

MHC Assessment Plan Results of 2026 Report

Student learning outcomes are assessed through student performance on classwork assignments, clinical assignments, the Personal Qualities Assessment (PQA), pre and post skills evaluations, and clinical evaluations. The Mental Health Counseling Program at St. John Fisher College is divided into three main phases, each indicating a focal aspect of when student learning is assessed. These phases and related assessment of learning are not mutually exclusive; rather, they overlap and reinforce student learning and assessment. Student learning outcomes utilize Key Performance Indicators to measure skill acquisition while students are in our program (Phases 1 & 2) and post graduate measures continue to assess program effectiveness after students complete their program of study.

In **Phase I** we measure student learning in core knowledge and skill-based competencies and specific personal qualities that we believe are essential for a student to enter fieldwork.

In **Phase II** we assess clinical work and advanced knowledge and skill-based competencies to ensure students are ready for careers as professional counselors.

In **Phase III** pre-test/post-test data is used to quantify counseling skill acquisition. Phase III of our assessment plan also encompasses post graduate follow-up surveys and evaluations as well as licensure exam passage rates and job placement data.

Phase I Pre-Practicum	Phase II Clinical & Advanced Practice	Phase III Post Measure and Program Measures
<p>Competence in professional identity and program area standards is established when a student obtains 82% or higher in each KPI measure in Phase I</p> <p>Competence is measured at an average of three or greater in all areas of the Personal Qualities Assessment (PQA)</p>	<p>Competence in professional identity and program area standards is established when a student obtains 82% or higher in each KPI measure in Phase II</p> <p>Competence is measured when a student earns a 3 out of 5 or better and "S" on all clinical evaluations</p>	<p>The Counseling Competency Scale (CCS-R) is administered during a student's first semester in our program and again in their final counseling session critique at the end of their program. A t-Test is administered to measure pre-test/post-test student learning outcomes and counseling skill acquisition.</p> <p>Graduation Rates Job Placement Rates Graduate Survey Alumni Survey Site Supervisor Survey Employer Survey Licensure Exam passage rates</p>

Phases I and II

KPIs are developed from course objectives and are used to measure program objectives at multiple points in time during phases 1 & 2. Overall average scores for each measure from the past three years were calculated into one composite score to inform us about student learning and help us determine where curricular improvements are needed. The composite score is based on the St. John Fisher University traditional letter grade system. Below is a table giving a brief overview of that grading system. To meet the minimum benchmark set by the Mental Health Counseling Program and all graduate programs at St. John Fisher University require each student must attain a score of at least 82% in their coursework. The benchmark of 82% is also used to measure KPI student competence.

A	A-	B+	B
93% and above	89% to 92%	85-88%	82-84%
B-	C+	C	C-
79%-81%	75%-78%	72%-74%	69-71%
F			
68% and below			

1. The table below contains the following information:
 - a. Courses in the MHC program and the KPI for each course.
 - b. The assessments used to determine if competency in the Key Performance Indicator (KPI) is met.
 - c. The program objective each KPI is intended to measure.
 - d. The average score on the measure over the last 3 years resulting in a composite KPI score.

KPI results calendar year 2026

Phase 1

Course and Corresponding KPI	KPI Measure	Composite KPI Score	Program Objectives Measured
GMHC 500 Mental Health Counseling as a Profession	Counseling Skill Assignment	95%	Program Objectives 4 & 5

<p>KPI 1: Students will demonstrate basic helping relationship and therapeutic intervention skills that are ethically and culturally appropriate.</p>	Midterm Exam	93%	Program Objectives 4 & 5
	Final Exam	94%	Program Objectives 4 & 5
<p>GMHC 510 Counseling Theories</p> <p>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.</p>	Theories Group Presentation	97%	Program Objective 3
	Theoretical Orientation Paper	99%	Program Objective 3
<p>GMHC 515 Social & Cultural Diversity</p> <p>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.</p>	Cultural Immersion Project	96%	Program Objective 4
	Group Presentation	91%	Program Objective 4

