programs so as to develop activities for a school counseling program based on the American School Counseling Association model	6.67% 1	0.00% 0	40.00% 6	53.33% 8	15
To train professional School Counselors to utilize data to develop comprehensive, accountable counseling programs that address the academic, career and social-emotional needs and development of all students.	6.25% 1	6.25% 1	43.75% 7	43.75% 7	16
To prepare skilled and multiculturally competent school counselors who are capable of identifying and responding to the needs of diverse clients by providing a wide range of guidance and counseling services for children, adolescents and their parents.	6.25% 1	0.00% 0	50.00% 8	43.75% 7	16
To train professional school counselors to explore community resources, referral sources, and legal and ethical considerations specific to school counseling	6.25% 1	0.00% 0	50.00% 8	43.75% 7	16

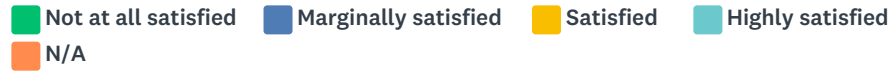
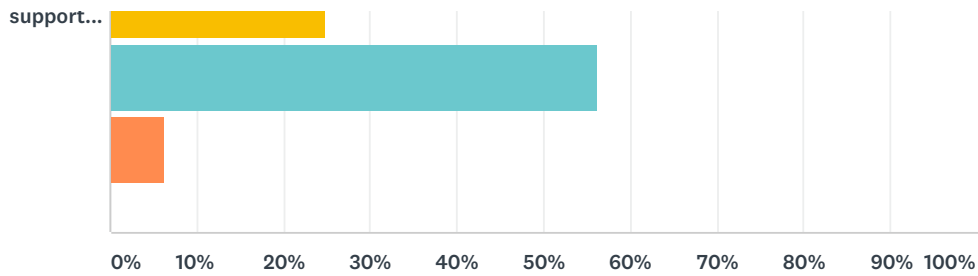
## Q2 How satisfied were you with the following elements of your program?

Answered: 16 Skipped: 0





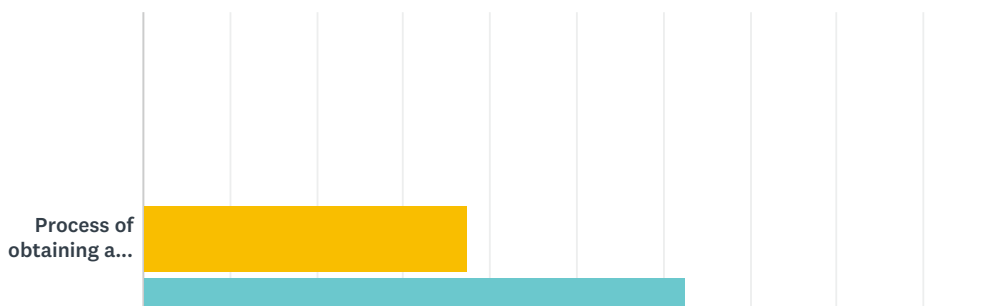


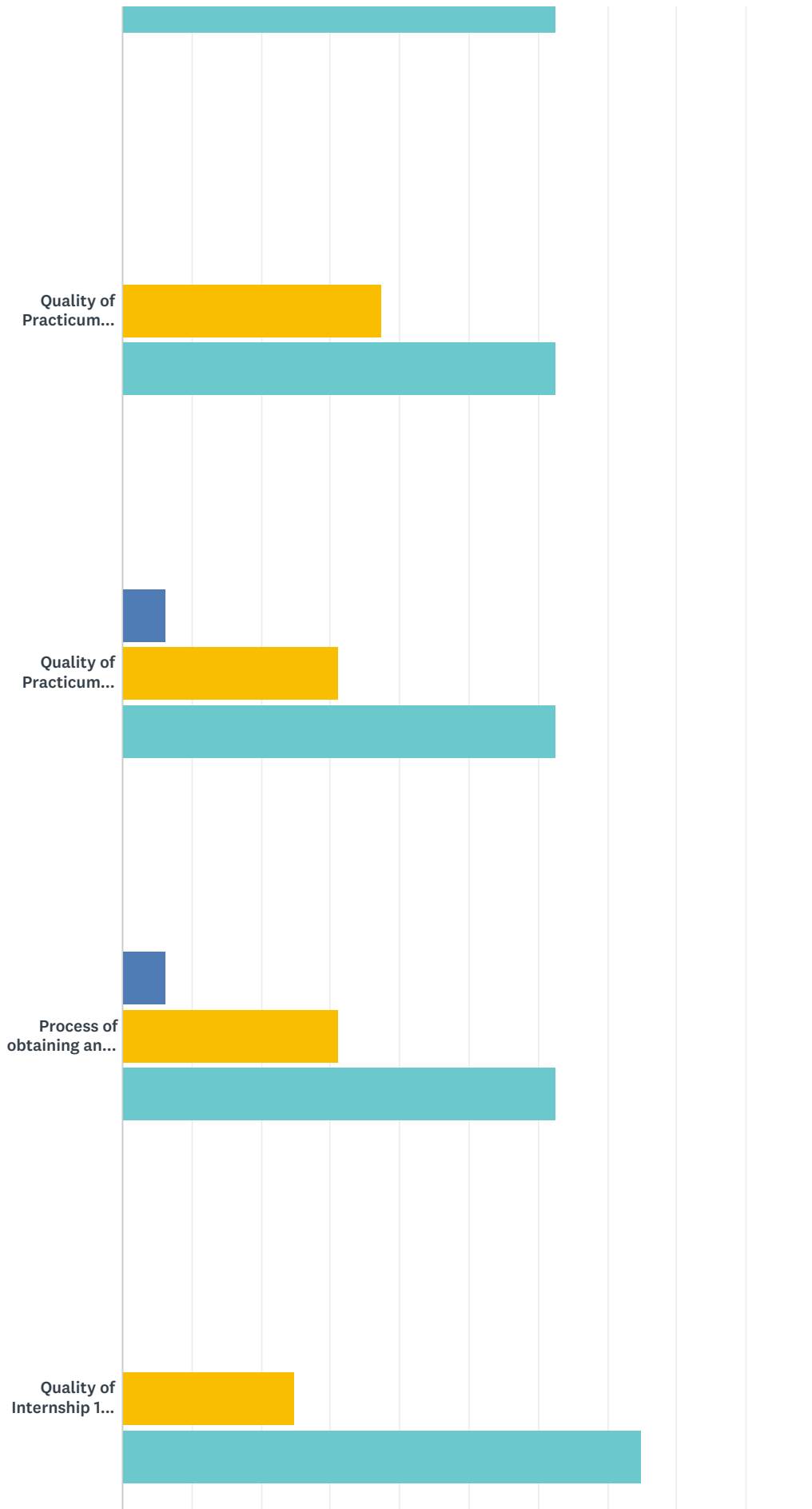


	NOT AT ALL SATISFIED	MARGINALLY SATISFIED	SATISFIED	HIGHLY SATISFIED	N/A	TOTAL	WEIGHTED AVERAGE
The teaching competence of the full-time faculty.	0.00% 0	12.50% 2	25.00% 4	62.50% 10	0.00% 0	16	3.50
The teaching competence of the part-time faculty.	0.00% 0	12.50% 2	37.50% 6	43.75% 7	6.25% 1	16	3.33
Faculty responsiveness to student concerns.	0.00% 0	25.00% 4	18.75% 3	56.25% 9	0.00% 0	16	3.31
Fairness of faculty in evaluating student concerns.	0.00% 0	18.75% 3	31.25% 5	50.00% 8	0.00% 0	16	3.31
Availability of Academic Advising	6.25% 1	12.50% 2	18.75% 3	56.25% 9	6.25% 1	16	3.33
Quality of Academic Advising	6.25% 1	12.50% 2	18.75% 3	56.25% 9	6.25% 1	16	3.33
Quality and timeliness of communication about program policies and procedures.	12.50% 2	6.25% 1	31.25% 5	50.00% 8	0.00% 0	16	3.19
Class size	0.00% 0	0.00% 0	25.00% 4	75.00% 12	0.00% 0	16	3.75
Classrooms in which courses are/were taught	0.00% 0	0.00% 0	37.50% 6	62.50% 10	0.00% 0	16	3.63
Availability of support services (e.g. library, counseling, financial aid, etc.)	6.25% 1	6.25% 1	31.25% 5	50.00% 8	6.25% 1	16	3.33
Quality of of support services (e.g. library, counseling, financial aid, etc.)	6.25% 1	6.25% 1	25.00% 4	56.25% 9	6.25% 1	16	3.40

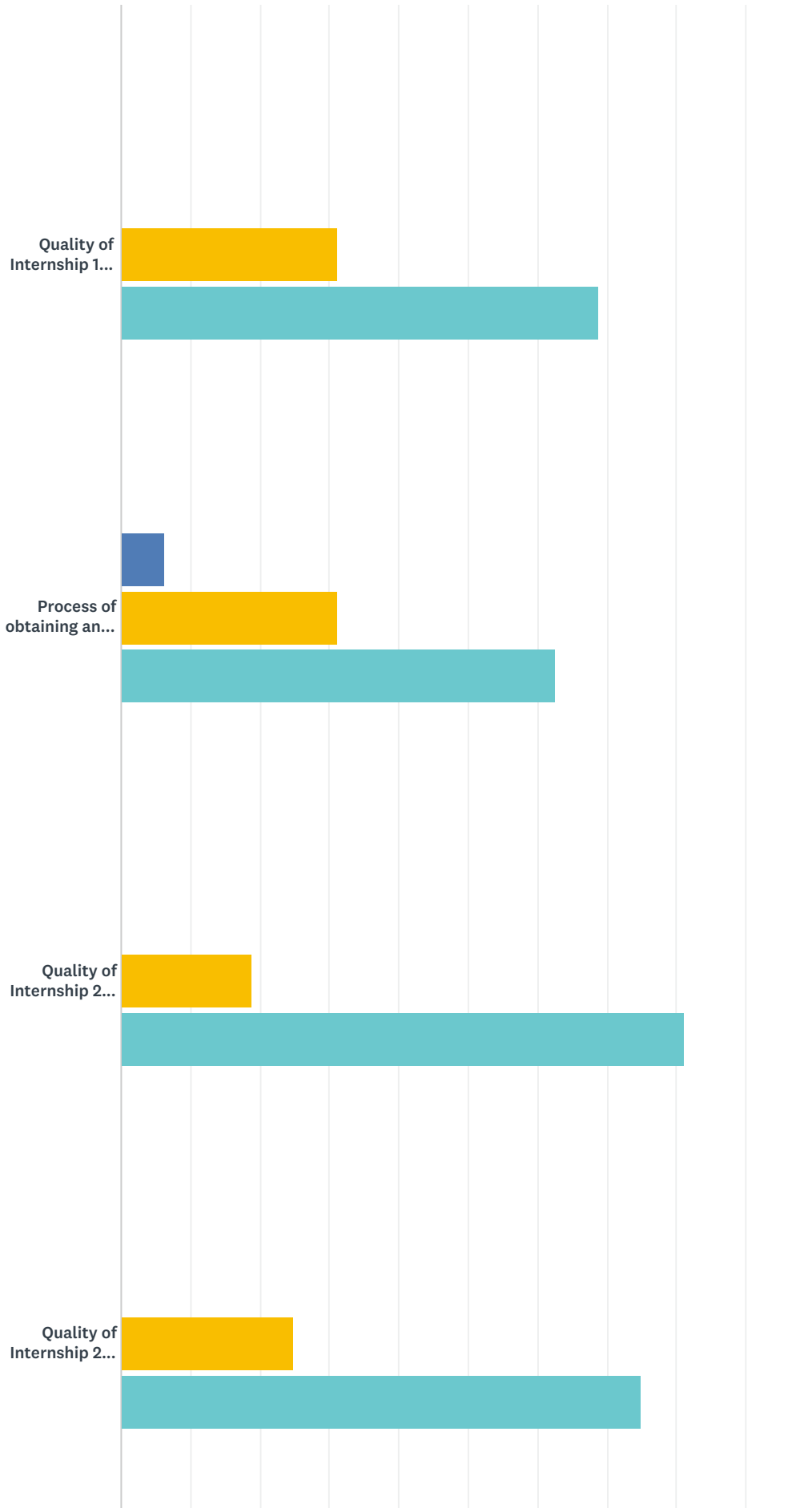
### Q3 How satisfied were you with the following elements of your program?

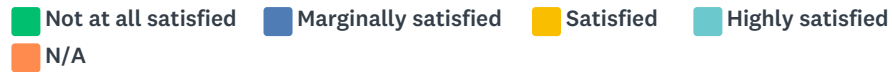
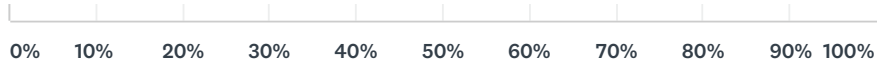
Answered: 16 Skipped: 0







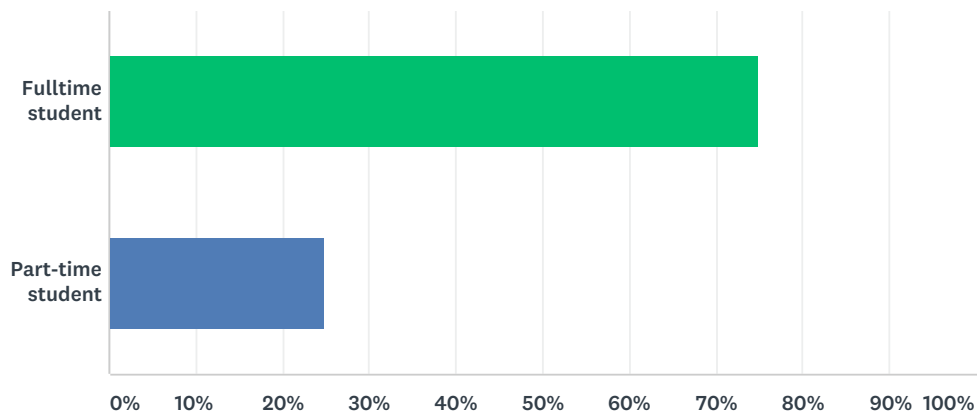




	NOT AT ALL SATISFIED	MARGINALLY SATISFIED	SATISFIED	HIGHLY SATISFIED	N/A	TOTAL	WEIGHTED AVERAGE
Process of obtaining a Practicum Placement	0.00% 0	0.00% 0	37.50% 6	62.50% 10	0.00% 0	16	3.63
Quality of Practicum Placement Site (Overall Experience)	0.00% 0	0.00% 0	37.50% 6	62.50% 10	0.00% 0	16	3.63
Quality of Practicum Placement Site (Supervision)	0.00% 0	6.25% 1	31.25% 5	62.50% 10	0.00% 0	16	3.56
Process of obtaining an Internship 1 Placement	0.00% 0	6.25% 1	31.25% 5	62.50% 10	0.00% 0	16	3.56
Quality of Internship 1 Placement Site (Overall Experience)	0.00% 0	0.00% 0	25.00% 4	75.00% 12	0.00% 0	16	3.75
Quality of Internship 1 Placement Site (Supervision)	0.00% 0	0.00% 0	31.25% 5	68.75% 11	0.00% 0	16	3.69
Process of obtaining an Internship 2 Placement	0.00% 0	6.25% 1	31.25% 5	62.50% 10	0.00% 0	16	3.56
Quality of Internship 2 Placement Site (Overall Experience)	0.00% 0	0.00% 0	18.75% 3	81.25% 13	0.00% 0	16	3.81
Quality of Internship 2 Placement Site (Supervision)	0.00% 0	0.00% 0	25.00% 4	75.00% 12	0.00% 0	16	3.75

### Q4 What was your primary student status?

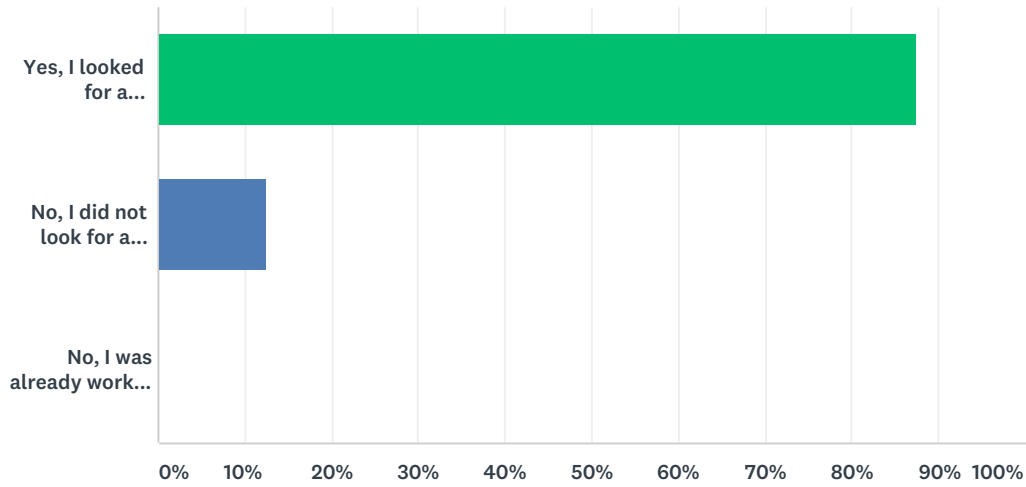
Answered: 16 Skipped: 0



ANSWER CHOICES	RESPONSES
Fulltime student	75.00% 12
Part-time student	25.00% 4
TOTAL	16

