Program Evaluation
M.S. Program in Mental Health Counseling
St. John Fisher University
March 2024

Dear Students, Alumni, Community Partners, Advisory Board, and Interested Parties:

On behalf of the faculty of the Mental Health Counseling Program, I am pleased to share evaluation data based on our last two years of operation. In accordance with the accreditation requirements of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), we will periodically share the results of various evaluations conducted for our program with you: our students, alumni, administration, alumni employers, intern supervisors, and community partners.

Included in this report are the following:

- Program Mission statement and Objectives
- Graduation and Attrition and Employment Rates
- Results of Alumni survey (2023)
- Results of Employers of graduates survey (2023)
- Results of Key Performance Indicators (2019-2023)

Our goal in gathering and reporting such data is to continuously evaluate and improve our program in light of our dynamic profession and a constantly changing environment. We hope to always provide the most thorough preparation possible for entry into the profession of mental health counseling.

Your feedback is always welcome. Thank you for your continued interest in, and support of, our program.

Sincerely,

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Mental Health Counseling Program
Overview and Mission Statement

The following program mission statement was adopted by the faculty of the Mental Health Counseling Program at St. John Fisher College and endorsed by the Advisory Board of the program. The Mission statement and Objectives were updated in October 2020. The Mission statement for the MHC Program will also be updated at our March 20, 2024 meeting as part of a full strategic planning process for the Wegmans School of Nursing.

Mission

Building on the mission of St. John Fisher College, the Mental Health Counseling Program's mission is to deliver culturally informed personalized instruction to a diverse student body regarding essential counseling knowledge and skills, as well as facilitating the development and enhancement of personal qualities and characteristics necessary to become an outstanding professional mental health counselor.

Program Objectives

Demonstrate professional skills and personal qualities required for working as an effective counselor in an integrated setting

Demonstrate a variety of differential diagnostic assessment skills consistent with the most current diagnostic manual

Demonstrate the ability to use a diverse range of evidence-based intervention strategies

Develop appropriate intervention plans based upon knowledge of culturally relevant variables in client care, including ethnicity, religion, socioeconomic levels, gender, sexual orientation, and disability status

Demonstrate professional behavior consistent with ethical guidelines of Mental Health Counseling professional organizations and regulatory agencies.

Mental Health Counseling Program
Outcomes Assessment

Program effectiveness is assessed using measures that include graduation rates and attrition, employment rates, alumni surveys, employee surveys, site supervisor surveys, Key Performance Indicators (KPIs) feedback from Advisory Board meetings, and formal curriculum review. Please find the following measures of outcomes for this report:

Graduation Rates and Attrition

In 2023, there were 25 graduates of the St. John Fisher University MS in Mental Counseling Program. Of the admitted students, 93% of our students graduated on time. All of them (100%) are currently employed in the field of mental health counseling.

Alumni Employment Rates

The Mental Health Counseling Chair tracks each alumna/us through online permit and license verifications, email outreach, and communication from alumni. Alumnae/i employment rates are posted on our website in order to inform prospective students. This information is used by the Mental Health Counseling Faculty to evaluate the health of the field in our local area and to determine how many of our graduates secure employment in the field of mental health counseling. This is assessed annually.

At the end of 2023, there were 462 total graduates of the Mental Health Counseling program from 2006-2023. Our data demonstrates that 450 of those alumni have been employed in the field as mental health professionals. This represents a 98% employment rate.

Licensure Exam Pass Rates

We have not received pass rates since 2014. We have reached out to Dr. David Hamilton, Assistant Commissioner for Professional Licensure and Practice for the New York State Office of the Professions in an effort to get pass rates again. We will post pass rates as soon as they are made available to us again. In the meantime, we have started surveying our graduates to gather our own data related to passage rates for the NCMHCA.