<p>GMHC 520 Assessment in Counseling</p> <p>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.</p>	<p>Case Report on Personality Assessment Inventory</p> <p>Final Exam</p>	<p>99%</p> <p>95%</p>	<p>Program Objective 2</p> <p>Program Objective 2</p>
<p>GMHC 525 Psychopathology</p> <p>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.</p>	<p>Mental Status Exam</p> <p>Final Exam</p>	<p>98%</p> <p>98%</p>	<p>Program Objective 2</p> <p>Program Objective 2</p>
<p>GMHC 530 Treatment Planning and Intervention</p> <p>KPI 6: Students will demonstrate the ability to write effective treatment plans and clinical assessments and choose evidence-based interventions</p>	<p>Clinical Interview</p> <p>Final Exam</p>	<p>98%</p> <p>95%</p>	<p>Program Objective 4</p> <p>Program Objective 2 & 3</p>

<p>GMHC 540 Group Theory and Process</p> <p>KPI 7: Students will learn the dynamics associated with group process and development and demonstrate ethical and culturally appropriate group interventions.</p>	Group Facilitation	97%	Program Objective 5
	Final Exam	99%	Program Objective 4
<p>GMHC 603 Human Growth and Development in Counseling</p> <p>KPI 8: Students will demonstrate knowledge of developmental theories and their application to counseling practice.</p>	Oral Examinations	92%	
	Poster Session	98%	
Personal Qualities Assessment (PQA)		(3.97/5) 79%	Program Objective 1

Phase 2

Course and Corresponding KPI	KPI Measure	Composite KPI Score	Program Objectives Measured
<p>GMHC 550 Counseling Practicum</p> <p>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.</p>	Site Supervisor Evaluation	80% (4/5)	Program Objectives 1, 2, 3, 4, 5

<p>GMHC 575 Research and Program Evaluation</p> <p>KPI 10: Students will gain an understanding of various research models and utilize that knowledge to gain skills in program evaluation.</p>	<p>Quiz</p> <p>Capstone Project</p>	<p>92%</p> <p>98%</p>	
<p>GMHC 585 Psychopharmacology</p> <p>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</p>	<p>Clinical/case study presentation.</p> <p>Essay discussing split treatment</p>	<p>100%</p> <p>100%</p>	<p>Program Objective 1</p> <p>Program Objective 1</p>
<p>GMHC 590 Child and Adolescent Assessment and Intervention</p> <p>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.</p>	<p>Midterm Exam</p> <p>Final Exam</p>	<p>90%</p> <p>94%</p>	<p>Program Objective 2</p> <p>Program Objective 2</p>

<p>GMHC 610 Lifestyle and Career Counseling</p> <p>KPI 13: Students will learn theories of career development and apply their understanding to the practice of career development with clients.</p>	<p>Research Project</p> <p>Final Skills Assessment</p>	<p>96%</p> <p>98%</p>	<p>Program Objective 4</p> <p>Program Objective 4</p>
<p>GMHC 620 Crisis and Trauma Counseling</p> <p>KPI 14: Students will demonstrate knowledge of counseling theories and techniques that are trauma-informed.</p>	<p>Group Presentation</p> <p>Final Exam/Project</p>	<p>96%</p> <p>91%</p>	<p>Program Objective 3</p> <p>Program Objective 3</p>
<p>GMHC 630 Substance Use Counseling</p> <p>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.</p>	<p>Case Conceptualization Assignment</p> <p>Final Exam</p>	<p>96%</p> <p>90%</p>	<p>Program Objective 2</p> <p>Program Objective 3</p>
<p>GMHC 650 Counseling Internship</p> <p>KPI 16: Students will demonstrate professional and ethical behavior while providing effective assessment,</p>	<p>Site Supervisor Evaluation</p>	<p>80% (4/5)</p>	<p>Program Objectives 2, 3, 4, 5</p>

treatment, and interventions in their fieldwork while being open to supervisor feedback and reflection.			
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We utilize information from these KPIs assessment data to also evaluate our program objectives and provide an overall score for each objective. The program objectives are listed below and provide an understanding on how KPI data are utilized for overall program assessment and not just for each course. For each measure listed, a score percentage out of 100 is reported and those scores are averaged into one overall score for each objective.