### Q5 Did you seek work in the counseling profession after graduation?

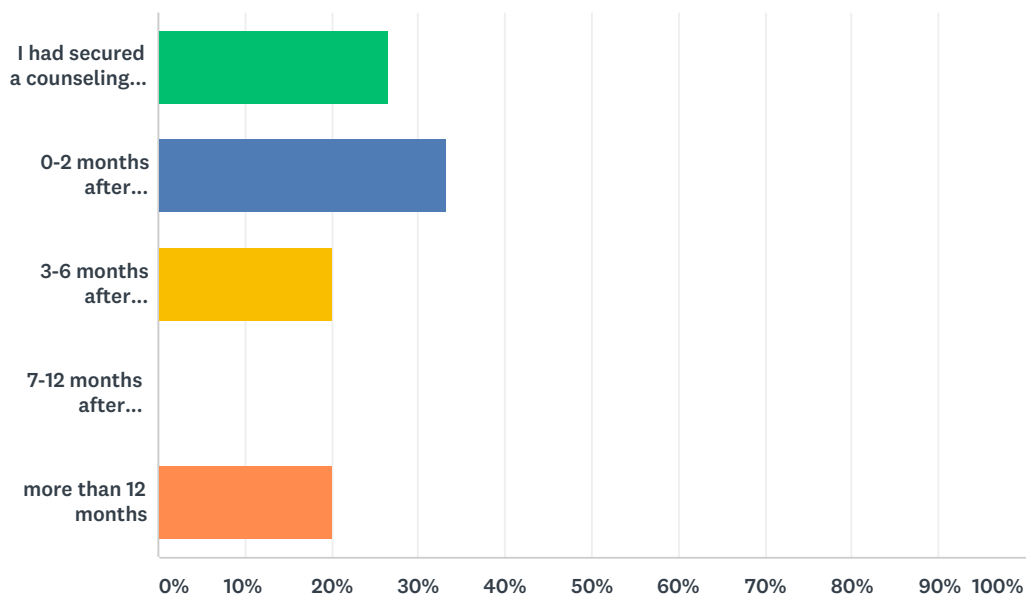
Answered: 16 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes, I looked for a counseling position	87.50%	14
No, I did not look for a counseling position	12.50%	2
No, I was already working in a counseling position upon graduation	0.00%	0
<b>TOTAL</b>		<b>16</b>

### Q6 If you did seek a counseling position, how long did it take you to secure a position after graduation?

Answered: 15 Skipped: 1

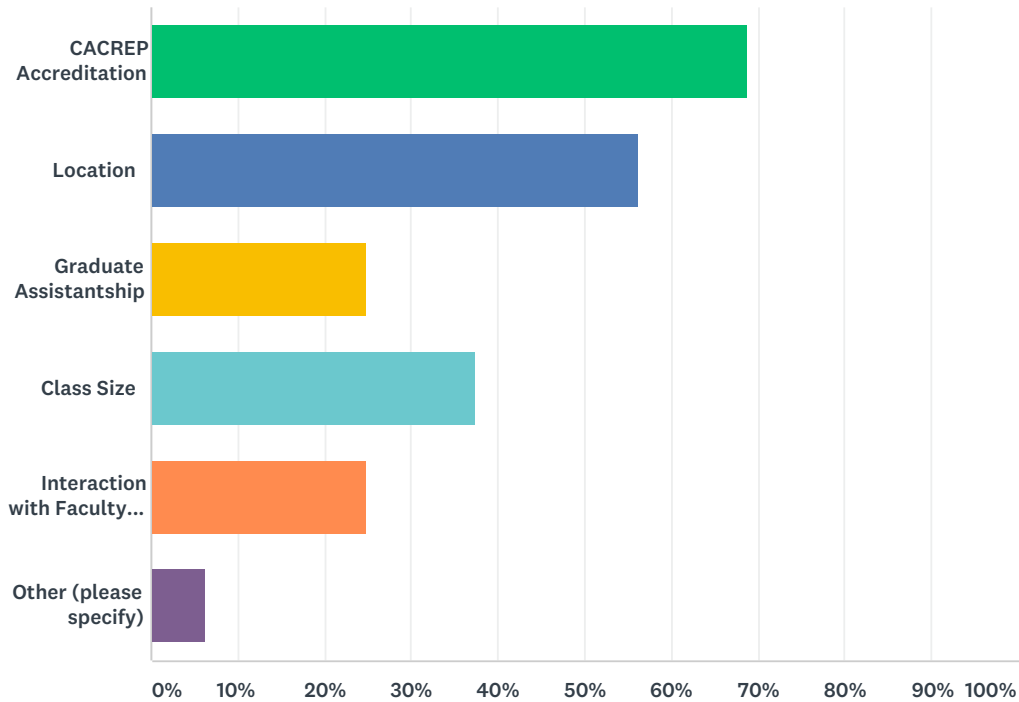


ANSWER CHOICES	RESPONSES
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I had secured a counseling position before I graduated	26.67%	4
0-2 months after graduation	33.33%	5
3-6 months after graduation	20.00%	3
7-12 months after graduation	0.00%	0
more than 12 months	20.00%	3
<b>TOTAL</b>		<b>15</b>

### Q7 What made you chose St. John's University for your counseling program? Check all that apply.

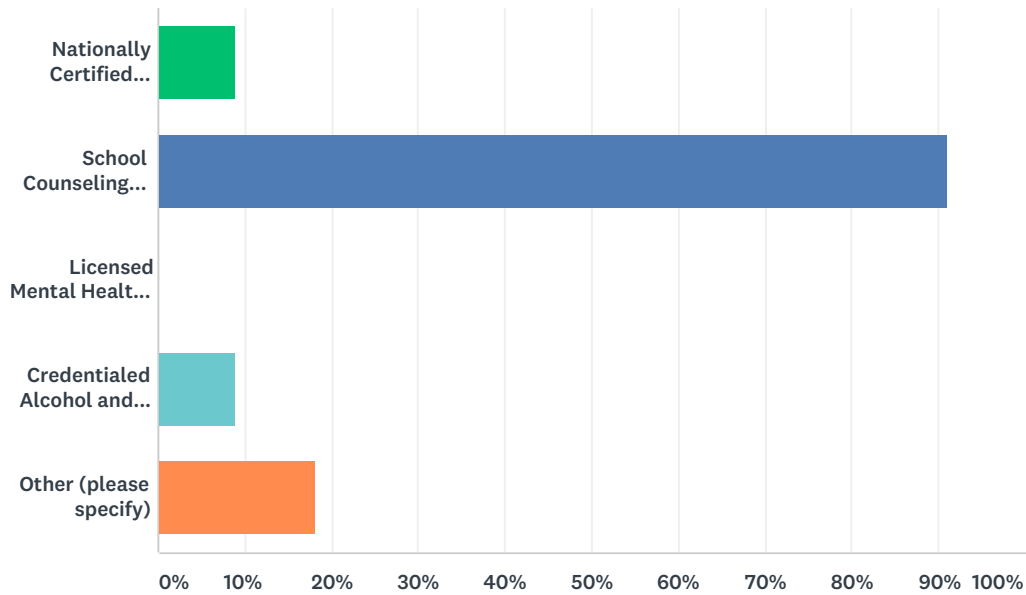
Answered: 16 Skipped: 0



ANSWER CHOICES	RESPONSES
CACREP Accreditation	68.75% 11
Location	56.25% 9
Graduate Assistantship	25.00% 4
Class Size	37.50% 6
Interaction with Faculty during Interview Process	25.00% 4
Other (please specify)	6.25% 1
Total Respondents: 16	

### Q8 Have you secured any additional counseling credentials since graduating? Please check all that apply.

Answered: 11 Skipped: 5



ANSWER CHOICES	RESPONSES	
Nationally Certified Counselor (NCC)	9.09%	1
School Counseling Certificate (permanent or provisional)	90.91%	10
Licensed Mental Health Counselor (LMHC, or LMHC-Limited Permit)	0.00%	0
Credentialed Alcohol and Substance Abuse Counselor (CASAC or CASAC-T)	9.09%	1
Other (please specify)	18.18%	2
Total Respondents: 11		

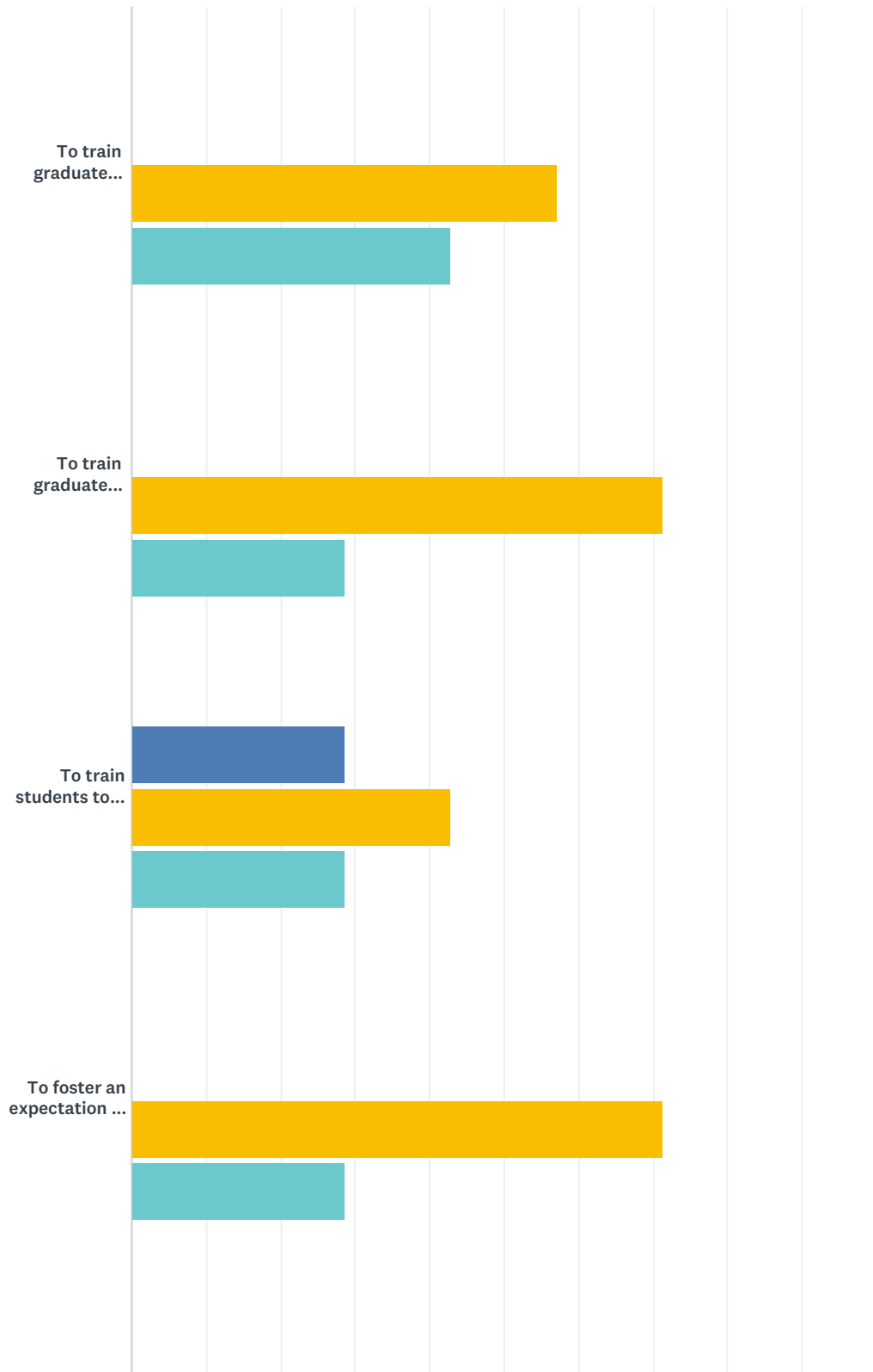
**Q9 Please enter your graduation date. Please use "15" for the day. For example, if you graduated in January 2018, please enter 01/15/2018.**

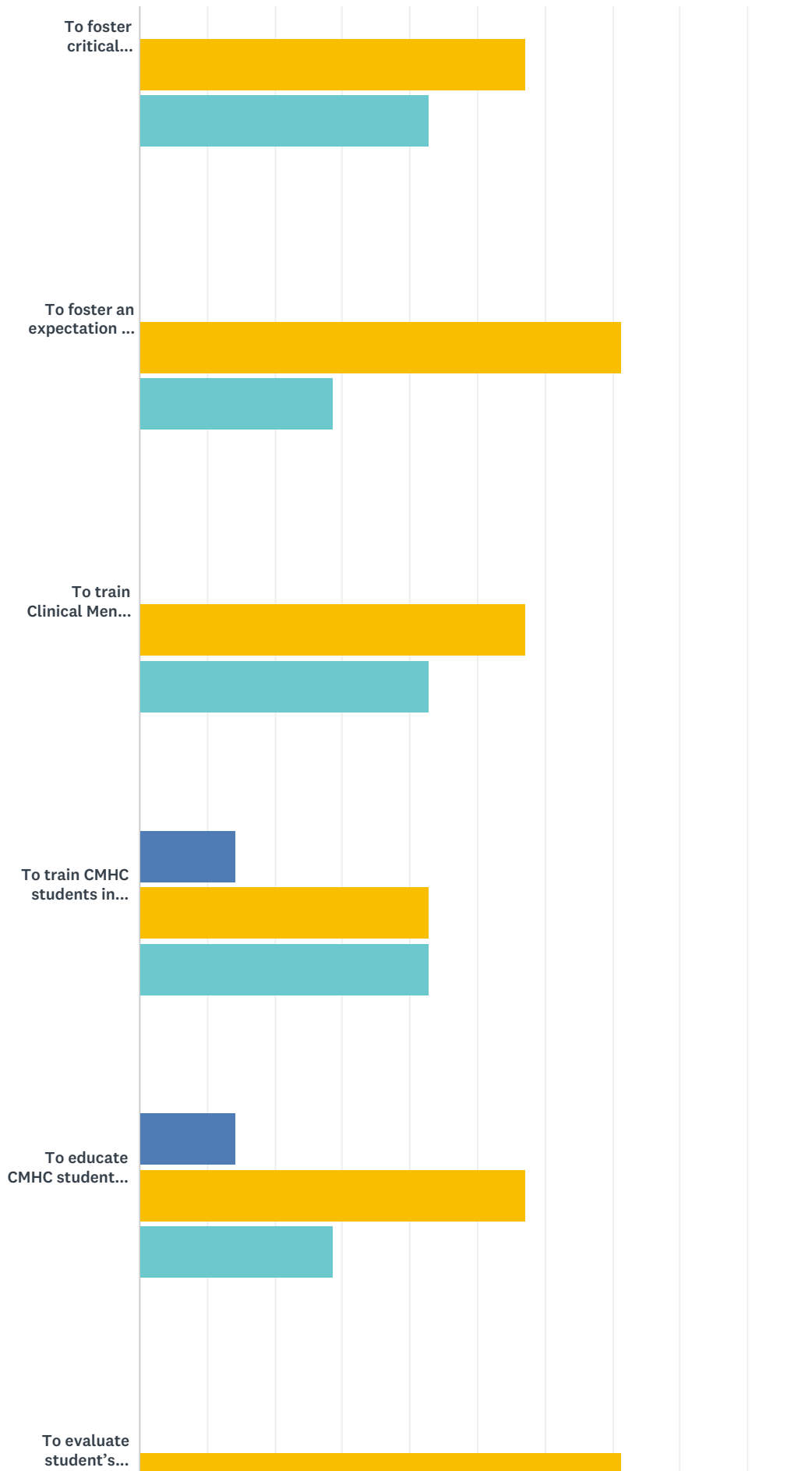
Answered: 14 Skipped: 2

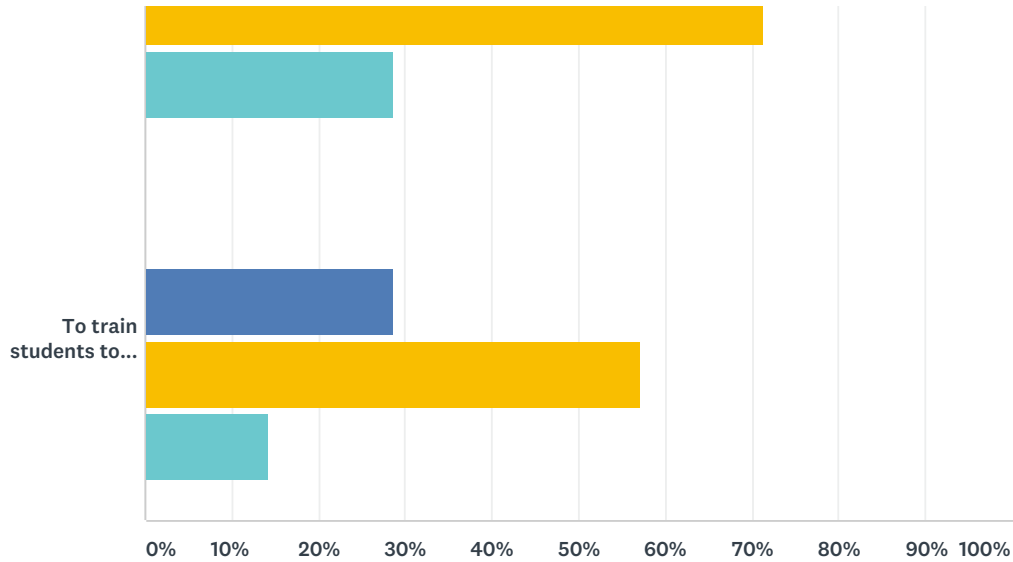
ANSWER CHOICES	RESPONSES	
Date / Time	100.00%	14

# Q1 As the supervisor of a graduate student at St. John's University, to what extent to you believe that the CMHC counseling program at St. John's University is meeting the following objectives.