Surveys

Site supervisors, employers of program graduates, and alumni are surveyed in order to assess their perceptions of major aspects of our program and graduates' preparation for the practice of mental health counseling. Information from these measures has been useful to inform potential program changes. In accordance with the accreditation requirement for the Council for Accreditation of Counseling and Related Educational Programs (CACREP), we periodically share the results of various evaluations conducted for our program with students, alumni, administration, alumni employers, internship supervisors, and community partners. Alumni site supervisors, and employers of our alumni, are invited to complete electronic surveys that assess how our program has prepared graduates for work in the field of mental health counseling. Surveys are conducted every three years by the faculty to gather opinions and suggestions for program improvement. In addition to surveys, the program maintains LinkedIn and Facebook webpages, through which faculty members communicate regularly with our alumni regarding surveys and employment opportunities.

In response to feedback received through program evaluation we implemented the following program modifications in the past three-years.

- We began holding an annual Celebration of Culture in November to encourage student interactions around culture and belonging. This dinner has grown in attendance to over 40 students in 2023 during which Dr. Deep Sing, a medical doctor from India came to talk to students.
- In response to requests from a growing number of Muslim students we create a private space for mediation and prayer.

- In response to feedback from 1st year students related to making connections and finding resources in the Rochester Community and among each other we created a new Brightpace Welcome Page for new students with several resources and ways to connect with each other.

Alumni Survey (2023)

The SJFC Mental Health Counseling Program deployed the Alumni Survey in 2023 and received 20 responses. As with our last alumni survey previous surveys, faculty in the MHC program decided to limit the pool of alumni respondents to graduates from the last four years in order to assess changes from current curricular adjustments. Alumni were asked to respond to statements on a five-point Likert type scale asking if they strongly disagreed, disagreed, neither agreed nor disagreed, agreed, or strongly agreed with statements regarding their preparation and quality of the mental health counseling program. The results are below.

#	Question	Strongly disagree		disagree		Neither agree nor disagree		agree		Strongly agree		Total
1	Theories and relevant research in the field	0.00%	0	5.00%	1	5.00%	1	55.00%	11	35.00%	7	20
2	Counseling skills	0.00%	0	0.00%	0	0.00%	0	25.00%	5	75.00%	15	20
3	Consulting skills	0.00%	0	0.00%	0	25.00%	5	40.00%	8	35.00%	7	20
4	Assessment and diagnostic skills	0.00%	0	0.00%	0	0.00%	0	10.00%	2	90.00%	18	20
5	Case management and referral skills	0.00%	0	21.05%	4	31.58%	6	36.84%	7	10.53%	2	19
6	Group counseling skills	0.00%	0	0.00%	0	11.11%	2	38.89%	7	50.00%	9	18
7	Program development and evaluation	0.00%	0	0.00%	0	26.32%	5	63.16%	12	10.53%	2	19
8	The use of evaluation data to improve counseling services	0.00%	0	5.00%	1	15.00%	3	45.00%	9	35.00%	7	20
9	Career counseling and development	0.00%	0	5.56%	1	5.56%	1	55.56%	10	33.33%	6	18
10	Human development and its application to counseling	0.00%	0	5.00%	1	5.00%	1	35.00%	7	55.00%	11	20
11	Multicultural sensitivity, knowledge and skills	0.00%	0	0.00%	0	5.00%	1	30.00%	6	65.00%	13	20
12	Social advocacy for clients of a variety of cultural backgrounds	0.00%	0	5.00%	1	0.00%	0	45.00%	9	50.00%	10	20

#	Question	Strongly disagree		disagree		Neither agree nor disagree		agree		Strongly agree		Total
13	Professional and ethical behavior	0.00%	0	0.00%	0	0.00%	0	30.00%	6	70.00%	14	20
14	Professional standards and their implications for practice	0.00%	0	0.00%	0	5.00%	1	30.00%	6	65.00%	13	20
15	Personal and professional behaviors that promote self-growth, including seeking new learning opportunities	0.00%	0	0.00%	0	5.00%	1	45.00%	9	50.00%	10	20
16	Interpersonal behaviors that promote collaboration with peers, supervisors, staff, and community members	0.00%	0	0.00%	0	0.00%	0	40.00%	8	60.00%	12	20
17	Openness and responsiveness to feedback	0.00%	0	0.00%	0	0.00%	0	40.00%	8	60.00%	12	20
18	Dependability and conscientiousness	0.00%	0	0.00%	0	0.00%	0	35.00%	7	65.00%	13	20
19	Leadership skills	0.00%	0	0.00%	0	10.53%	2	63.16%	12	26.32%	5	19
20	The use of evidence-based counseling skills	0.00%	0	0.00%	0	10.00%	2	40.00%	8	50.00%	10	20
21	The personal qualities necessary for success as a counselor	0.00%	0	0.00%	0	0.00%	0	25.00%	5	75.00%	15	20
22	The development of appropriate intervention plans	0.00%	0	5.00%	1	0.00%	0	60.00%	12	35.00%	7	20