Program Objective 1. Demonstrate professional skills and personal qualities required for working as an effective counselor in an integrated setting – *Personal qualities and professional skills are at the cornerstone of professional counseling education. These data points are collected before and after fieldwork over five different points in time. Because the PQA and Site Supervisor Evaluations are pass/fail courses, the 82% benchmark is not required. The PQA and Site Supervisor evaluations are based on a 5-point Likert-type scale. The composite score for these three measures is 4 out of 5 or 77%. These measures require a 3 or better to pass or 66%. Additionally, the CCS-R is utilized at the beginning and end of the program to determine skill acquisition in the personal qualities and professional skills needed to be an effective counselor. Job placement rate data are also gathered to assist in understanding if we have effectively trained counselors in these personal and professional skills. The composite score for this objective is 88%. Of note, it appears that the average scores for these measures increase with every administration which is a positive sign that growth is occurring.*

Personal Qualities Assessment (PQA) (3.97/5) (79%)

Counselor Competency Scale-Revised: (92%)

Job Placement Rates (2025) (88%)

GMHC 550 Counseling Practicum, Site Supervisor Evaluation (4/5) (80%) [KPI 9]

GMHC 650 Counseling Internship, Site Supervisor Evaluation (4/5) (80%) [KPI 9]

GMHC 585 Psychopharmacology, clinical case study/presentation (100%) [KPI 11]

GMHC 585 Psychopharmacology, essay discussing split treatment (100%) [KPI 11]

Program Objective 2. Utilize a variety of differential diagnostic assessment skills consistent with the most current diagnostic manual. *We assess each student's competence in diagnostic assessment in several classes and throughout fieldwork. When data are collected as part of coursework, it is collected by each individual instructor at various points during their program of study using individual assignments. Once assignments are calculated, each instructor looks for potential deficit areas so curricular adjustments can be made and changes to the coursework or program can be considered. Competence in diagnosis is measured at 82% for the assignments below. For fieldwork, competence in utilizing differential diagnostic assessment skills are assessed by the site supervisor over four semesters at the end of each semester. If a student does not meet competence for this skill (3 or better) they receive an unsatisfactory grade and will be required to remediate. Licensure passage rates are also utilized to evaluate differential diagnosis skill acquisition. The composite score for this objective is 91%. Differential diagnostic ability is assessed in the following:*

GMHC 520 Assessment in Counseling, Case report on Personality Assessment Inventory (99%) and Final Exam (95%) [KPI 4]

GMHC 525 Psychopathology, Mental Status Exam (98%), Final Exam (98%) [KPI 5]

GMHC 530 Treatment Planning & Intervention, Final Exam (95%) [KPI 6]

GMHC 590 Child & Adolescent Assessment, Midterm (90%) and Final Exam (94%) [KPI 12]
 GMHC 630 Substance Use Counseling, Case Conceptualization Assignment (96%) [KPI 15]
 GMHC 550 Counseling Practicum, Site Supervisor Evaluation (4/5) (80%) [KPI 9]
 GMHC 650 Counseling Internship, Site Supervisor Evaluation (4/5) (80%) [KPI 9]
 Licensure Exam Passage Rates NCE 2024 (100%) NCMHCE 2023 (71%)
 Employer Survey (2023) (88%)

Program Objective 3. Apply a diverse range of evidence-based intervention strategies. *We assess each student's competence in providing evidence-based intervention strategies in several classes and throughout fieldwork. When data are collected as part of coursework, it is collected by each individual instructor at various points during a student's program of study using individual assignments. Once assignments are calculated, each instructor looks for potential deficit areas so curricular adjustments can be made and changes to the coursework or program can be considered. For Practicum and Internship, competence in applying evidence-based intervention strategies are assessed by the site supervisor over four semesters at the end of each semester. If a student does not meet competence for this skill, they receive an unsatisfactory grade and will be required to remediate. Data related to program objective 3 is also collected post-graduation in the Alumni Survey that is deployed every three years and the graduate survey which is implemented annually. The composite score for this objective is 91% which signifies to us that most students are able to grasp these intervention skills in their coursework and successfully demonstrate them in the field to a competent degree. This objective is measured using:*