Answered: 7 Skipped: 0







■ Not Being Met   
 ■ Minimally Being Met   
 ■ Satisfactorily Being Met   
 ■ Exceptionally Being Met

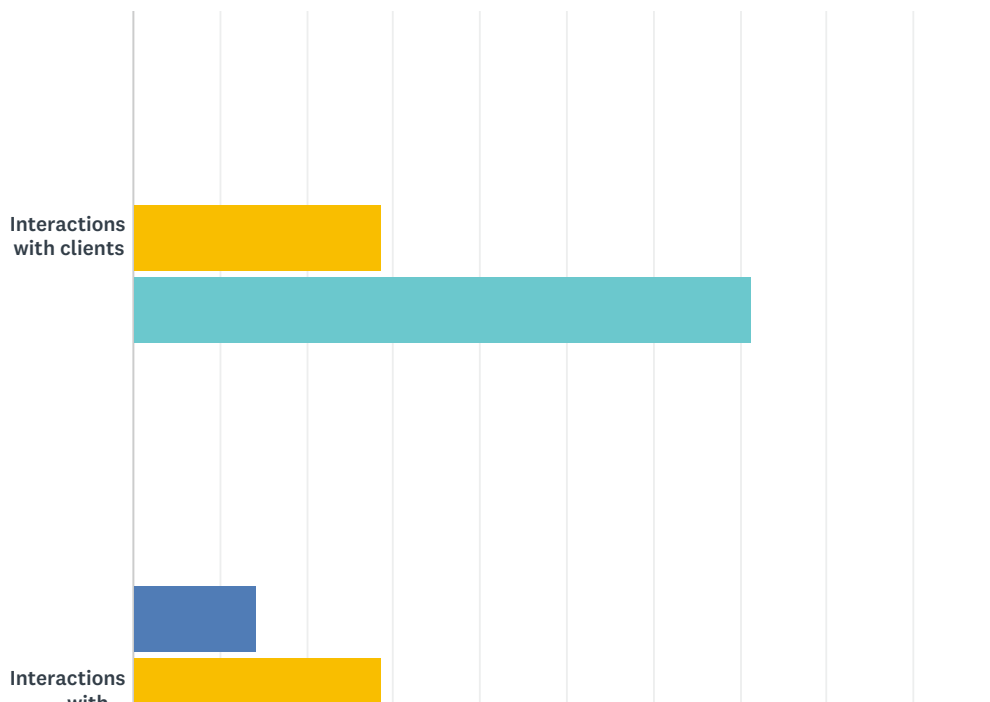
	NOT BEING MET	MINIMALLY BEING MET	SATISFACTORILY BEING MET	EXCEPTIONALLY BEING MET	TOTAL
To train graduate students as professional counselors in School or Clinical Mental Health settings in accordance with CACREP standards, while orienting students to the role and identity of a professional counselor, legal and ethical issues of the profession, and guidelines of the American Counseling Association.	0.00% 0	0.00% 0	57.14% 4	42.86% 3	7
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.	0.00% 0	0.00% 0	71.43% 5	28.57% 2	7
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.	0.00% 0	28.57% 2	42.86% 3	28.57% 2	7
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.	0.00% 0	0.00% 0	71.43% 5	28.57% 2	7
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	0.00% 0	0.00% 0	57.14% 4	42.86% 3	7
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.	0.00% 0	0.00% 0	71.43% 5	28.57% 2	7



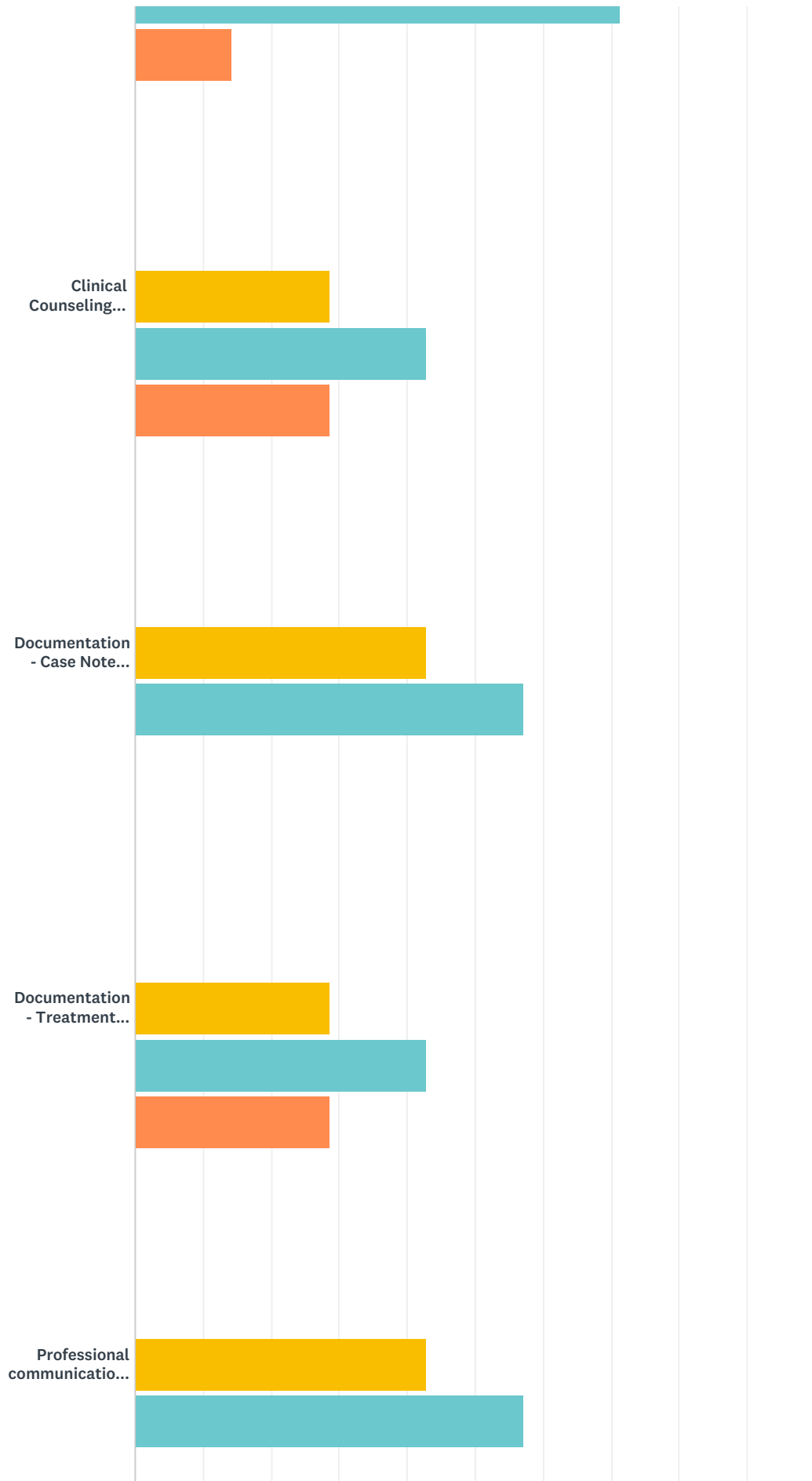
To train Clinical Mental Health Counselors (CMHC) to be competent clinicians with a strong counselor identity in accordance with American Mental Health Counselors Association (AMHCA) ethical standards, in order to prepare for careers as Licensed Mental Health Counselors (LMHC).	0.00% 0	0.00% 0	57.14% 4	42.86% 3	7
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).	0.00% 0	14.29% 1	42.86% 3	42.86% 3	7
To educate CMHC students regarding the impact of addiction, the propensity of addiction to co-occur with mental health conditions, and to treat addiction in accordance with the NYS Office of Alcoholism and Substance Abuse (OASAS) standards, with the option to earn their Credentialed Alcoholism and Substance Abuse Counselor in Training (CASAC-T) credential).	0.00% 0	14.29% 1	57.14% 4	28.57% 2	7
To evaluate student's ability to provide appropriate, ethical, and evidence-based treatment that promotes client strengths and client wellness in accordance with our counselor identity, while also addressing appropriate developmental, societal, and multicultural influences on client well-being.	0.00% 0	0.00% 0	71.43% 5	28.57% 2	7
To train students to utilize community resources, referral sources, and case management services in accordance with their role as clinical mental health counselors, including situations involving trauma, crisis, or risk to client wellbeing	0.00% 0	28.57% 2	57.14% 4	14.29% 1	7

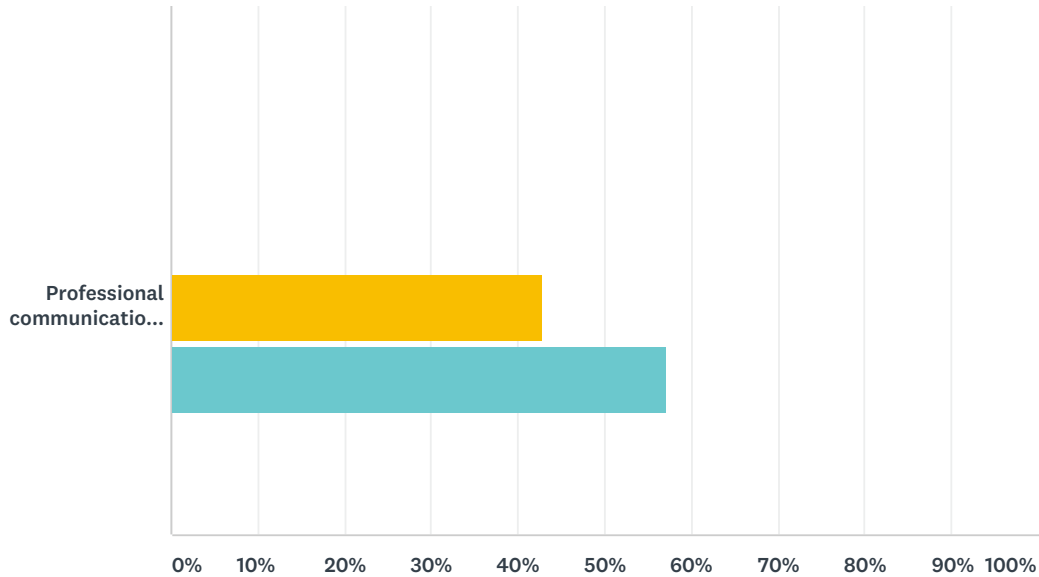
## Q2 How satisfied are you with the following qualities in the St. John's University student(s) that you supervise?

Answered: 7 Skipped: 0







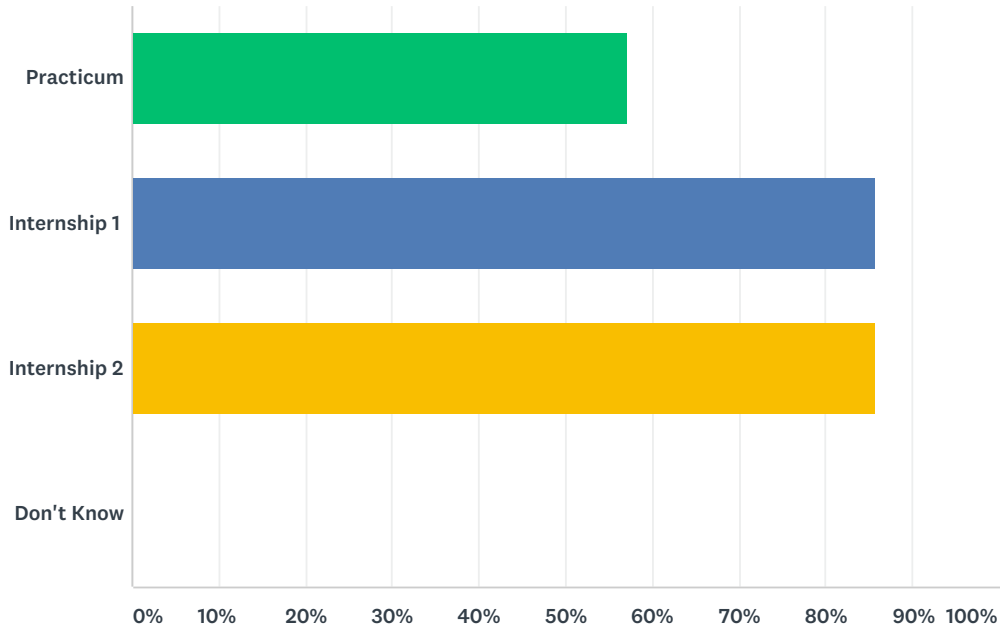


■ Not at all satisfied  
 ■ Marginally satisfied  
 ■ Satisfied  
 ■ Highly satisfied  
 ■ N/A

	NOT AT ALL SATISFIED	MARGINALLY SATISFIED	SATISFIED	HIGHLY SATISFIED	N/A	TOTAL	WEIGHTED AVERAGE
Interactions with clients	0.00% 0	0.00% 0	28.57% 2	71.43% 5	0.00% 0	7	3.71
Interactions with staff/colleagues	0.00% 0	14.29% 1	28.57% 2	57.14% 4	0.00% 0	7	3.43
Attendance	0.00% 0	0.00% 0	28.57% 2	71.43% 5	0.00% 0	7	3.71
Timeliness/Punctuality	0.00% 0	14.29% 1	28.57% 2	57.14% 4	0.00% 0	7	3.43
Clinical Counseling Skills - Individual	0.00% 0	0.00% 0	14.29% 1	85.71% 6	0.00% 0	7	3.86
Clinical Counseling Skills - Group	0.00% 0	0.00% 0	14.29% 1	71.43% 5	14.29% 1	7	3.83
Clinical Counseling Skills - Intake/Assessment	0.00% 0	0.00% 0	28.57% 2	42.86% 3	28.57% 2	7	3.60
Documentation - Case Note writing	0.00% 0	0.00% 0	42.86% 3	57.14% 4	0.00% 0	7	3.57
Documentation - Treatment Planning	0.00% 0	0.00% 0	28.57% 2	42.86% 3	28.57% 2	7	3.60
Professional communication - oral	0.00% 0	0.00% 0	42.86% 3	57.14% 4	0.00% 0	7	3.57
Professional communication - written	0.00% 0	0.00% 0	42.86% 3	57.14% 4	0.00% 0	7	3.57

**Q3 If you know, what class(es) are/were the student(s) you supervised enrolled in? Check all that apply.**

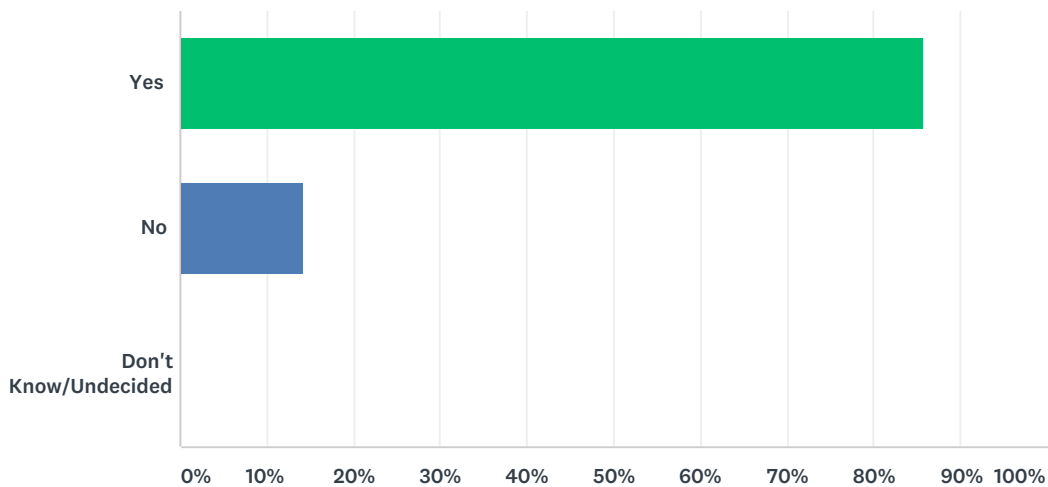
Answered: 7 Skipped: 0



ANSWER CHOICES	RESPONSES
Practicum	57.14% 4
Internship 1	85.71% 6
Internship 2	85.71% 6
Don't Know	0.00% 0
Total Respondents: 7	

**Q4 If there was an opening at your organization for which the student you supervised was eligible, would you consider them for employment?**