#	Question	Strongly disagree		disagree		Neither agree nor disagree		agree		Strongly agree		Total
1	Theories and relevant research in the field	0.00%	0	5.00%	1	5.00%	1	55.00%	11	35.00%	7	20
2	Counseling skills	0.00%	0	0.00%	0	0.00%	0	25.00%	5	75.00%	15	20
3	Consulting skills	0.00%	0	0.00%	0	25.00%	5	40.00%	8	35.00%	7	20
4	Assessment and diagnostic skills	0.00%	0	0.00%	0	0.00%	0	10.00%	2	90.00%	18	20
5	Case management and referral skills	0.00%	0	21.05%	4	31.58%	6	36.84%	7	10.53%	2	19
6	Group counseling skills	0.00%	0	0.00%	0	11.11%	2	38.89%	7	50.00%	9	18

#	Competency Area										Total
7	Program development and evaluation	0.00%	0	0.00%	0	26.32%	5	63.16%	12	10.53%	2	19
8	The use of evaluation data to improve counseling services	0.00%	0	5.00%	1	15.00%	3	45.00%	9	35.00%	7	20
9	Career counseling and development	0.00%	0	5.56%	1	5.56%	1	55.56%	10	33.33%	6	18
10	Human development and its application to counseling	0.00%	0	5.00%	1	5.00%	1	35.00%	7	55.00%	11	20
11	Multicultural sensitivity, knowledge and skills	0.00%	0	0.00%	0	5.00%	1	30.00%	6	65.00%	13	20
12	Social advocacy for clients of a variety of cultural backgrounds	0.00%	0	5.00%	1	0.00%	0	45.00%	9	50.00%	10	20
13	Professional and ethical behavior	0.00%	0	0.00%	0	0.00%	0	30.00%	6	70.00%	14	20
14	Professional standards and their implications for practice	0.00%	0	0.00%	0	5.00%	1	30.00%	6	65.00%	13	20
15	Personal and professional behaviors that promote self-growth, including seeking new learning opportunities	0.00%	0	0.00%	0	5.00%	1	45.00%	9	50.00%	10	20
16	Interpersonal behaviors that promote collaboration with peers, supervisors, staff, and community members	0.00%	0	0.00%	0	0.00%	0	40.00%	8	60.00%	12	20
17	Openness and responsiveness to feedback	0.00%	0	0.00%	0	0.00%	0	40.00%	8	60.00%	12	20
18	Dependability and conscientiousness	0.00%	0	0.00%	0	0.00%	0	35.00%	7	65.00%	13	20
19	Leadership skills	0.00%	0	0.00%	0	10.53%	2	63.16%	12	26.32%	5	19
20	The use of evidence-based counseling skills	0.00%	0	0.00%	0	10.00%	2	40.00%	8	50.00%	10	20
21	The personal qualities necessary for success as a counselor	0.00%	0	0.00%	0	0.00%	0	25.00%	5	75.00%	15	20
22	The development of appropriate intervention plans	0.00%	0	5.00%	1	0.00%	0	60.00%	12	35.00%	7	20

Employer Survey (2023)

We are pleased top report that we had much better success gathering employment data in 2023 than we did in 2020. The results of this survey are below. They are based on a 1-5 Likert Scale with 1 being strongly disagree and 5 being strongly agree that the graduates from the MHC Program at SJF that they hired are adequately trained in the applicable area.