GMHC 510 Counseling Theories, Group Presentation (97%) [KPI 2]
 GMHC 530 Treatment Planning & Intervention, Final Exam (95%) [KPI 6]
 GMHC 550 Counseling Practicum, Site Supervisor Evaluation (4/5) (80%) [KPI 9]
 GMHC 650 Counseling Internship, Site Supervisor Evaluation (4/5) (80%) [KPI 9]
 GMHC 630 Substance Use Counseling, Final Exam (90%) [KPI 15]
 GMHC 620 Crisis & Trauma Counseling, Group presentations (96%) and Final Exam (91%) [KPI 14]
 Graduate Survey (2026) (99%)

Program Objective 4. 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. *We assess each student's competence in providing appropriate intervention plans based on culturally relevant variables in several classes and throughout fieldwork. When data are collected as part of coursework, it is collected by each individual instructor at various points during the student's program of study using individual assignments. Once assignments are calculated, each instructor looks for potential deficit areas so curricular adjustments can be made and changes to the coursework or program can be considered. For fieldwork, competence developing culturally appropriate plans are assessed by the site supervisor over four semesters at the end of each semester. If a student does not meet competence for this skill, they receive an unsatisfactory grade and will be required to remediate. The CCS-R is also utilized at the beginning and end of the program to determine skill acquisition throughout their education. The composite score for this objective 92% which indicates to us that students are able to provide client interventions in a way that is culturally sensitive 92% of the time. Assessments where this objective is measured are:*

GMHC 500 Mental Health Counseling as a Profession, Counseling Skill Assignment (95%), Midterm Exams (93%), and Final Exam (94%) [KPI 1]

GMHC 515 Social & Cultural Diversity, Cultural Immersion Project (96%) and Group Presentation (91%) [KPI 3]

GMHC 610 Lifestyle and Career Counseling, Research Project, (96%) [KPI 13], Final Skills Assessment (98%) [KPI 13]

GMHC 620 Crisis & Trauma Counseling, Final Project (91%) [KPI 14]

GMHC 630 Substance Use Counseling, Final Exam (90%) [KPI 15]

GMHC 540 Group Counseling Theory & Process, Group Facilitation (97%) [KPI 7]

GMHC 550 Counseling Practicum, Site Supervisor Evaluation (4/5) (80%) [KPI 9]

GMHC 650 Counseling Internship, Site Supervisor Evaluation (4/5) (80%) [KPI 9]

Counselor Competency Scale-Revised: (92%)

Alumni Survey (2023) (88%)

Site Supervisor Survey (2024) (88%)

Employer Survey (2023) (97%)

Graduate Survey (2025) (94%)

Program Objective 5. Exhibit professional behavior consistent with ethical guidelines of mental health counseling professional organizations and regulatory agencies. *All students are expected to exhibit professional and ethical behavior throughout their program of study. Professional behavior is expected in all interactions and is specifically assessed in the PQA where all students must achieve a mean score of 3 or better in the area of professionalism and fieldwork semesters. Ethical behavior is assessed in several classes and throughout fieldwork as well. When data are collected as part of coursework, it is collected by each individual instructor at various points during their program of study using individual assignments. Once assignments are calculated, each instructor looks for potential deficit areas so curricular adjustments can be made and changes to the coursework or program can be considered. For fieldwork, competence for professionalism and ethics are assessed by the site and faculty supervisors over four semesters at the end of each semester. If a student does not meet competence for this skill, they receive an unsatisfactory grade and will be required to remediate. Additionally, we utilize data post-graduation data from our Site Supervisor Surveys, Employer Surveys, and Graduation rates to help us gain further insight into our ability to produce counselors who engage in ethical and professional behavior. The composite score to measure objective 5 is 92%. Although it is our hope for students to demonstrate professional and ethical behavior 100% of the time, we feel a composite score of 92% is a strong number indicating our students are able to conduct themselves professionally and ethically in our program nearly all of the time. Areas where this objective is measured are:*

GMHC 500 Mental Health Counseling as a Profession, Counseling Skill Assignment (95%), Midterm Exams (93%), and Final Exam (94%) [KPI 1]