Answered: 7 Skipped: 0

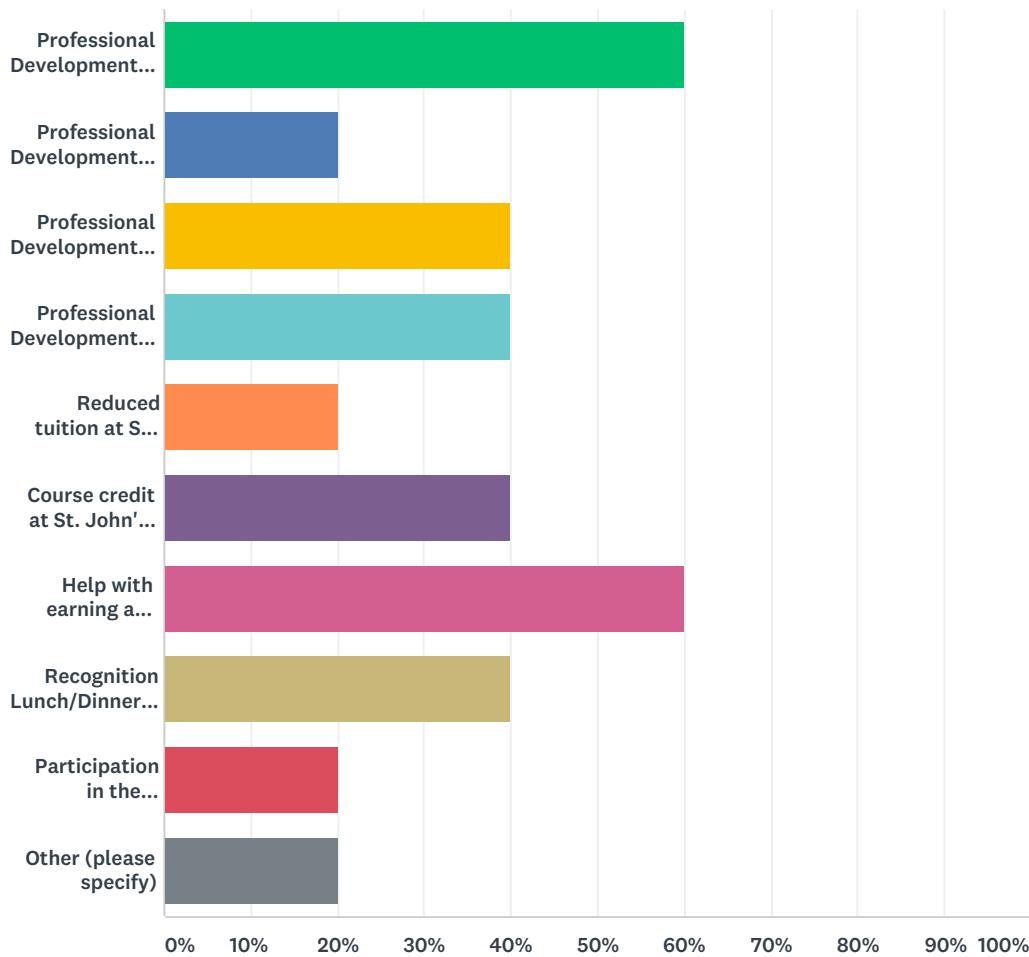


ANSWER CHOICES	RESPONSES
Yes	85.71% 6

No	14.29%	1
Don't Know/Undecided	0.00%	0
<b>TOTAL</b>		<b>7</b>

**Q5 St. John's Counselor Education Department continually explores opportunities to offer our site supervisors our appreciation through professional development opportunities and recognition. Which of these events/activities, if any, would you be MOST likely to participate in?**

Answered: 5 Skipped: 2

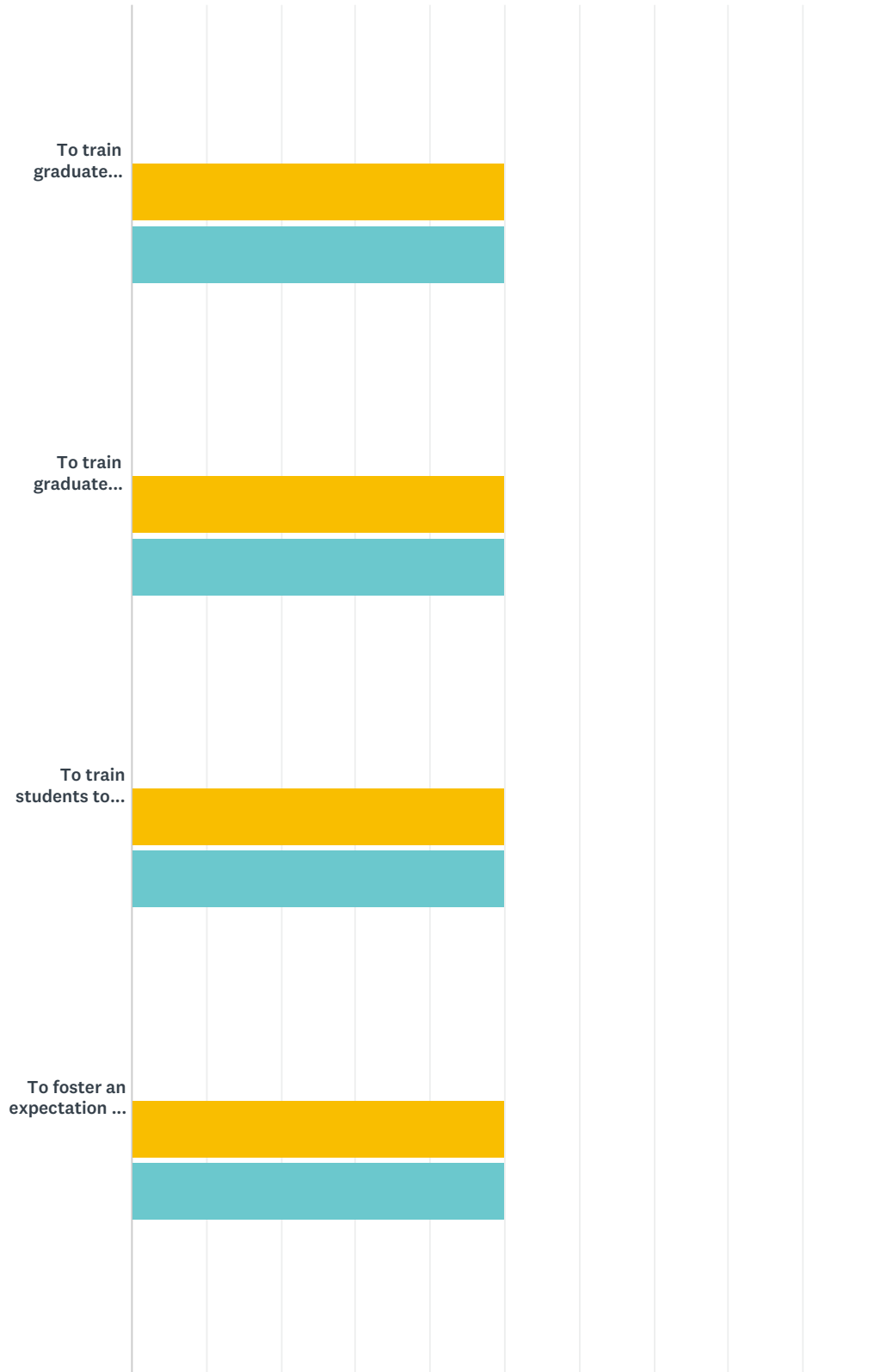


ANSWER CHOICES	RESPONSES
Professional Development Webinar with NBCC CE credit	60.00% 3
Professional Development Webinar without CE credit	20.00% 1
Professional Development Live Workshop with NBCC CE credit	40.00% 2
Professional Development Live Workshop without CE credit	40.00% 2
Reduced tuition at St. John's University	20.00% 1
Course credit at St. John's University	40.00% 2

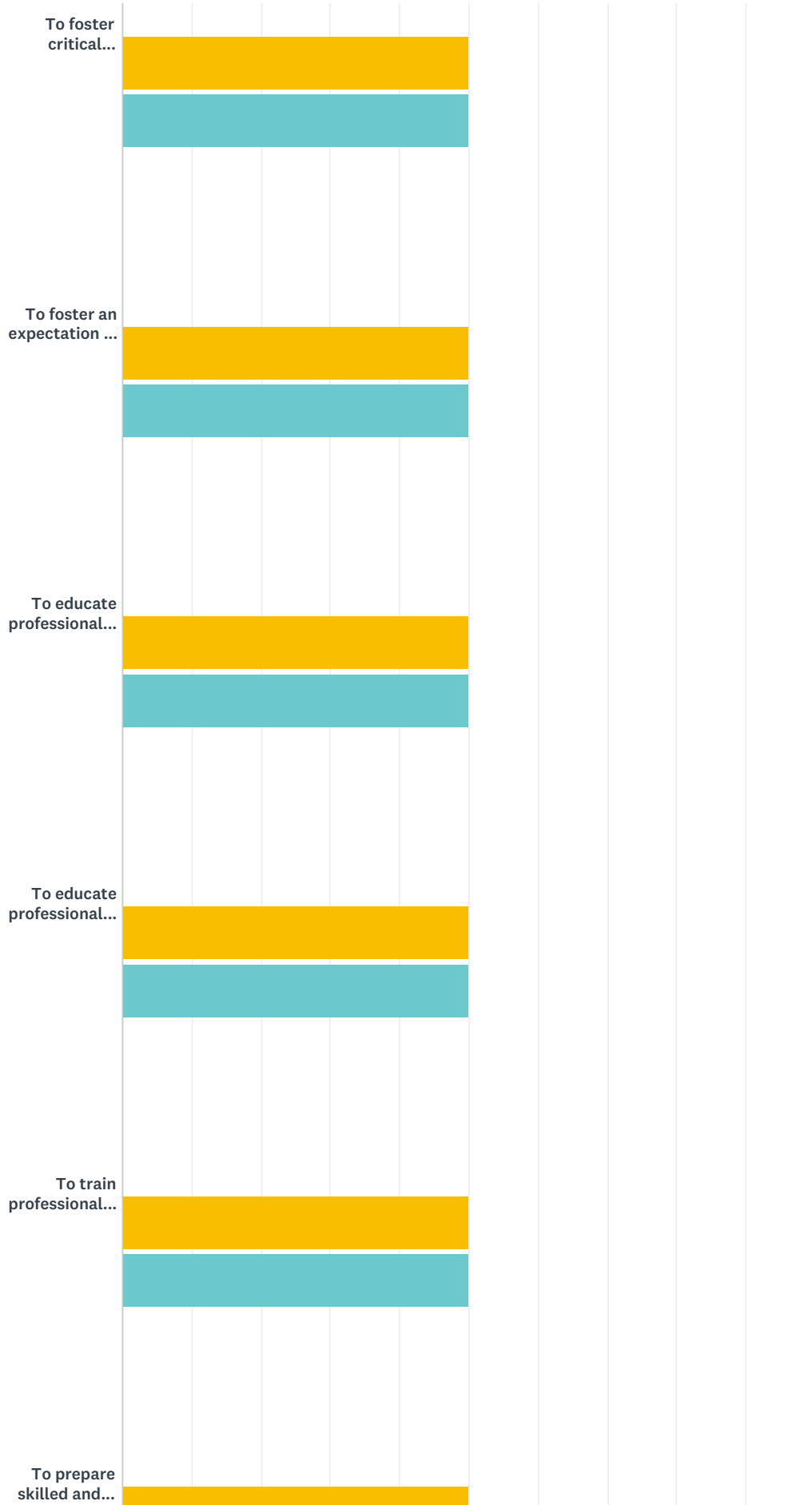
Help with earning a supervisory credential, such as the Approved Clinical Supervisor (ACS)	60.00%	3
Recognition Lunch/Dinner and Certificate Ceremony	40.00%	2
Participation in the Counselor Education Department Advisory Board (made up of students, supervisors, faculty, and alumni)	20.00%	1
Other (please specify)	20.00%	1
Total Respondents: 5		

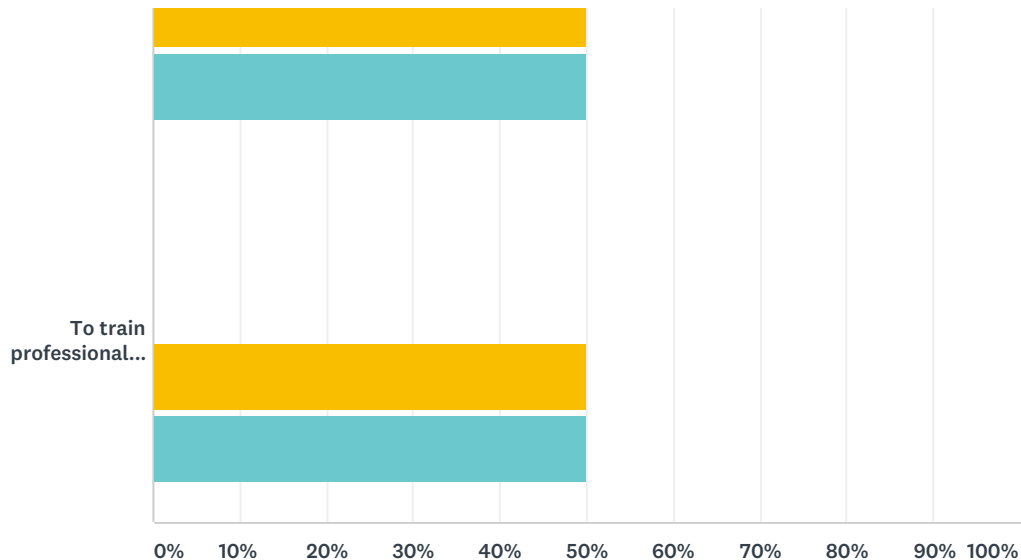
# Q1 As the supervisor of a graduate student at St. John's University, to what extent to you believe that the SCH counseling program at St. John's University is meeting the following objectives.

Answered: 2 Skipped: 0









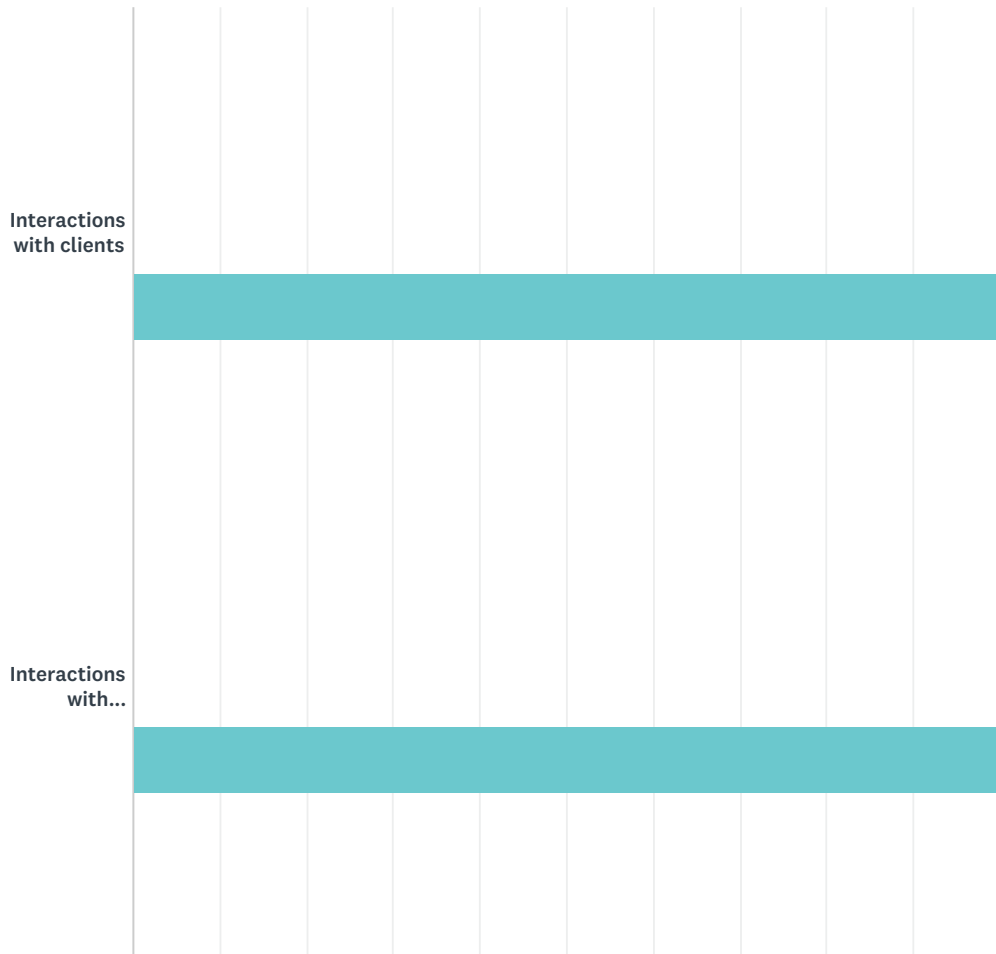
■ Not Being Met   
 ■ Minimally Being Met   
 ■ Satisfactorily Being Met  
■ Exceptionally Being Met