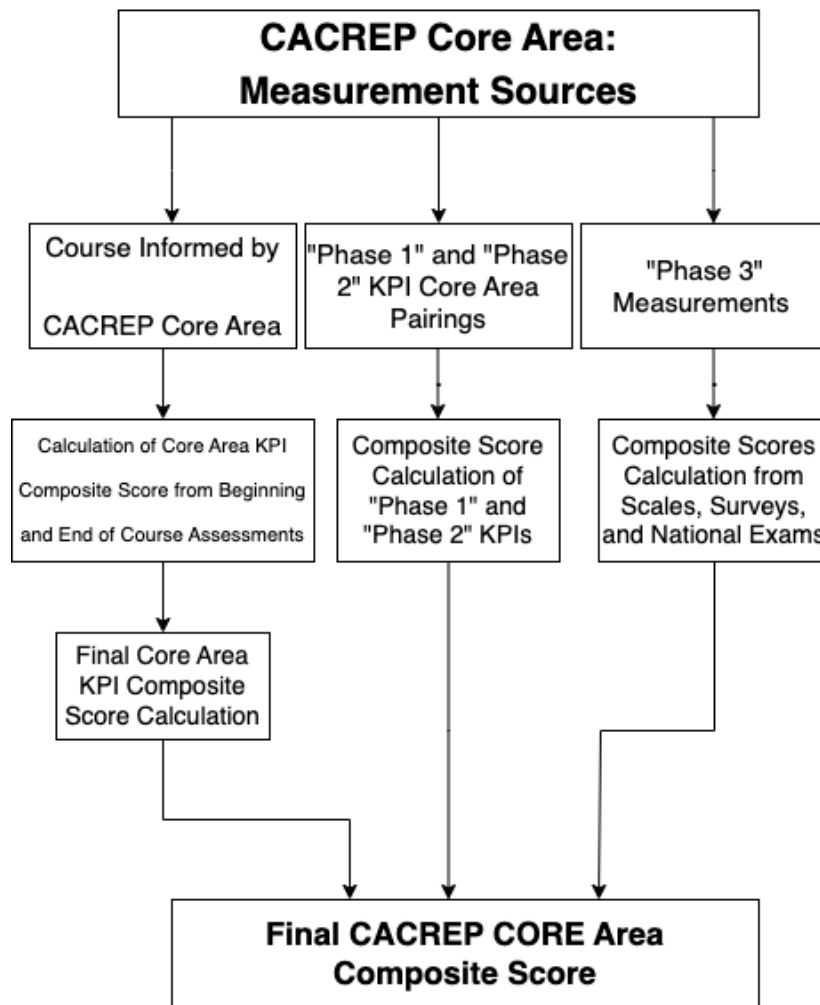| #	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Theories and relevant research in the field	4.00	5.00	4.67	0.47	0.22	12
2	Counseling skills	4.00	5.00	4.75	0.43	0.19	12
3	Consultation skills	3.00	5.00	4.18	0.57	0.33	11
4	Assessment or diagnostic skills	4.00	5.00	4.42	0.49	0.24	12
5	Case management and referral skills	2.00	5.00	3.75	0.83	0.69	12
6	Group counseling skills	3.00	5.00	4.10	0.54	0.29	10
7	Program development and evaluation	2.00	4.00	3.38	0.70	0.48	8
8	The use of evaluation data to improve counseling services	3.00	5.00	4.18	0.83	0.69	11
9	Career counseling and development	3.00	5.00	3.75	0.83	0.69	8
10	Human development and its application to counseling	4.00	5.00	4.83	0.37	0.14	12
11	Multicultural sensitivity, knowledge, and skills	4.00	5.00	4.83	0.37	0.14	12
12	Social advocacy for clients of a variety of cultural backgrounds	4.00	5.00	4.58	0.49	0.24	12
13	Professional and ethical behavior	5.00	5.00	5.00	0.00	0.00	12
14	Professional standards and their implications for practice	5.00	5.00	5.00	0.00	0.00	12
15	Personal and professional behaviors that promote self-growth, including seeking new learning opportunities	4.00	5.00	4.73	0.45	0.20	11
16	Interpersonal behaviors that promote collaboration with peers, supervisors, staff, and community members	4.00	5.00	4.83	0.37	0.14	12
17	Openness and responsiveness to feedback	4.00	5.00	4.83	0.37	0.14	12
18	Dependability and conscientiousness	4.00	5.00	4.83	0.37	0.14	12
19	Leadership skills	3.00	5.00	4.40	0.66	0.44	10
20	The use of evidence-based counseling skills	4.00	5.00	4.75	0.43	0.19	12
21	The personal qualities necessary for success as a counselor	4.00	5.00	4.91	0.29	0.08	11
22	The development of appropriate intervention plans	4.00	5.00	4.50	0.50	0.25	12

