



## THE SCHOOL OF EDUCATION

### DEPARTMENT/PROGRAM ANNUAL REPORT

The School of Education Annual Report for Academic Department(s) or Program(s) is intended to serve as a summary of activities over the past year and an outline of plans for the upcoming year.

This Annual Report:

- Should be completed by the person who was Chair/Coordinator/Director in a given department/program during the academic year.
- Should provide detailed and clear responses as requested
- May use a bulleted or short response format, *except* where you are being asked to provide reflection and analysis. There should be a concise, *meaningful* narrative response in those areas.
- The document should be uploaded via Microsoft Teams in a folder that will be labeled by department. Please upload to the appropriate department folder with the current AY in the filename. This will be used to download all reports moving forward. **Reports will be due on or before June 1<sup>st</sup> of each academic year.**

**Name and Title (of the person completing the report):**

*Heather C. Robertson, Ph.D. (Department Chair as of 6/1/2021)*

**Department or Program:** Counselor Education

**Academic Year:** 2020-2021

**Section 1: Executive Summary**

The 2020-2021 year continued to present challenges in relation to COVID-19 adjustments. The Counselor Education department adapted by providing all instruction for the academic year online, either via synchronous or asynchronous formats. Adaptations were also made to students enrolled in field placement classes, such as allowing virtual services, delayed start-times, and blending hours from semester to semester to assist our students to successfully complete the program on time. Ultimately, all but two Clinical Mental Health Counseling students were able to finish their classes and field work on time. The two students who were unable to complete their field hours by the designated deadlines and were required to move their graduation dates out one semester. Other challenges were presented based on limited faculty. Specifically, Dr. Cicco was unable to teach during the academic year due to serving as Associate Dean of the Staten Island campus. Dr. Robertson did not teach during the spring semester due to academic sabbatical. Notable accomplishments included resubmitting and receiving approval of our updated school counseling program to New York state per the new 60-hour regulations.

**Section 2: Department and/or Program Data and Analysis**

A. Mission and Organization:

From the 2018 Counselor Education Student Handbook

**“COUNSELOR EDUCATION DEPARTMENT MISSION STATEMENT**

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.”

**Departmental Organization** in 2020-2021 included:

- Dr. Robert Eschenauer, Department Chair
- Dr. Andrew Ferdinandi, School Counseling Program Coordinator
- Dr. Heather Robertson, Clinical Mental Health Counseling Coordinator

**B. Program Data:**

Table 1. Enrollment Reports <https://www.stjohns.edu/enrollment-reports>

	2017-2018	2018-2019	2019-2020	2020-2021
CMHC (Q)	63	66	64	65
SCH (Q)	30	36	40	25
Bil SCH (Q)	8	8	7	5
SCH (SI)	9	14	17	13
<b>Total Enrollments</b>	<b>110</b>	<b>124</b>	<b>128</b>	<b>108</b>

Table 2. Counseling Programs by Race/Ethnicity <https://www.stjohns.edu/enrollment-reports>

Major	Major Name	Non Resident	Black/African American	American Indian Alaskan Native	Asian	Hispanic	White	Unknown	Hawaiian/Pacific Islander	Races	Total
CMHC	Clinical Mental Health Counseling	1 (1%)	15 (23%)	0	6 (9%)	17 (26%)	23 (35%)	1 (1%)	0	2 (3%)	65
EDU8	School Counselor with Bil Ext	0	0	0	0	5 (100%)	0	0	0	0	5
SHC	School Counselor – Queens	1 (4%)	3 (12%)	0	1 (4%)	3 (12%)	17 (68%)	0	0	0	25
SHC	School Counselor - Staten Island	0	0	0	0	3 (23%)	10 (77%)	0	0	0	13

Table 3. Counseling Programs by Gender <https://www.stjohns.edu/enrollment-reports>

Major	Major Name	Male	Female	Total
CMHC	Clinical Mental Health Counseling	13 (20%)	52 (80%)	65
EDU8	School Counselor with Bil Ext	2 (40%)	3 (60%)	5
SHC	School Counselor – Queens	2 (8%)	23 (92%)	25
SHC	School Counselor - Staten Island	0	13	13

Note: Need table on test scores (CPCE, NCE, NCMHCE). Data not available for 2020-2021.