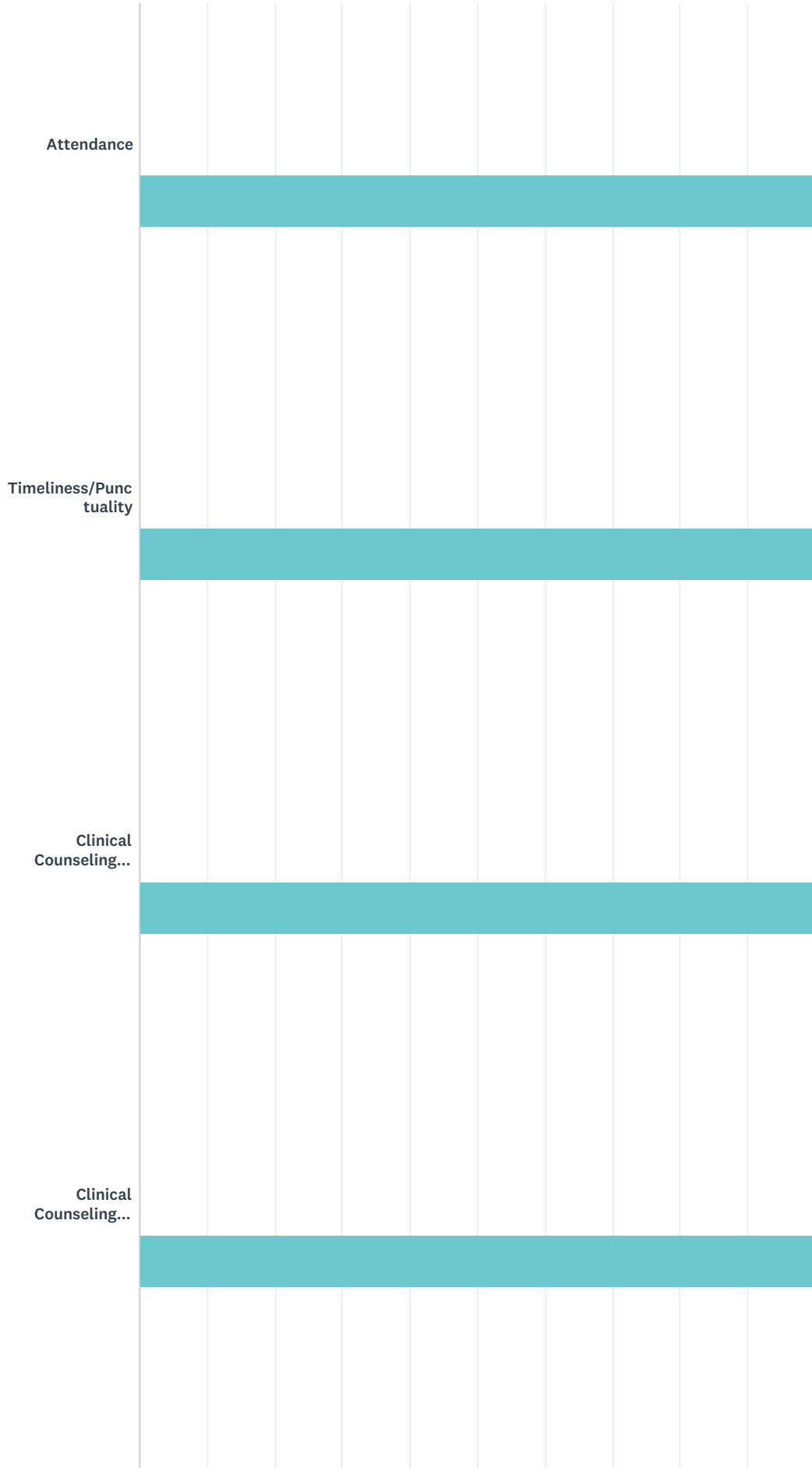
	NOT BEING MET	MINIMALLY BEING MET	SATISFACTORILY BEING MET	EXCEPTIONALLY BEING MET	TOTAL
To train graduate students as professional counselors in School or Clinical Mental Health settings in accordance with CACREP standards, while orienting students to the role and identity of a professional counselor, legal and ethical issues of the profession, and guidelines of the American Counseling Association.	0.00% 0	0.00% 0	50.00% 1	50.00% 1	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.	0.00% 0	0.00% 0	50.00% 1	50.00% 1	2
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.	0.00% 0	0.00% 0	50.00% 1	50.00% 1	2
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.	0.00% 0	0.00% 0	50.00% 1	50.00% 1	2
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	0.00% 0	0.00% 0	50.00% 1	50.00% 1	2
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.	0.00% 0	0.00% 0	50.00% 1	50.00% 1	2

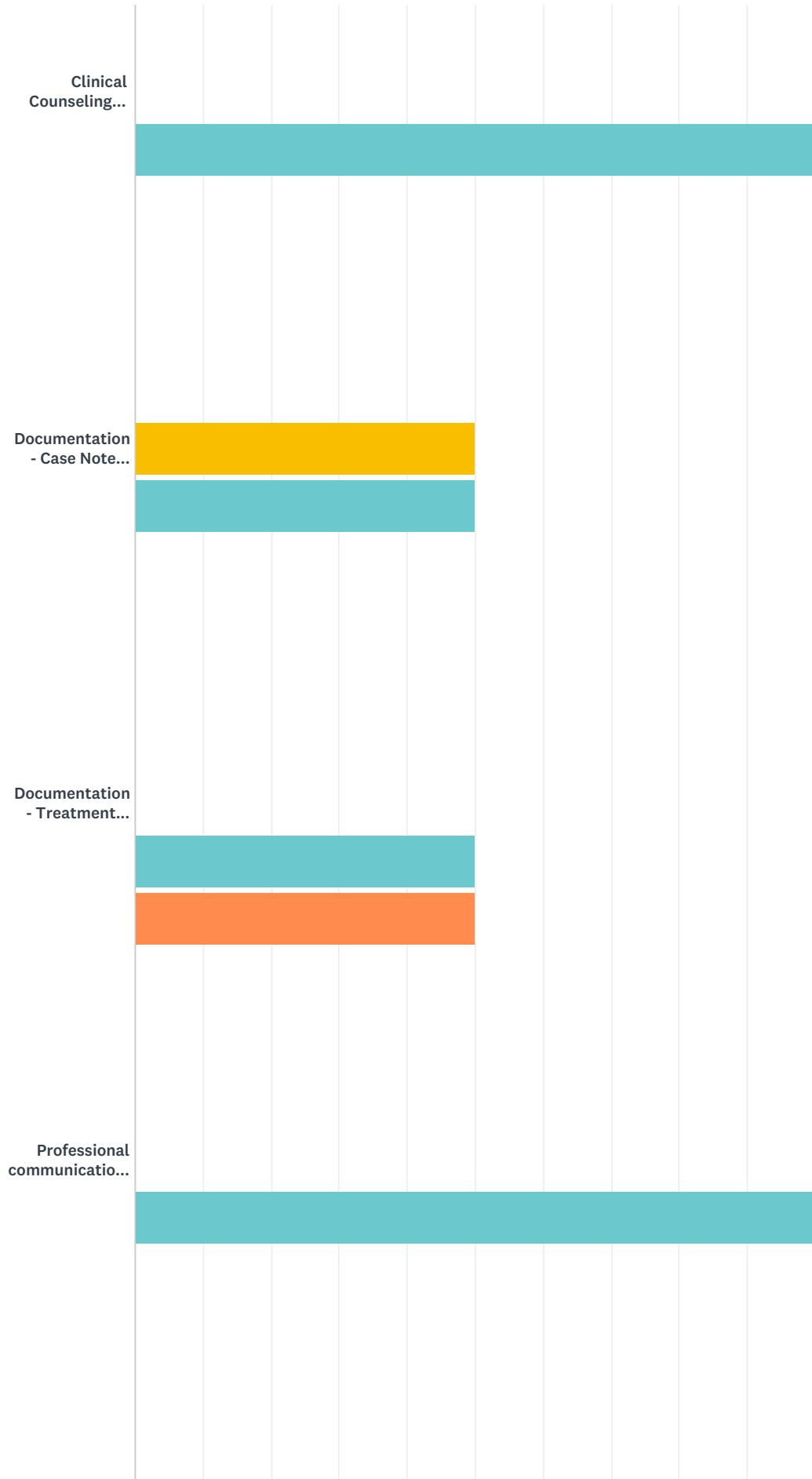
To educate professional School Counselors about the roles to be effective leaders, team members and collaborators, systemic change agents and advocates in the profession to improve the quality of education and access for all students.	0.00% 0	0.00% 0	50.00% 1	50.00% 1	2
To educate professional School Counselors about models of comprehensive school counseling programs so as to develop activities for a school counseling program based on the American School Counseling Association model.	0.00% 0	0.00% 0	50.00% 1	50.00% 1	2
To train professional School Counselors to utilize data to develop comprehensive, accountable counseling programs that address the academic, career and social-emotional needs and development of all students.	0.00% 0	0.00% 0	50.00% 1	50.00% 1	2
To prepare skilled and multiculturally competent school counselors who are capable of identifying and responding to the needs of diverse clients by providing a wide range of guidance and counseling services for children, adolescents and their parents.	0.00% 0	0.00% 0	50.00% 1	50.00% 1	2
To train professional school counselors to explore community resources, referral sources, and legal and ethical considerations specific to school counseling.	0.00% 0	0.00% 0	50.00% 1	50.00% 1	2

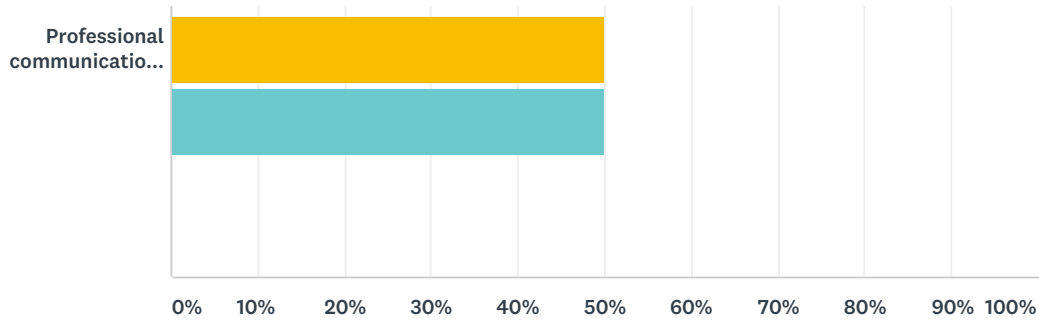
## Q2 How satisfied are you with the following qualities in the St. John's University student(s) that you supervise?

Answered: 2 Skipped: 0







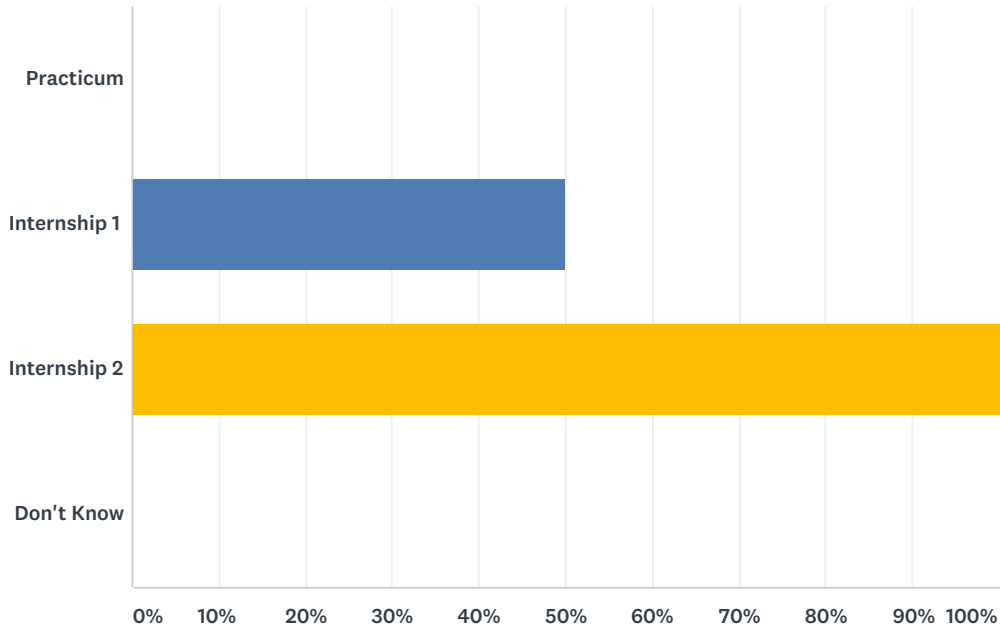


■ Not at all satisfied  
 ■ Marginally satisfied  
 ■ Satisfied  
 ■ Highly satisfied  
■ N/A

	NOT AT ALL SATISFIED	MARGINALLY SATISFIED	SATISFIED	HIGHLY SATISFIED	N/A	TOTAL	WEIGHTED AVERAGE
Interactions with clients	0.00% 0	0.00% 0	0.00% 0	100.00% 2	0.00% 0	2	4.00
Interactions with staff/colleagues	0.00% 0	0.00% 0	0.00% 0	100.00% 2	0.00% 0	2	4.00
Attendance	0.00% 0	0.00% 0	0.00% 0	100.00% 2	0.00% 0	2	4.00
Timeliness/Punctuality	0.00% 0	0.00% 0	0.00% 0	100.00% 2	0.00% 0	2	4.00
Clinical Counseling Skills - Individual	0.00% 0	0.00% 0	0.00% 0	100.00% 2	0.00% 0	2	4.00
Clinical Counseling Skills - Group	0.00% 0	0.00% 0	0.00% 0	100.00% 2	0.00% 0	2	4.00
Clinical Counseling Skills - Intake/Assessment	0.00% 0	0.00% 0	0.00% 0	100.00% 2	0.00% 0	2	4.00
Documentation - Case Note writing	0.00% 0	0.00% 0	50.00% 1	50.00% 1	0.00% 0	2	3.50
Documentation - Treatment Planning	0.00% 0	0.00% 0	0.00% 0	50.00% 1	50.00% 1	2	4.00
Professional communication - oral	0.00% 0	0.00% 0	0.00% 0	100.00% 2	0.00% 0	2	4.00
Professional communication - written	0.00% 0	0.00% 0	50.00% 1	50.00% 1	0.00% 0	2	3.50

**Q3 If you know, what class(es) are/were the student(s) you supervised enrolled in? Check all that apply.**

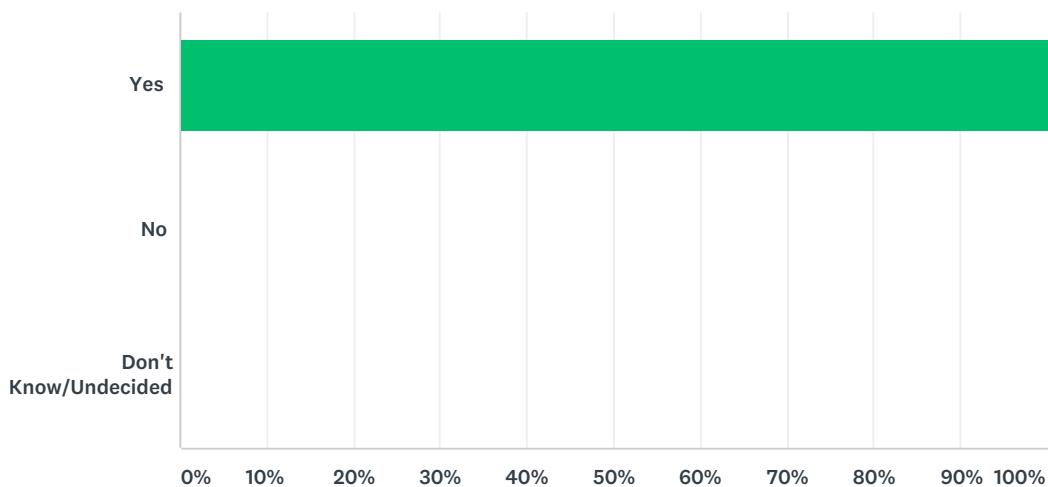
Answered: 2   Skipped: 0



ANSWER CHOICES	RESPONSES
Practicum	0.00% 0
Internship 1	50.00% 1
Internship 2	100.00% 2
Don't Know	0.00% 0
Total Respondents: 2	

**Q4 If there was an opening at your organization for which the student you supervised was eligible, would you consider them for employment?**