<p style="text-align:center"><u>Key Performance Indicators (KPI) (2019-2023)</u></p>

Each of the eight CACREP Core Areas are aligned with a specific counseling course and a KPI that serves as one measurement for both a CACREP Core Area and the course. Using *GMHC 515: Social and Cultural Diversity* as an example, the KPI for this course, which we have labeled as "KPI 3," reads as the following: "Students will learn and utilize cultural competence which includes self-awareness, knowledge of diverse cultures/ communities, and culturally relevant strategies to promote effective interpersonal and therapeutic relationships." The aforementioned KPI, as with every KPI in our assessment system, is measured at least twice throughout the course of the semester, once in the beginning, and once at the end. From this these two measurements, we capture a single composite score for a students' progress while training in that competency area, not only for the course, but as one overall measurement of the CACREP Core Area as well. After students' completion of one course, we have one CACREP Core Area score from the KPI in the corresponding course.

Additional measures of a CACREP Core Area take place outside of its designated course by pairing it with another KPI, from another course and CACREP Core Area, that requires the use of foundational knowledge from a KPI that a student has already completed. These pairings of KPIs are from "Phase 1" and "Phase 2" of our program. Using the Social and Cultural Diversity Core Area as an example, a student is first asked to understand cultural humility, as indicated in "KPI 3," in *GMHC 515: Social and Cultural Diversity,* and then use what they have learned from that KPI measurement and apply it in *GMHC: 650 Counseling Internship* through "KPI 9" which reads: "Students will demonstrate professional and ethical behavior while providing introductory level counseling skills in their fieldwork while being open to supervisor feedback and reflection." These KPI scores represent multiple measurements of one Core Area that occur at different times throughout a students' program.

Once these CACREP Core Area scores have been obtained from the KPIs in "Phase 1" and "Phase 2," we turn to measurements in "Phase 3" of our program to further evaluate a students' competency in a Core Area. Measurements can include items from the Employer, Alumni, Site Supervisor, Graduate Surveys, and/or the Counselor Competencies Scales (CCS-R), and scores from national counselor examinations, such as the National Clinical Mental Health Counseling Examination, or the National Counselor Examination. For example, using the Social and Cultural Diversity Core Area, specific questions from the Employer, Alumni, Site Supervisor, Graduate Survey, are used to determine how well a student has been able to demonstrate their practical ability in a Core Area while engaged in clinical work as a student or a practicing mental health counseling professional.

Below you find a graph to illustrate this process, as well as a series of tables of the assessments used to measure each Core Area, as well as their final composite score.

CACREP Core Area: Measurement Sources

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                    │   CACREP Core Area:         │
                    │   Measurement Sources       │
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│ Course Informed │ │ "Phase 1" and   │ │ "Phase 3"       │
│ by              │ │ "Phase 2" KPI   │ │ Measurements    │
│ CACREP Core Area│ │ Core Area       │ │                 │
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│ Composite Score │ │ "Phase 1" and   │ │ Scales, Surveys,│
│ from Beginning  │ │ "Phase 2" KPIs  │ │ and National    │
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KPI results Fall 2019-Spring 2023

Core Area: Professional Counseling Orientation and Ethical Practice				
Phase	**KPI**	**Course**	**Assessment**	**Score**
1	KPI 1: Students will demonstrate basic helping relationship and therapeutic intervention skills that are ethically and culturally appropriate.	GMHC 500 Mental Health Counseling as a Profession	Counseling Skill Assignment Midterm Exam	92% 89%
2	KPI 1: Students will demonstrate basic helping relationship and therapeutic intervention skills that	GMHC 500 Mental Health Counseling as a Profession	Counseling Skill Assignment Midterm Exam	92% 89%