Based on the data provided please discuss trends in the data and discuss the efforts your department or program is making to:

- a) Support students academically (increasing academic success on exams or program level assessments). The CPCE is used as a comprehensive exam for the counseling program. The exam provides a metric for us to see how St. John’s Counseling students are scoring on to a national metric, in comparison to other CACREP and non-CACREP programs across the country. Due to COVID-19, the CPCE was waived for most students graduating in 2020 and 2021 because test locations were cancelled or unavailable, thus this metric is not available to us for 2020-2021. Other possible metrics for 2020-2021, such as NCE and NCMHCE, are also restricted due to a limited number of test takers and available data. We plan to return to the CPCE in 2022 and will utilize this data to make improvements to the program as needed.

Efforts to assist students academically during 2020-2021 were primarily focused on transitioning instruction to fully online learning to accommodate students during the COVID-19 crisis. An additional adaptation during 2020-2021 was the transition to

utilizing Canvas as our Learning Management Software (LMS). Each of these adaptations supported our student learning and attempted to provide them with quality education utilizing distance technologies.

- b) Describe efforts made in the recruitment of students from diverse and underrepresented groups. The Counseling Department did not make any specific efforts to attract students from diverse and underrepresented groups during the 2020-2021 academic year due to the remote nature of our services. Prior to COVID-19, the department had discussed recruitment plans including visits to local undergraduate colleges that attract diverse and underrepresented students, as well as presentations within the St. John's students and cultural affinity groups, that address the importance of diversity in the field of counseling.

It is evident, based on the data provided in Tables 2 and 3, that the Counselor Education programs must make more efforts to recruit male students and more diverse students, specifically in the school counseling program. Plans will be developed during the 2021-2022 academic year to target these student populations for recruitment efforts.

- c) Describe efforts to retain students from diverse and underrepresented groups. Efforts to retain students in the Counselor Education program have not been specifically targeted at students from diverse and under-represented backgrounds. Efforts to retain students have included the following: 1) Dr. Eschenauer's use of a recitation period to assist students struggling in EDU 6307 Research and EDU 6262 Assessment; 2) Adapting or adjusting several course assignments to on-line instruction, 3) Promotion of faculty office hours for students needing extra support, and 4) use of a remediation plan for students exhibiting problems of professional competency (PPC). Utilizing these strategies, we have been able to successfully retain students who have had academic and professional struggles.

### **Section 3: Teaching and Learning Culture (please limit to 250 words):**

Please describe any specific curriculum or teaching initiatives/accomplishments

- A. New courses approved or curricular changes in the current year (please provide a justification) The School Counseling MEd program, as well as the School Counselor with Bilingual Extension MEd program, was approved by New York State to increase to 60 hours based on NYS Department of Education requirements for certification. This revised program was submitted in spring of 2021 and was approved in May 2021.
- B. Courses or programs discontinued in the current year (please provide a justification). The 48-hour master's degree program in School Counseling will be discontinued beginning in the fall of 2021. Students who began in fall of 2020 will continue in the 48-hour program however students admitted beginning in fall 2021 will only be enrolled in the 60-hour program.
- C. Based on the data gathered (included any historical data) 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. Both the Advanced Certificates in School Counseling and Clinical Mental Health Counseling need to be re-evaluated, however not due to market demands. While there continues to be a limited demand for both programs, the School Counseling program increasing to 60 hours requires us to examine both programs, which typically attract students who have earned a master's degree in Counseling from St. John's University.

#### **Section 4: Intellectual Culture (please limit to 200 words)**

- A. If you would like to discuss faculty accomplishments, please discuss those here.

Highlights from Faculty Accomplishments include the following: Dr. Cicco had three journal publications and two professional presentations; Dr. Ferdinandi created a literary journal, conducted grand rounds at a local hospital, and developed a manuscript for publication; Dr. Li had a manuscript submitted for publication, submitted two grant applications/inquiries, and presented three professional presentations; and Dr. Robertson had a book publication, a manuscript accepted for publication, conducted four professional presentations, submitted a grant inquiry, and received a grant from the Association of Counselor Education and Supervision. Both Dr. Li and Dr. Robertson's publications were co-authored by St. John's University Counseling alumni from the Clinical Mental Health Counseling program, and former graduate assistants in the Counselor Education department.

#### **Section 5: Describe the top 5 Departmental Achievements**

- 1. Approval of Revised School Counseling Program:** The School Counseling program was successfully revised and approved by New York state.
- 2. CMHC Enrollment:** Despite the challenges of the pandemic, enrollment in our Clinical Mental Health Counseling program remained consistent with prior years' enrollments. This is a significant accomplishment considering the transition to online instruction during COVID, for a program that typically offers most courses in-person.
- 3. Timely Graduation during COVID:** Despite significant delays in field work due to students being pulled out of internships and internships cancelling in 2020, most students successfully managed to graduate on-time. Out of all 2020 and 2021 graduates, only two students had to move their graduation date out one semester to graduate.
- 4. Transition to Online Instruction:** The department successfully transitioned to online instruction during the 2020-2021 academic year.
- 5. Transition to Online Student Services:** The department utilized digital systems to serve students, conduct advising, and provide office hours during the 2020-2021 year.