Answered: 2 Skipped: 0

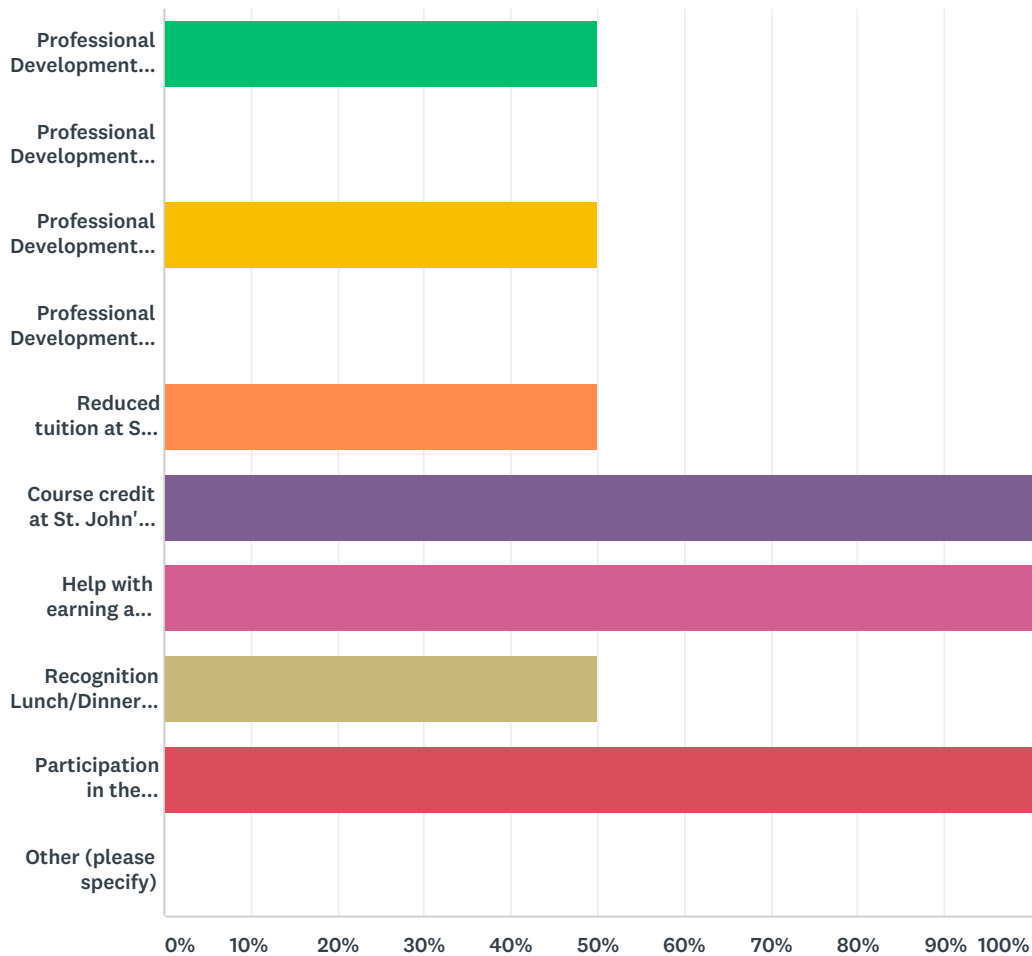


ANSWER CHOICES	RESPONSES
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Yes	100.00%	2
No	0.00%	0
Don't Know/Undecided	0.00%	0
<b>TOTAL</b>		<b>2</b>

**Q5 St. John's Counselor Education Department continually explores opportunities to offer our site supervisors our appreciation through professional development opportunities and recognition. Which of these events/activities, if any, would you be MOST likely to participate in?**

Answered: 2 Skipped: 0



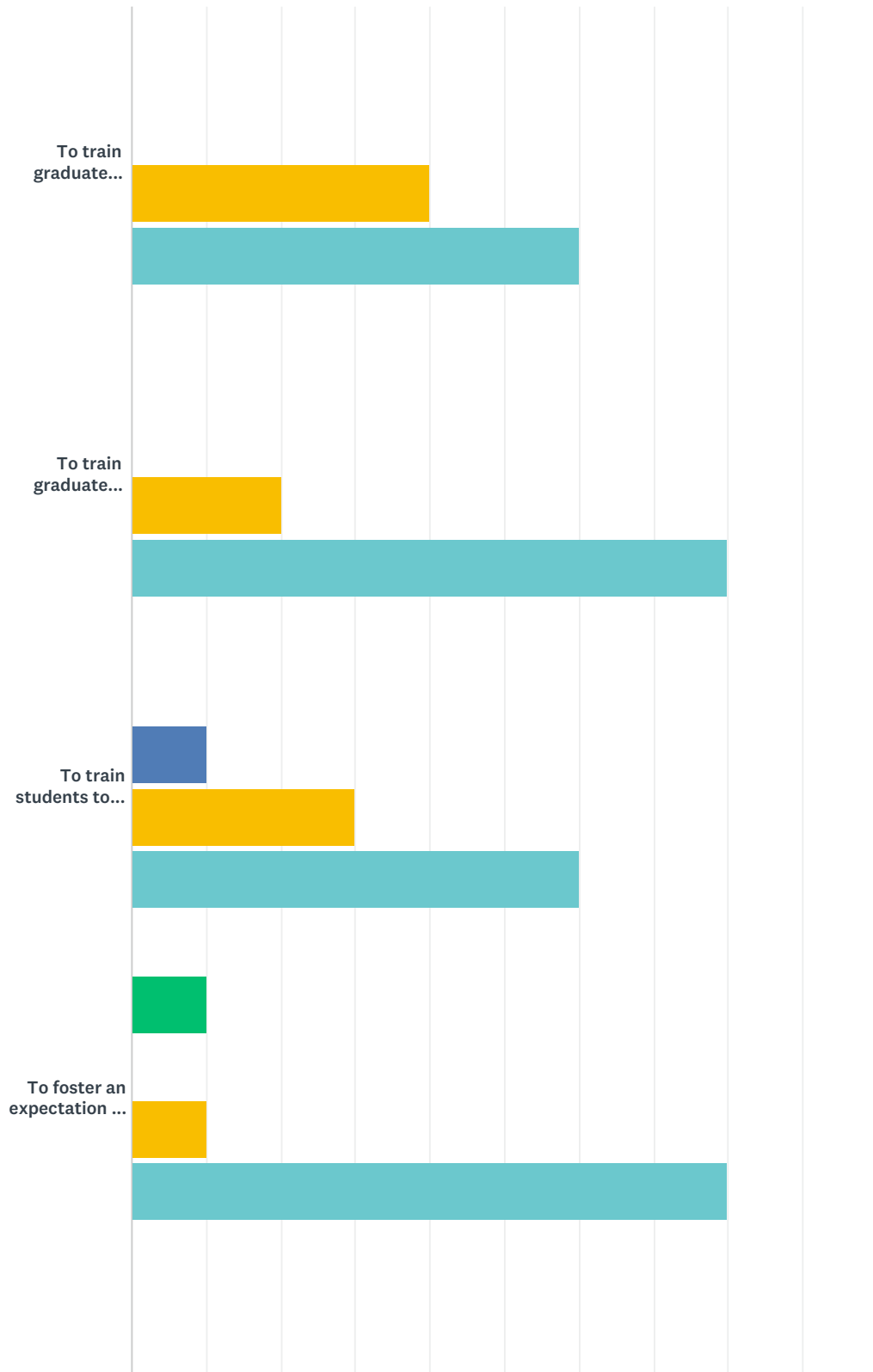
ANSWER CHOICES	RESPONSES
Professional Development Webinar with NBCC CE credit	50.00% 1
Professional Development Webinar without CE credit	0.00% 0
Professional Development Live Workshop with NBCC CE credit	50.00% 1
Professional Development Live Workshop without CE credit	0.00% 0
Reduced tuition at St. John's University	50.00% 1

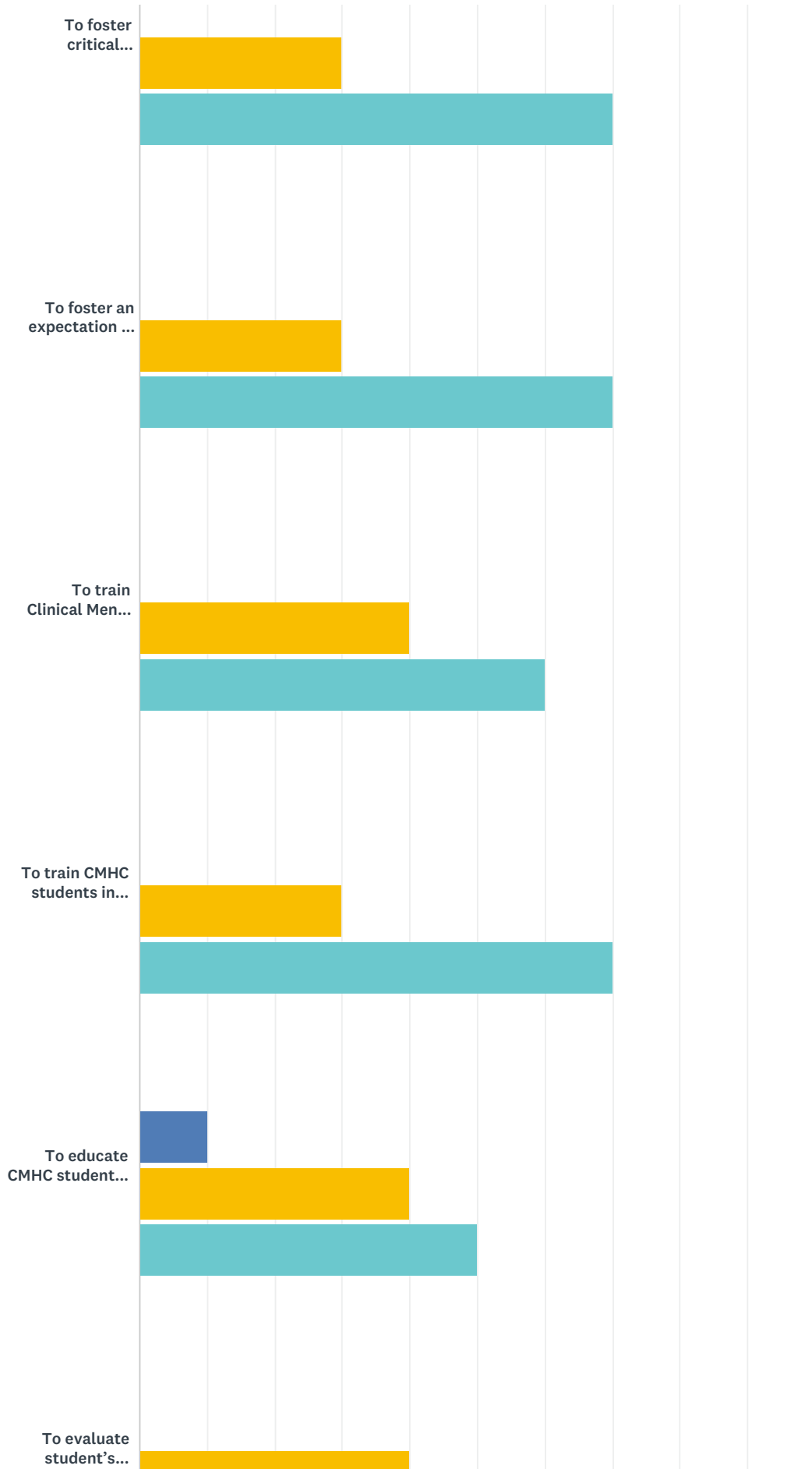


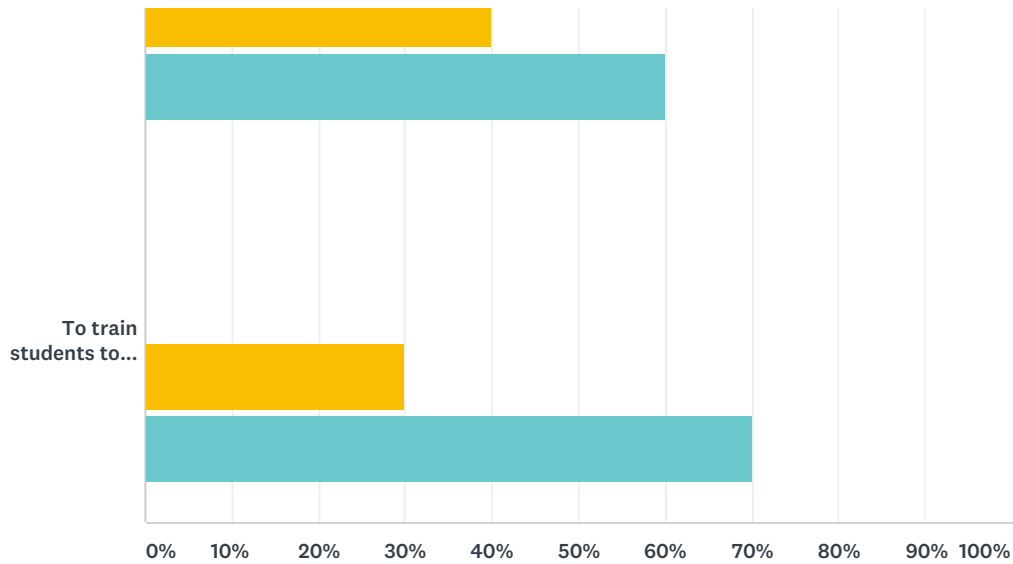
Course credit at St. John's University	100.00%	2
Help with earning a supervisory credential, such as the Approved Clinical Supervisor (ACS)	100.00%	2
Recognition Lunch/Dinner and Certificate Ceremony	50.00%	1
Participation in the Counselor Education Department Advisory Board (made up of students, supervisors, faculty, and alumni)	100.00%	2
Other (please specify)	0.00%	0
Total Respondents: 2		

# Q1 As the supervisor of a Counseling alumni at St. John's University, to what extent to you believe that the CMHC counseling program at St. John's University is meeting the following objectives.

Answered: 10 Skipped: 0







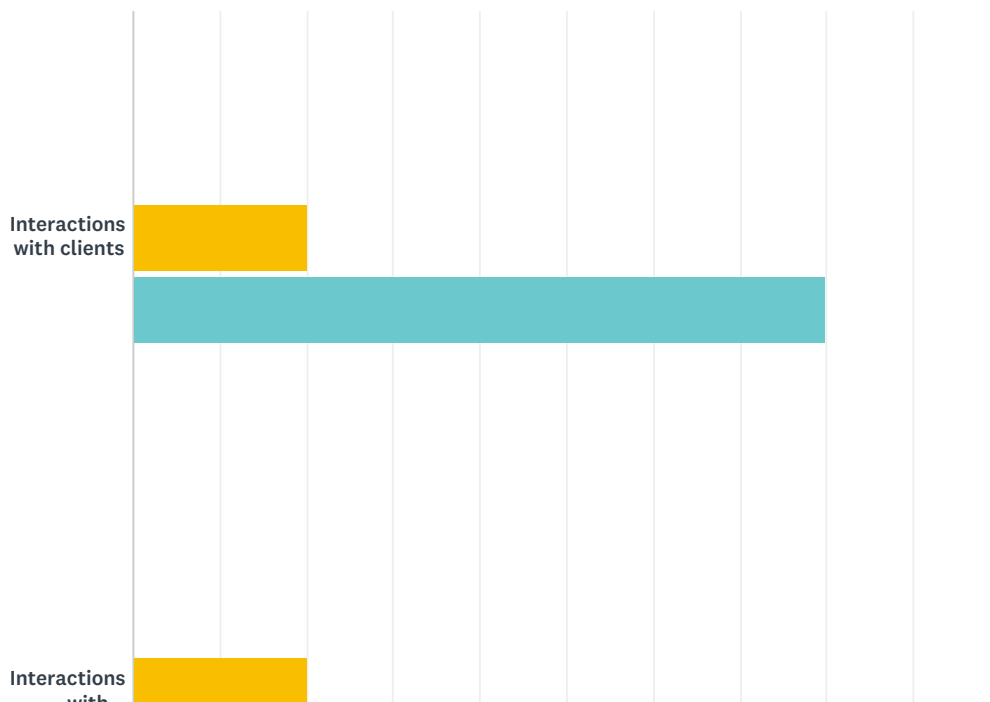
■ Not Being Met   
 ■ Minimally Being Met   
 ■ Satisfactorily Being Met   
 ■ Exceptionally Being Met

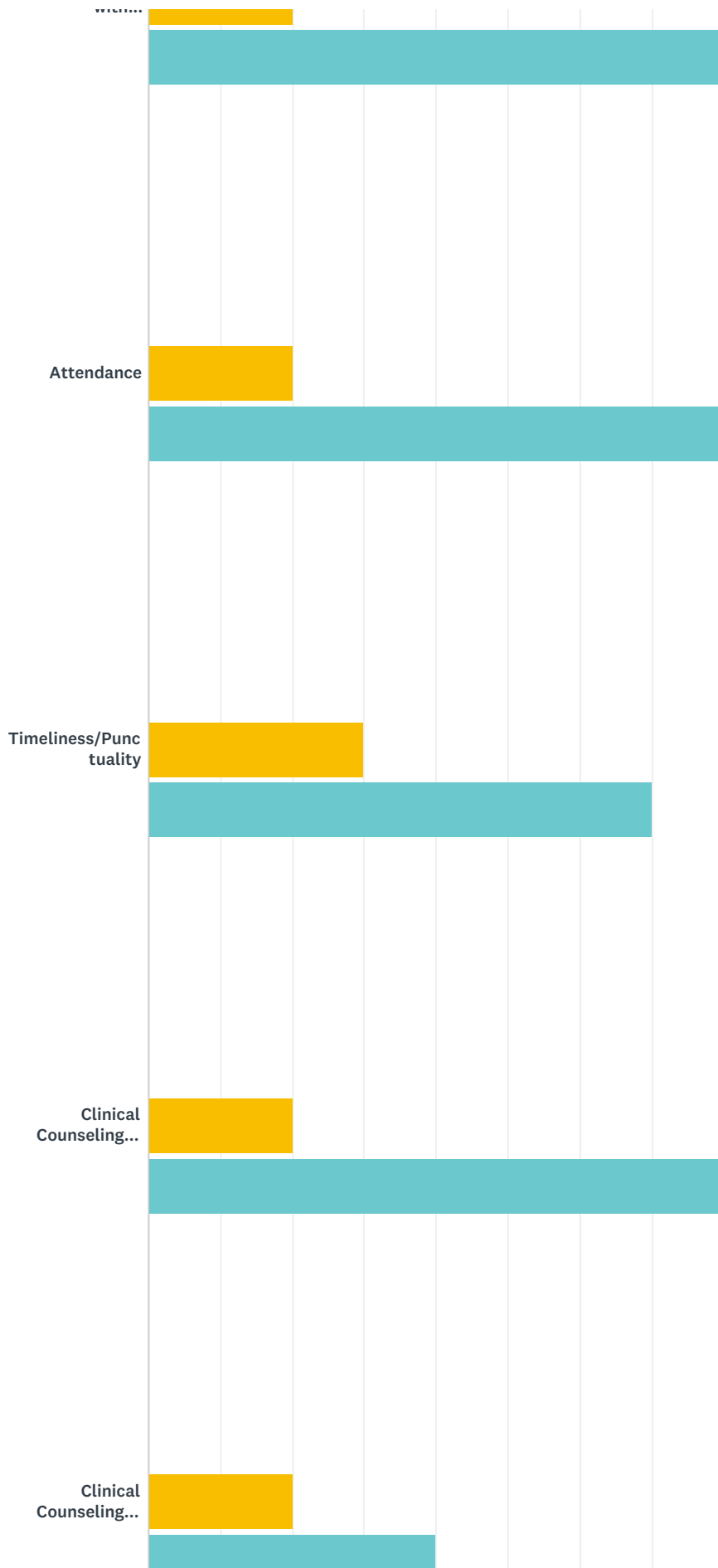
	NOT BEING MET	MINIMALLY BEING MET	SATISFACTORILY BEING MET	EXCEPTIONALLY BEING MET	TOTAL
To train graduate students as professional counselors in School or Clinical Mental Health settings in accordance with CACREP standards, while orienting students to the role and identity of a professional counselor, legal and ethical issues of the profession, and guidelines of the American Counseling Association.	0.00% 0	0.00% 0	40.00% 4	60.00% 6	10
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.	0.00% 0	0.00% 0	20.00% 2	80.00% 8	10
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.	0.00% 0	10.00% 1	30.00% 3	60.00% 6	10
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.	10.00% 1	0.00% 0	10.00% 1	80.00% 8	10
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	0.00% 0	0.00% 0	30.00% 3	70.00% 7	10
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.	0.00% 0	0.00% 0	30.00% 3	70.00% 7	10