		GMHC 550 Counseling Practicum	Site Supervisor Evaluation	3.8/5 78%
	are ethically and culturally appropriate. KPI 9: Students will demonstrate professional and ethical behavior while providing introductory level counseling skills in their fieldwork while being open to supervisor feedback and reflection.			
			Composite Score	**86%**
3	My employee(s)/supervisee(s) who graduated from the Master of Science in Mental Health Counseling Program at St. John Fisher University are adequately prepared in: (13) Professional and ethical behavior; (14) Professional standards and their implications for practice		Employer Survey Question #6 Areas 13 & 14	100%
	Rate the overall effectiveness of your SJF interns for each of the following knowledge/skill sets: (12) Professional, ethical behavior		Site Supervisor Survey Question #4 Area 12	91%
			Composite Score	90%

Core Area: Social and Cultural Diversity				
Phase	KPI	Course	Assessment	Score
1	KPI 3: Students will learn and utilize cultural competence which includes self-awareness, knowledge of diverse cultures/ communities, and culturally relevant strategies to promote effective interpersonal and therapeutic relationships.	GMHC 515 Social & Cultural Diversity	Cultural Immersion Group Presentation	98% 98%
2	KPI 3: Students will learn and utilize cultural competence which includes self-awareness, knowledge of diverse cultures/ communities, and culturally relevant strategies to promote effective interpersonal and therapeutic relationships.	GMHC 515 Social & Cultural Diversity	Cultural Immersion Group Presentation	98% 98%
	KPI 9: Students will demonstrate professional and ethical behavior while providing introductory level	GMHC 650 Counseling Internship	Site Supervisor Evaluation	3.9/5 78%

	counseling skills in their fieldwork while being open to supervisor feedback and reflection.		**Composite Score**	**91%**
3	The MS program in Mental Health Counseling at SJF provided me accurate preparation in: (12) Social advocacy for clients of a variety of cultural backgrounds		Alumni Survey Question #8 Area 12	88%
	My employee(s)/supervisee(s) who graduated from the Master of Science in Mental Health Counseling Program at St. John Fisher University are adequately prepared in: (11) Multicultural sensitivity, knowledge, and skills		Employer Survey Question #6 Area 11	97%
	Rate the overall effectiveness of your SJF interns for each of the following knowledge/skill sets: (11) Multicultural sensitivity/ knowledge/skills in order to act as social advocate for clients of a variety of cultural backgrounds		Site Supervisor Survey Question #4 Area 11	88%
	When I graduated from the counseling program at St John Fisher University I felt confident I knew enough about the ACA code of ethics to practice in an ethical way.		Graduate Survey Question #2	94%
			Composite Score	92%

Core Area: Human Growth and Development				
Phase	**KPI**	**Course**	**Assessment**	**Score**
1	KPI 8: Students will demonstrate knowledge of developmental theories and their application to counseling practice.	GMHC 603 Human Development in Counseling	Oral Examination Poster Sessions	94% 95%
2	KPI 8: Students will demonstrate knowledge of developmental theories and their application to counseling practice. KPI 12: Students will learn how to identify common DSM-5TR diagnoses in children and adolescents, and implement evidenced-based counseling interventions with young people	GMHC 603 Human Development in Counseling GMHC 590 Child and Adolescent Assessment and Intervention	Oral Examination Poster Sessions Final Examination	94% 95% 85%
			Composite Score	**91%**

3	The MS program in Mental Health Counseling at SJF provided me accurate preparation in: (10) Human development and its application to counseling		Alumni Survey Question #8 Area 10	88%
			Composite Score	91%

Core Area: Career Development				
Phase	**KPI**	**Course**	**Assessment**	**Score**
1	KPI 8: Students will demonstrate knowledge of developmental theories and their application to counseling practice.	GMHC 603 Human Development in Counseling	Oral Examination	94%
2	KPI 8: Students will demonstrate knowledge of developmental theories and their application to counseling practice.	GMHC 603 Human Development in Counseling	Oral Examination	94%
	KPI 13: Students will learn theories of career development and apply their understanding to the practice of career development with clients.	GMHC 610 Lifestyle and Career Counseling	Research Project	98%
			Final Skills Assignment	99%
			Composite Score	**97%**
3	When I graduated from the counseling program at St John Fisher University I felt confident I knew about enough about career development to provide career counseling to clients.		Graduate Survey Question #4	93%
			Composite Score	96%