#### **Section 6. SMART Goals (No more than 5 goals)**

Based on the data gathered for your program please goals SMART goal(s) for the upcoming academic year. SMART goals is intended to support the:

- Recruitment and Retention of students
- Academic success of students

S	Specific	What will be accomplished? What actions will you take?
M	Measurable	What data will measure the goal? (How much? How well?)
A	Achievable	Is the goal doable? Do you have the necessary skills and resources?
R	Relevant	How does the goal align with broader goals? Why is the result important?
T	Time-Bound	What is the time frame for accomplishing the goal?

### 1. Diversity of new students

Problem/Data: Based on the information provided in Table 2 and 3, there is a need for increased diversity in relation to race, ethnicity, and gender within our counseling programs.

SMART Goal: The Counselor Education department will create an action plan during September and October of 2021 that includes three actionable items to be implemented during the 2021-2022 school year. These actionable items will be aimed at increasing the diversity of our student body, using the metrics in Tables 2 and 3 as baseline data.

### 2. Enrollment in SCH

Problem/Data: Based on the information provided in Table 1, there is a need for increased enrollments in our school counseling program, specifically on the Staten Island campus

SMART Goal: The Counselor Education department will create an action plan during October and November that includes three actionable items to be implemented during the 2021-2022 school year. These actionable items will be aimed at increasing enrollment in our School Counseling program, using the metrics in Tables 1 as baseline data.

### 3. Test Score Data

Problem/Data: The Counselor Education department lacks consistent data on national test scores that demonstrate our students' overall success in relation to their peers.

SMART Goal: The chair will gather baseline data from all test agencies for CPCE, NCE, and NCMHCE. SJU student test results will be examined relation to the national average and specific counseling topics. Faculty will conduct a needs analysis to determine if there is a need to improve specific course content in relation to overall data performance. Test score data will be gathered and shared by March of 2022. Needs analysis and recommendations will be conducted by May 2022.

### 4. Advanced Certificate Revisions.

Problem/Data: The Counselor Education department needs to revise the advance certificate programs for both School Counseling and Clinical Mental Health Counseling now that the School program is 60 hours.

SMART Goal: The Program Coordinators for School Counseling and Clinical Mental Health Counseling, with support from the chair and department, will lead efforts to revise the advanced certificate for their respective programs. Recommended revisions will be

completed by February, and if needed, changes will be submitted to Albany for approval in summer of 2022.

### **Section 7: Program Climate**

- A. Please provide a brief summary on specific efforts/actions the department or program has taken to move towards an inclusive and Anti-racist environment or curriculum.

#### General:

- Readings in all classes, including suggested readings on the bibliography list and required text books, are being evaluated and updated by faculty, in an effort to ensure that readings represent diverse perspectives and voices in the counseling profession.
- In addition to disability accommodations and campus safety notices, Dr. Robertson began including a “Classroom Inclusivity Statement” in all syllabi beginning in 2020. This statement, adapted from sample statements at the University of Iowa and University of Michigan, inform students that the classroom welcomes diverse perspectives, and that the professor will make attempts to recognize, respect, and honor diversity in the classroom. More important, the statement invites students to share their experiences and suggestions on how the professor can make the classroom more welcoming.

#### Course Specific:

- EDU 6530 – Multicultural Counseling. Dr. Li added the topic “Helping Individuals Deal with Racism” in both his summer 2020 and summer 2021 sections of the course, to address the mental health components that accompany racism experienced by individuals.
- EDU 6364 – Counseling the Substance User. Following the George Floyd murder and social unrest, Dr. Robertson included content on the War on Drugs, School to Prison pipeline and the inequitable treatment of persons of color in the criminal justice system with substance related convictions.

- B. Please provide a brief summary on specific efforts/actions the department or program has taken to support students during the COVID-19 Pandemic.

The department responded to students during the COVID-19 pandemic in several ways. As stated, all instruction was transitioned to online instruction, including student support services, office hours, and advising. Faculty provided alternative activities and supports for students enrolled in field work classes, such as providing telemental health counseling training to all students enrolled in a field class. Additionally, didactic classes adapted both their instruction and assignments to accommodate online learners. Some students did not relocate to NY due to COVID-19, and faculty accommodated them in their in-person classes. One faculty member taught an overload without compensation to help students maintain graduation deadlines.