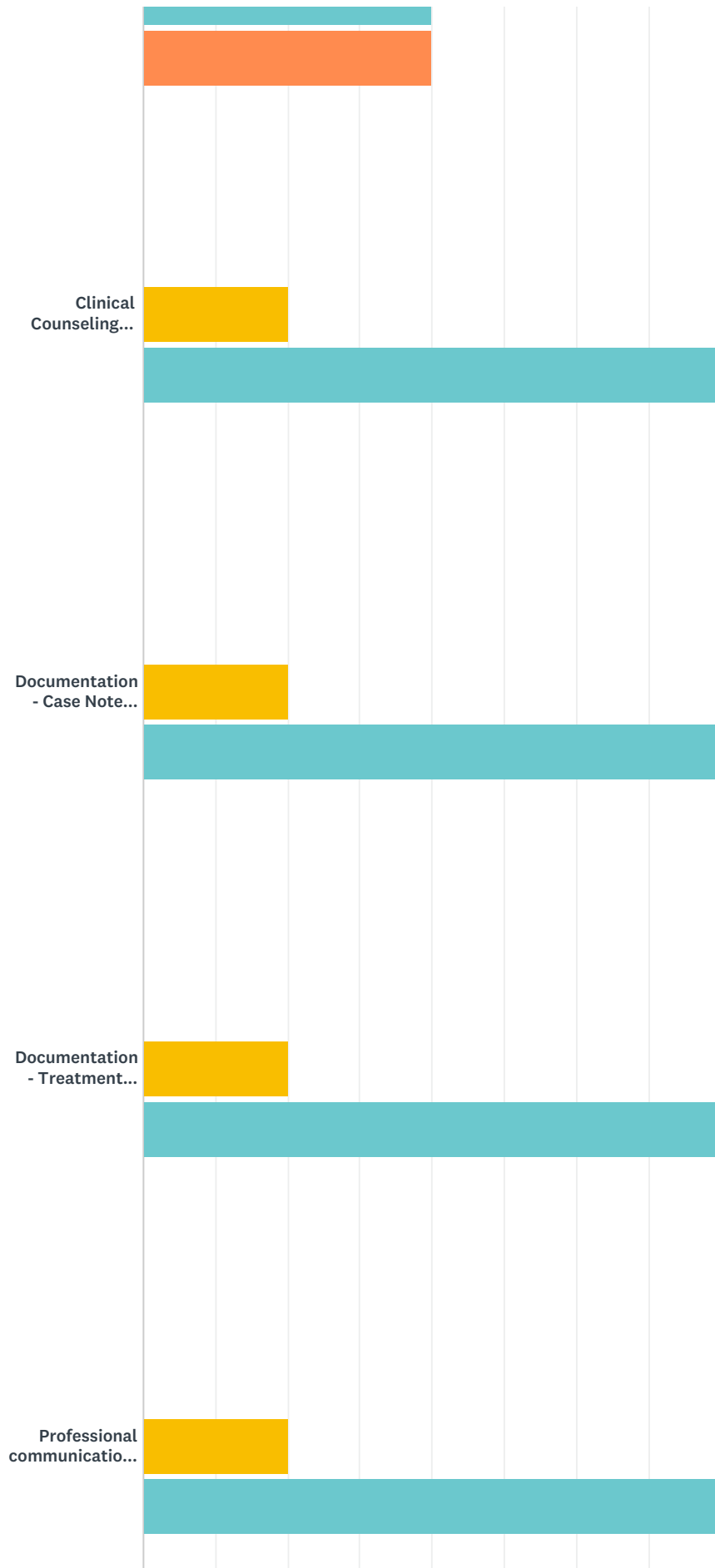
To train Clinical Mental Health Counselors (CMHC) to be competent clinicians with a strong counselor identity in accordance with American Mental Health Counselors Association (AMHCA) ethical standards, in order to prepare for careers as Licensed Mental Health Counselors (LMHC).	0.00% 0	0.00% 0	40.00% 4	60.00% 6	10
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).	0.00% 0	0.00% 0	30.00% 3	70.00% 7	10
To educate CMHC students regarding the impact of addiction, the propensity of addiction to co-occur with mental health conditions, and to treat addiction in accordance with the NYS Office of Alcoholism and Substance Abuse (OASAS) standards, with the option to earn their Credentialed Alcoholism and Substance Abuse Counselor in Training (CASAC-T) credential).	0.00% 0	10.00% 1	40.00% 4	50.00% 5	10
To evaluate student's ability to provide appropriate, ethical, and evidence-based treatment that promotes client strengths and client wellness in accordance with our counselor identity, while also addressing appropriate developmental, societal, and multicultural influences on client well-being.	0.00% 0	0.00% 0	40.00% 4	60.00% 6	10
To train students to utilize community resources, referral sources, and case management services in accordance with their role as clinical mental health counselors, including situations involving trauma, crisis, or risk to client wellbeing	0.00% 0	0.00% 0	30.00% 3	70.00% 7	10

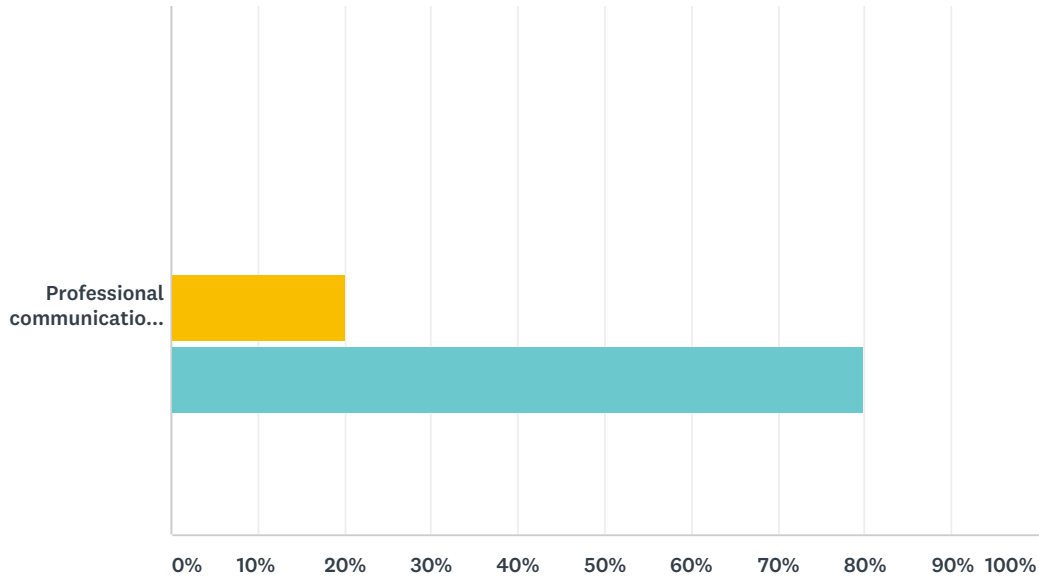
## Q2 How satisfied are you with the following qualities in the St. John's University alumni that you supervise?

Answered: 10 Skipped: 0









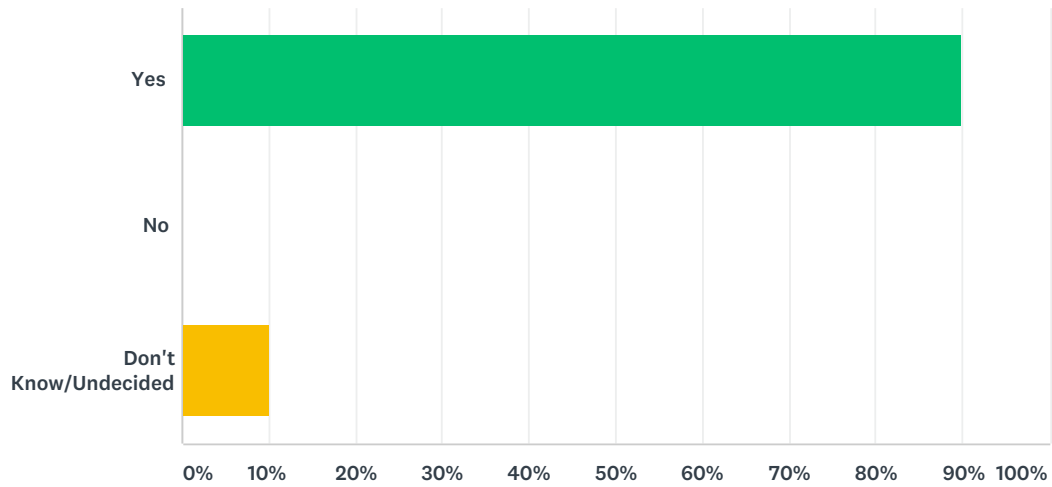
■ Not at all satisfied  
 ■ Marginally satisfied  
 ■ Satisfied  
 ■ Highly satisfied  
■ N/A

	NOT AT ALL SATISFIED	MARGINALLY SATISFIED	SATISFIED	HIGHLY SATISFIED	N/A	TOTAL	WEIGHTED AVERAGE
Interactions with clients	0.00% 0	0.00% 0	20.00% 2	80.00% 8	0.00% 0	10	3.80
Interactions with staff/colleagues	0.00% 0	0.00% 0	20.00% 2	80.00% 8	0.00% 0	10	3.80
Attendance	0.00% 0	0.00% 0	20.00% 2	80.00% 8	0.00% 0	10	3.80
Timeliness/Punctuality	0.00% 0	0.00% 0	30.00% 3	70.00% 7	0.00% 0	10	3.70
Clinical Counseling Skills - Individual	0.00% 0	0.00% 0	20.00% 2	80.00% 8	0.00% 0	10	3.80
Clinical Counseling Skills - Group	0.00% 0	0.00% 0	20.00% 2	40.00% 4	40.00% 4	10	3.67
Clinical Counseling Skills - Intake/Assessment	0.00% 0	0.00% 0	20.00% 2	80.00% 8	0.00% 0	10	3.80
Documentation - Case Note writing	0.00% 0	0.00% 0	20.00% 2	80.00% 8	0.00% 0	10	3.80
Documentation - Treatment Planning	0.00% 0	0.00% 0	20.00% 2	80.00% 8	0.00% 0	10	3.80
Professional communication - oral	0.00% 0	0.00% 0	20.00% 2	80.00% 8	0.00% 0	10	3.80
Professional communication - written	0.00% 0	0.00% 0	20.00% 2	80.00% 8	0.00% 0	10	3.80

**Q3 If there was an opportunity for promotion or advancement your organization for which the alumni that you supervise was qualified, would you consider them for advancement?**