Core Area: Counseling and Helping Relationships				
Phase	**KPI**	**Course**	**Assessment**	**Score**
1	KPI 2: Students will demonstrate understanding of a range of theories related to mental health counseling; to include how human nature and psychopathology are conceptualized and treatment goals with interventions	GMHC 510 Counseling Theories	Theoretical Orientation Paper	99%

Phase	KPI	Course	Assessment	Score
2	KPI 2: Students will demonstrate understanding of a range of theories related to mental health counseling; to include how human nature and psychopathology are conceptualized and treatment goals with interventions	GMHC 510 Counseling Theories	Theoretical Orientation Paper	99%
	KPI 14: Students will demonstrate knowledge of counseling theories and techniques that are trauma-informed.	GMHC 620 Crisis and Trauma Counseling	Group Presentation Final Exam/Project	99% 95%
			Composite Score	**97%**
3	Rate the overall effectiveness of your SJF interns for each of the following knowledge/skill sets: (1) Knowledge of theory and relevant research in the field		Site Supervisor Survey Question #4 Area 1	84%
			Composite Score	94%

Core Area: Group Counseling and Group Work				
Phase	KPI	Course	Assessment	Score
1	KPI 7: Students will learn the dynamics associated with group process and development and demonstrate ethical and culturally appropriate group interventions.	GMHC 540 Group Theory and Process	Group Facilitation Final Examination	94% 88%
2	KPI 7: Students will learn the dynamics associated with group process and development and demonstrate ethical and culturally appropriate group interventions.	GMHC 540 Group Theory and Process	Group Facilitation Final Examination	94% 88%
	KPI 15: The primary goals of the course are to acquire a fundamental understanding of the bio-psychosocial context of substance use disorders and to learn counseling competencies that are based in theory and are associated with positive treatment outcomes.	GMHC 630 Substance Use Counseling	Group Counseling Experience	98%
			Composite Score	**93%**
3	The MS program in Mental Health Counseling at SJF provided me		Alumni Survey Question #8 Area 6	88%

			accurate preparation in: (6) Group counseling skills		

			Composite Score	92%

Core Area: Assessment and Testing				
Phase	**KPI**	**Course**	**Assessment**	**Score**
1	KPI 4: Students will learn formal and informal assessment strategies to include psychometrics, how to administer, score and interpret assessments, and ethical, cultural and legal implications of assessments	GMHC 520 Assessment in Counseling	Case Report on Personality Assessment Inventory	99%
			Final Exam	97%
2	KPI 4: Students will learn formal and informal assessment strategies to include psychometrics, how to administer, score and interpret assessments, and ethical, cultural and legal implications of assessments	GMHC 520 Assessment in Counseling	Case Report on Personality Assessment Inventory	99%
			Final Exam	97%
	KPI 10: Students will gain an understanding of various research models and utilize that knowledge to gain skills in program evaluation	GMHC 575 Research and Program Evaluation	Quiz	92%
			Capstone Project	98%
			Composite Score	**96%**
3	National Clinical Mental Health Counseling Exam		NCMHCE exam results	78%
	When I graduated from the counseling program at St John Fisher University I felt confident I knew about enough about assessment and testing to administer and score assessments for my clients.		Graduate Survey Question #9	88%
			Composite Score	92%

Core Area: Research and Program Evaluation				
Phase	**KPI**	**Course**	**Assessment**	**Score**
1	KPI 4: Students will learn formal and informal assessment strategies			99%