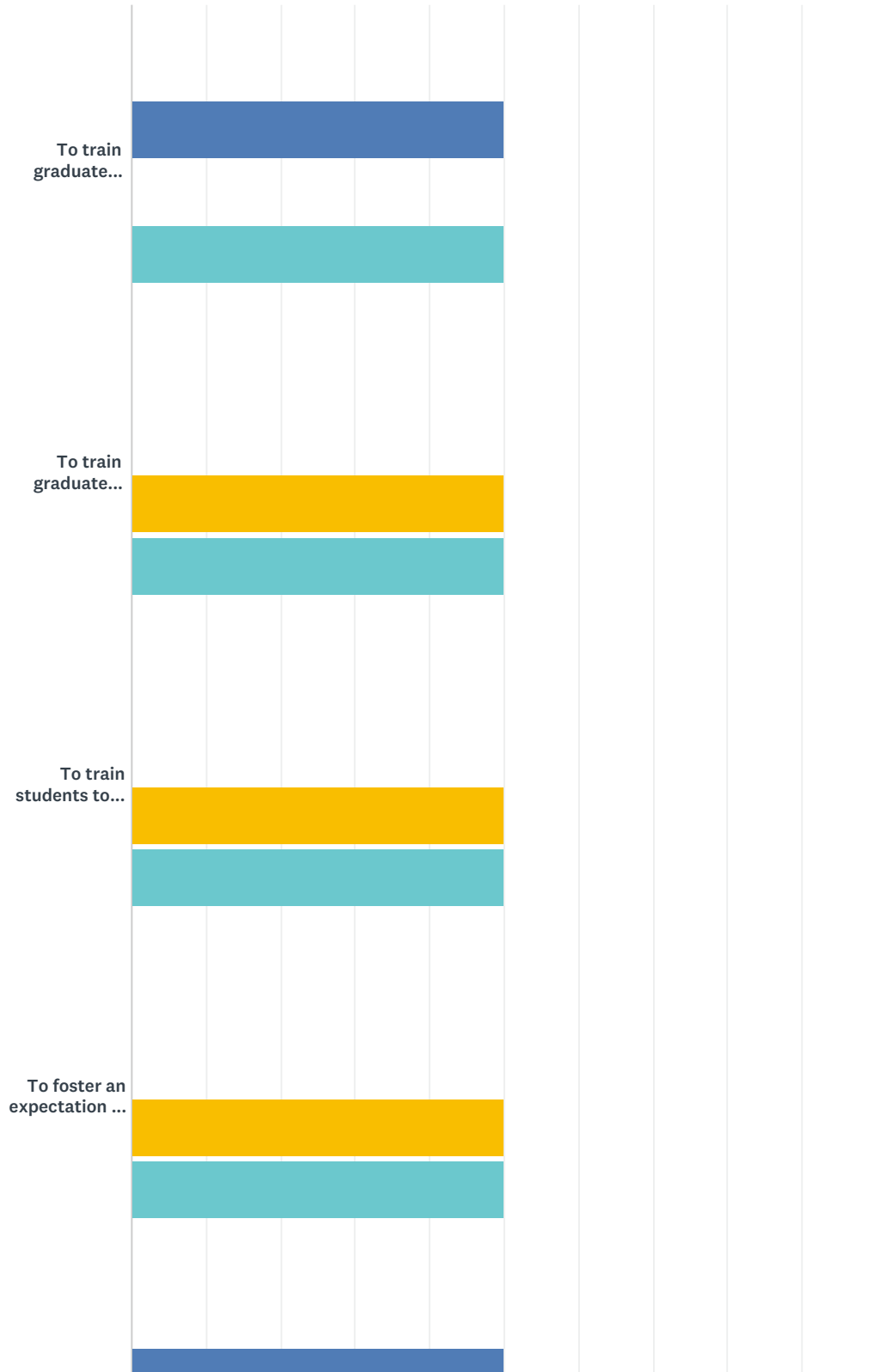
Answered: 10 Skipped: 0

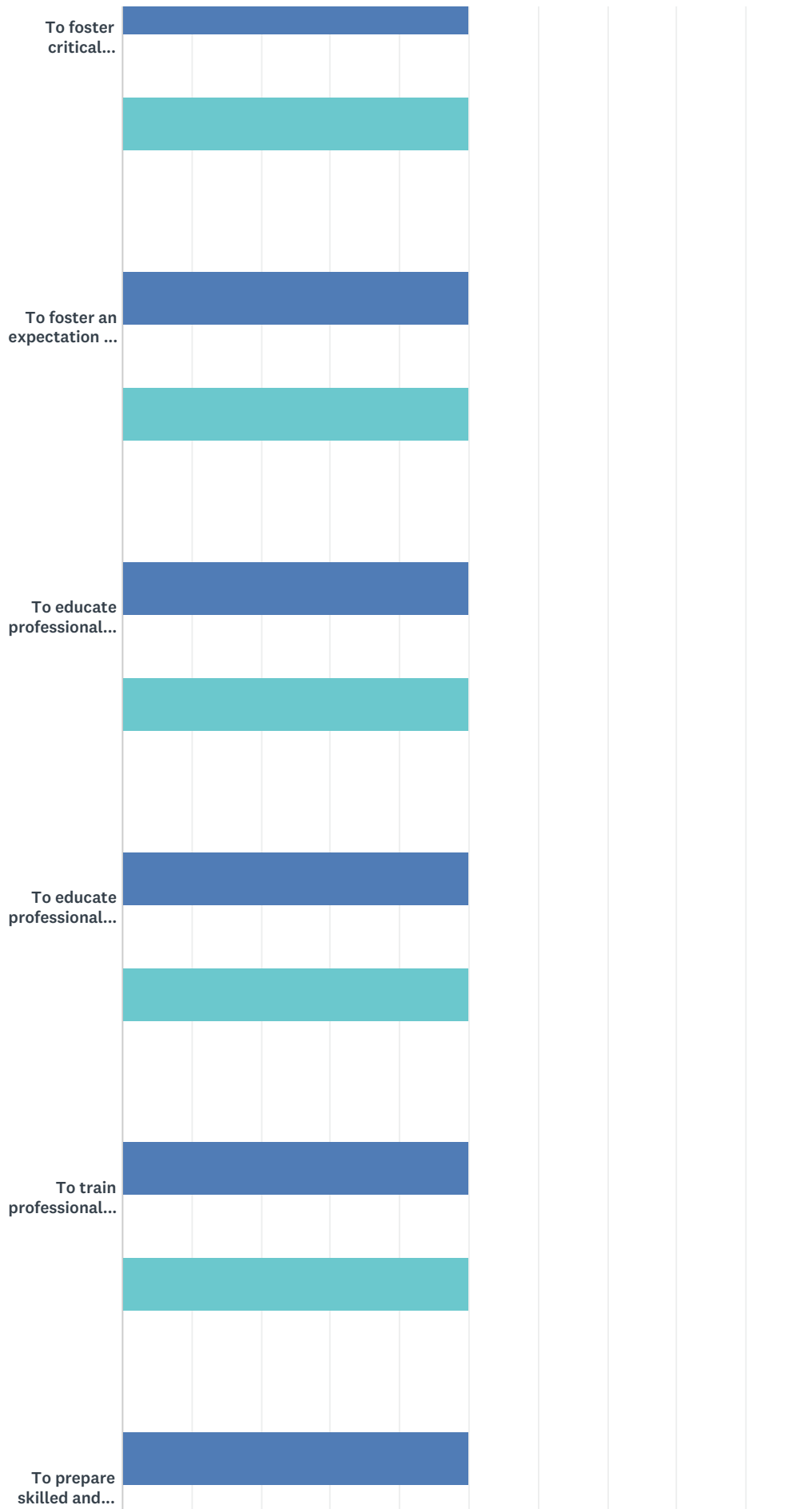


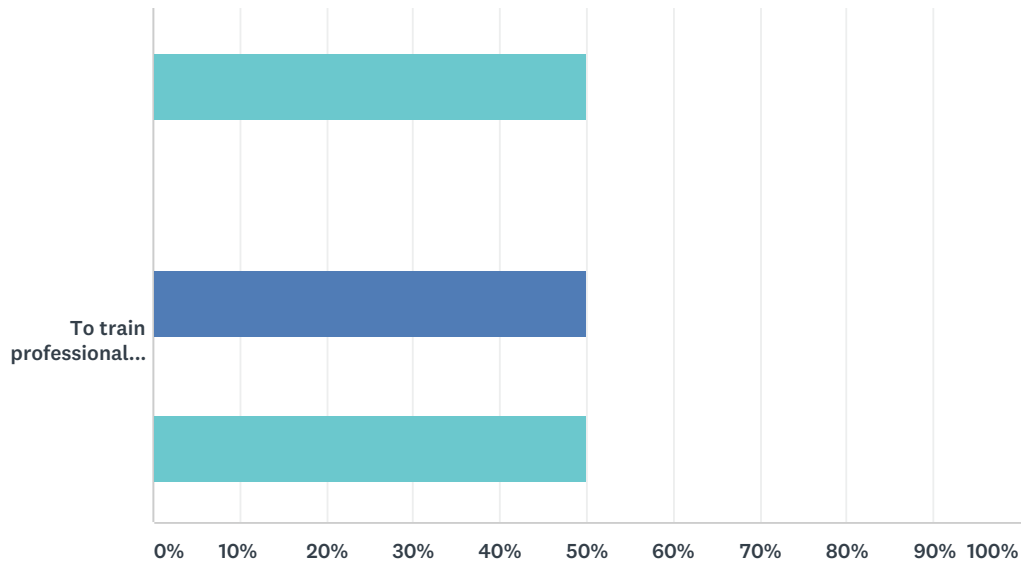
ANSWER CHOICES	RESPONSES	
Yes	90.00%	9
No	0.00%	0
Don't Know/Undecided	10.00%	1
<b>TOTAL</b>		<b>10</b>

# Q1 As the supervisor of a Counseling alumni at St. John's University, to what extent to you believe that the SCH counseling program at St. John's University is meeting the following objectives.

Answered: 2 Skipped: 0







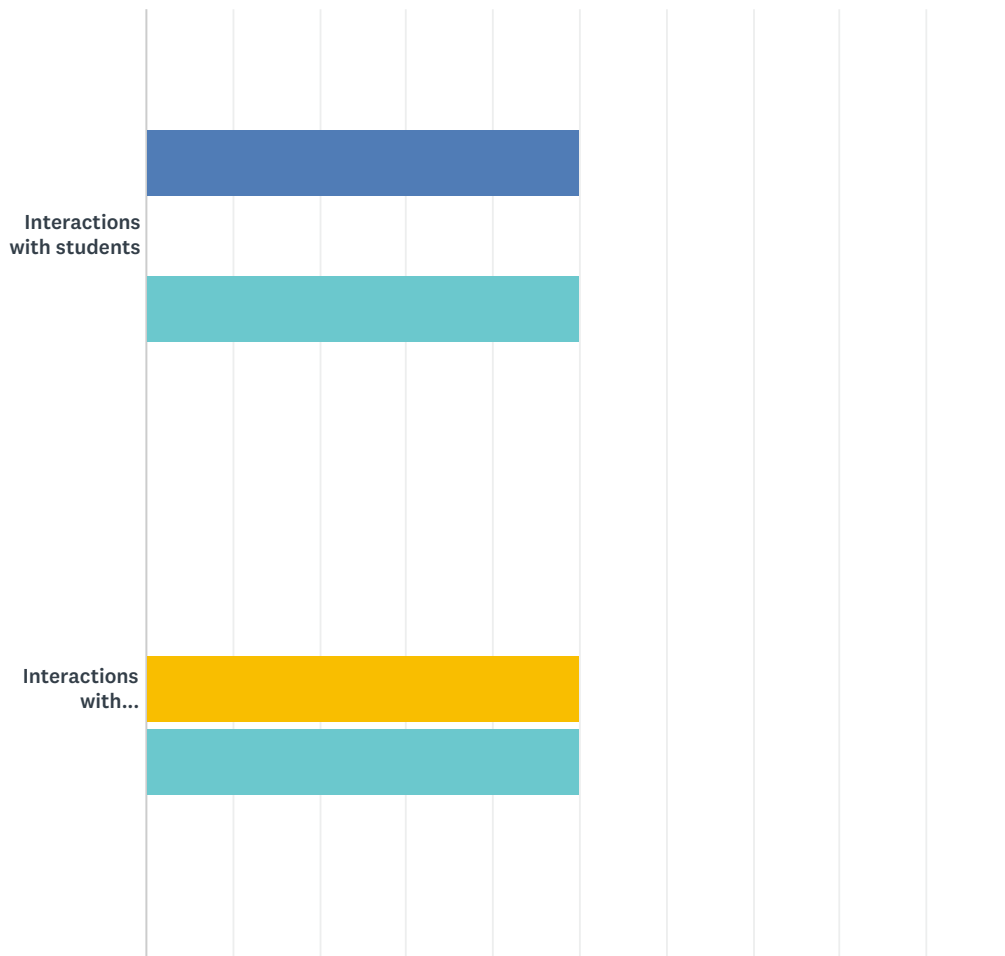
■ Not Being Met   
 ■ Minimally Being Met   
 ■ Satisfactorily Being Met  
■ Exceptionally Being Met

	NOT BEING MET	MINIMALLY BEING MET	SATISFACTORILY BEING MET	EXCEPTIONALLY BEING MET	TOTAL
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.	0.00% 0	50.00% 1	0.00% 0	50.00% 1	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.	0.00% 0	0.00% 0	50.00% 1	50.00% 1	2
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.	0.00% 0	0.00% 0	50.00% 1	50.00% 1	2
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.	0.00% 0	0.00% 0	50.00% 1	50.00% 1	2
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	0.00% 0	50.00% 1	0.00% 0	50.00% 1	2
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.	0.00% 0	50.00% 1	0.00% 0	50.00% 1	2

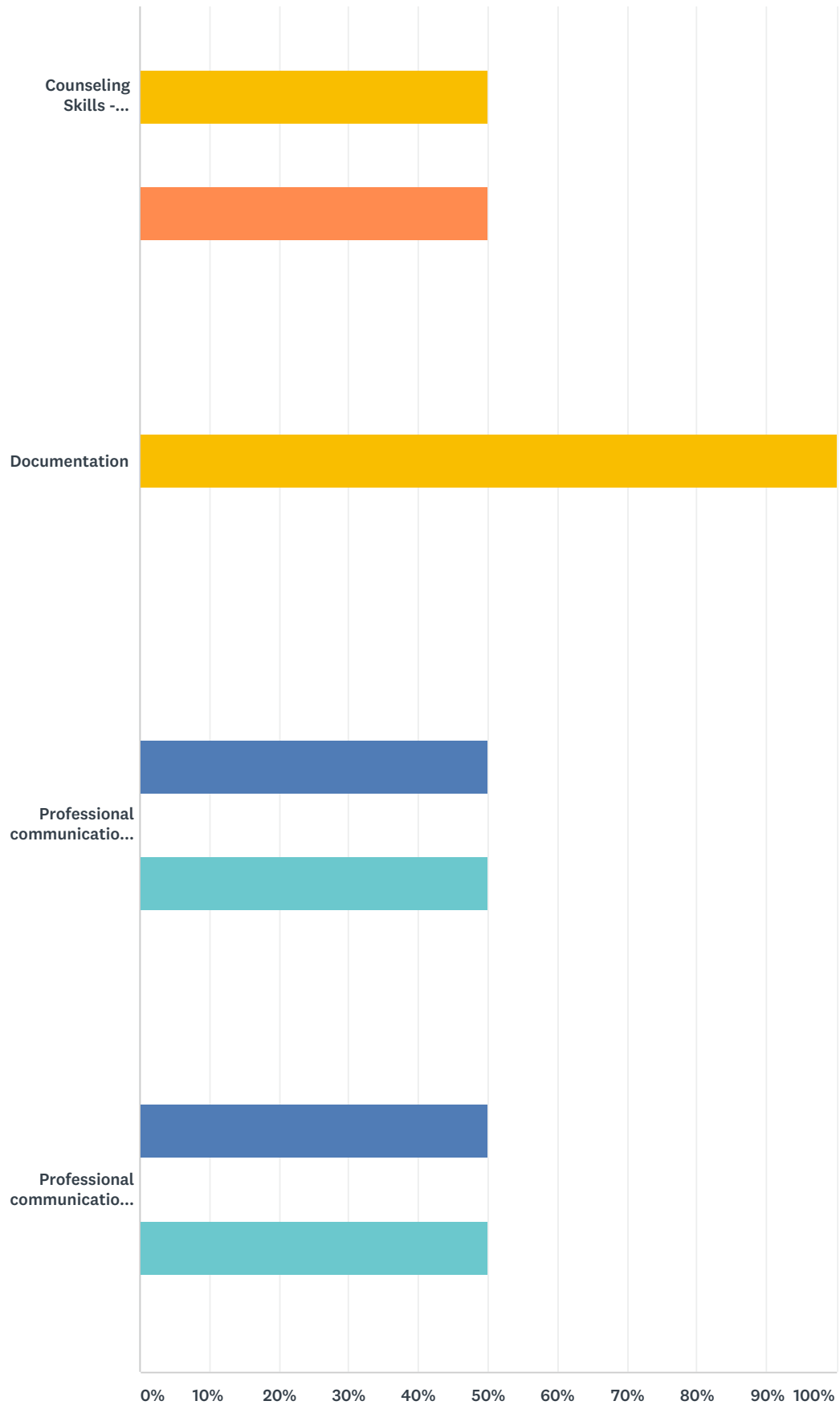
To educate professional School Counselors about the roles to be effective leaders, team members and collaborators, systemic change agents and advocates in the profession to improve the quality of education and access for all students	0.00% 0	50.00% 1	0.00% 0	50.00% 1	2
To educate professional School Counselors about models of comprehensive school counseling programs so as to develop activities for a school counseling program based on the American School Counseling Association model	0.00% 0	50.00% 1	0.00% 0	50.00% 1	2
To train professional School Counselors to utilize data to develop comprehensive, accountable counseling programs that address the academic, career and social-emotional needs and development of all students.	0.00% 0	50.00% 1	0.00% 0	50.00% 1	2
To prepare skilled and multiculturally competent school counselors who are capable of identifying and responding to the needs of diverse clients by providing a wide range of guidance and counseling services for children, adolescents and their parents.	0.00% 0	50.00% 1	0.00% 0	50.00% 1	2
To train professional school counselors to explore community resources, referral sources, and legal and ethical considerations specific to school counseling.	0.00% 0	50.00% 1	0.00% 0	50.00% 1	2

## Q2 How satisfied are you with the following qualities in the St. John's University alumni that you supervise?

Answered: 2 Skipped: 0





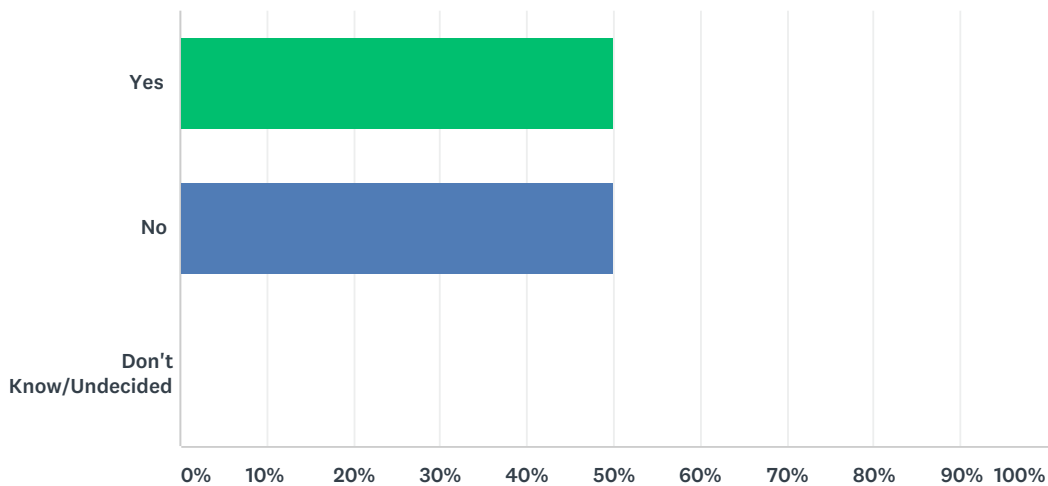


Not at all satisfied Marginally satisfied Satisfied Highly satisfied N/A

	NOT AT ALL SATISFIED	MARGINALLY SATISFIED	SATISFIED	HIGHLY SATISFIED	N/A	TOTAL	WEIGHTED AVERAGE
Interactions with students	0.00% 0	50.00% 1	0.00% 0	50.00% 1	0.00% 0	2	3.00
Interactions with staff/colleagues	0.00% 0	0.00% 0	50.00% 1	50.00% 1	0.00% 0	2	3.50
Attendance	0.00% 0	0.00% 0	50.00% 1	50.00% 1	0.00% 0	2	3.50
Timeliness/Punctuality	0.00% 0	0.00% 0	50.00% 1	50.00% 1	0.00% 0	2	3.50
Counseling Skills - Individual	0.00% 0	0.00% 0	50.00% 1	50.00% 1	0.00% 0	2	3.50
Counseling Skills - Group	0.00% 0	0.00% 0	50.00% 1	50.00% 1	0.00% 0	2	3.50
Counseling Skills - Classroom Guidance	0.00% 0	0.00% 0	50.00% 1	0.00% 0	50.00% 1	2	3.00
Documentation	0.00% 0	0.00% 0	100.00% 2	0.00% 0	0.00% 0	2	3.00
Professional communication - oral	0.00% 0	50.00% 1	0.00% 0	50.00% 1	0.00% 0	2	3.00
Professional communication - written	0.00% 0	50.00% 1	0.00% 0	50.00% 1	0.00% 0	2	3.00

**Q3 If there was an opportunity for promotion or advancement your organization for which the alumni that you supervise was qualified, would you consider them for advancement?**

Answered: 2 Skipped: 0



ANSWER CHOICES	RESPONSES
Yes	50.00% 1
No	50.00% 1



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Don't Know/Undecided	0.00%	0
TOTAL		2