Phase	KPI	Course	Assessment	Score
	to include psychometrics, how to administer, score and interpret assessments, and ethical, cultural and legal implications of assessments.	GMHC 520 Assessment in Counseling	Case Report on Personality Assessment Inventory Final Exam	97%
2	KPI 4: Students will learn formal and informal assessment strategies to include psychometrics, how to administer, score and interpret assessments, and ethical, cultural and legal implications of assessments.	GMHC 520 Assessment in Counseling	Case Report on Personality Assessment Inventory Final Exam	99% 97%
	KPI 10: Students will gain an understanding of various research models and utilize that knowledge to gain skills in program evaluation.	GMHC 575 Research and Program Evaluation	Quiz Capstone Project **Composite Score**	92% 98% **96%**
3	National Counseling Exam My employee(s)/supervisee(s) who graduated from the Master of Science in Mental Health Counseling Program at St. John Fisher University are adequately prepared in: (8) The use of evaluation data to improve counseling services		NCE exam results Employer Survey Question#6 Area 8	100% 84%
			Composite Score	95%

Clinical Mental Health Counseling - Knowledge				
Phase	**KPI**	**Course**	**Assessment**	**Score**
1	KPI 1: Students will demonstrate basic helping relationship and therapeutic intervention skills that are ethically and culturally appropriate.	GMHC 500 Mental Health Counseling as a Profession	Midterm Exam Final Exam	99% 97%
2	KPI 1: Students will demonstrate basic helping relationship and therapeutic intervention skills that are ethically and culturally appropriate.	GMHC 500 Mental Health Counseling as a Profession	Midterm Exam Final Exam	99% 97%
	KPI 16: Students will demonstrate professional and ethical behavior while providing effective assessment, treatment, and interventions in their fieldwork	GMHC 650 Counseling Internship	Site Supervisor Evaluation	3.9/5 - 78%

			Composite Score	91%
3	Counseling Skill Scale Revised		CSS-R Overall Score	96%
			Composite Score	93%

Clinical Mental Health Counseling – Contextual Dimensions				
Phase	KPI	Course	Assessment	Score
1	KPI 5: Students will demonstrate understanding of the DSM-V including recognizing factors related to the presentation of a mental illness and develop competency in conducting and documenting mental status exams.	GMHC 525 Psychopathology	Mental Status Exam Final Exam	94% 84%
2	KPI 5: Students will demonstrate understanding of the DSM-V including recognizing factors related to the presentation of a mental illness and develop competency in conducting and documenting mental status exams.	GMHC 525 Psychopathology	Mental Status Exam Final Exam	94% 84%
	KPI 11: Student will gain an understanding of the classifications, indications, and contraindications of commonly prescribed psychopharmacological medications and the impact of biological and neurological mechanisms on mental health	GMHC 585 Biological Foundations of Behavior and Psychopharmacology	Clinical/case study presentation Essay discussing split treatment	100% 95%
			Composite Score	93%
3	National Clinical Mental Health Counseling Exam		NCMHCE exam	78%
	My employee(s)/supervisee(s) who graduated from the Master of Science in Mental Health Counseling Program at St. John Fisher University are adequately		Employer Survey Question #6 Area 4	88%

			prepared in: (4) Assessment or diagnostic skills			

		Composite Score	90%

Clinical Mental Health Counseling – Practice				
Phase	KPI	Course	Assessment	Score
1	KPI 6: Students will demonstrate the ability to write effective treatment plans and clinical assessments and choose evidence-based interventions	GMHC 530 Treatment Planning & Intervention	Clinical Interview Final Exam	92% 91%
2	KPI 6: Students will demonstrate the ability to write effective treatment plans and clinical assessments and choose evidence-based interventions KPI 16: Students will demonstrate professional and ethical behavior while providing effective assessment, treatment, and interventions in their fieldwork while being open to supervisor feedback and reflection	GMHC 530 Treatment Planning & Intervention GMHC 650 Counseling Internship	Clinical Interview Final Exam Site Supervisor Evaluation **Composite Score**	92% 91% 3.9/5 – 78% **87%**
3	When I graduated from the counseling program at St John Fisher University I felt confident I knew about enough writing treatment plans and effective interventions to be an effective counselor.		Graduate Survey Question #11 Job Placement Rate	89% 97%
			Composite Score	89%

The final composite score for students in our program, combining the scores of the CACREP Core Areas and the Clinical Mental Health Specialty, is **92%.**