GMHC 540 Group Counseling Theory & Process, Group Facilitation (97%) [KPI 7]

GMHC 550 Counseling Practicum, Site Supervisor Evaluation (4/5) (80%) [KPI 9]

GMHC 650 Counseling Internship, Site Supervisor Evaluation (4/5) (80%) [KPI 9]

Site Supervisor Survey (2024) Categories with adequate preparation (100%)

Graduation Rates (2025) (92%)

Employer Survey (2023) (100%)

The table below is intended as a quick reference guide to where each KPI is located, and the Program Objective(s) they are intended to measure.

	<i>Program Objective 1</i>	<i>Program Objective 2</i>	<i>Program Objective 3</i>	<i>Program Objective 4</i>	<i>Program Objective 5</i>
<i>PQA</i>	X				
<i>KPI 1</i>	X			X	X
<i>KPI 2</i>			X		
<i>KPI 3</i>				X	
<i>KPI 4</i>		X			
<i>KPI 5</i>		X			
<i>KPI 6</i>		X	X		
<i>KPI 7</i>				X	X
<i>KPI 8</i>					
<i>KPI 9</i>	X	X	X	X	X
<i>KPI 10</i>					
<i>KPI 11</i>	X				
<i>KPI 12</i>		X			
<i>KPI 13</i>			X	X	
<i>KPI 14</i>			X	X	
<i>KPI 15</i>		X	X	X	
<i>KPI 16</i>		X	X	X	X
<i>CCS-R</i>	X			X	
<i>Grad. Rates</i>					X
<i>Job Rates</i>	X				
<i>Alumni Survey</i>				X	
<i>Site Sup. Survey</i>				X	X
<i>Employer Survey</i>		X		X	X
<i>Graduate Survey</i>			X	X	
<i>Licensure Exam</i>		X			

Phase III Data

1. Counselor Competencies Scale Revised

1. Data – the Counselor Competencies Scale Revised (CCS-R) Assessment which measures: Part I Counseling Skills and Therapeutic Conditions and Part 2 Counseling Dispositions and Behaviors.

2. Procedure – The CCS-R is completed for students in their first semester of training and again at the beginning of every fieldwork semester. This is done through Tevera in an electronic document in the first semester while taking GMHC 500 Mental Health Counseling as a Profession. The assessment is completed in the labs by faculty while observing student role plays. The measure is used again during the four final semesters of GMHC 550 Counseling Practicum and GMHC 650 Counseling Internship as part of another student role play or through direct observation or recorded sessions. All CCS-R are intended to be a formative measure of counseling skill.

3. Methodology – Pre and Post CCS-R data are reviewed annually to measure growth throughout the counseling program in core counseling skills. A t-Test is administered to measure pre-test (GMHC 500) and post-test (GMHC 650 final semester) student learning outcomes and counseling skill acquisition.

4. *How data are used* – Data are used to assess program objectives 1 and 4 measuring both effective counseling skills and effective intervention skills with diverse populations. The CCS-R provides a cohort-based skill measure that will help us determine if there is sufficient instruction and practice opportunities for effective skill acquisition. If there are shifts in skill development, these data will be used to evaluate the quality of the curriculum and fieldwork opportunities. Scores for the CCS-R for year 2022 – 2025 indicate a Pretest mean 70, Posttest mean 106 indicating a statistically significant improvement in counseling skills acquired throughout the program. To keep consistency with our traditional grading scale the posttest maximum percentage of 115% was converted into a 100% scale resulting in a composite score of **92%** average posttest over a 3-year period.

2. Graduation Rates

1. *Data* – Number of students who began our program and graduated successfully.

2. *Procedure* – After the 3rd week of the fall semester, final enrollments numbers are calculated for each program of study at St. John Fisher University. These final numbers are recorded as a part of institutional data. Graduation data are also recorded and tracked at the University level.

3. *Methodology* – At the beginning of a new academic year, the MHC program is able to determine graduate rates by comparing the number of students who began our program with the number of students who graduated in a specified time period.

4. *How data are used* – These data are used to help the MHC program evaluate program objective 5 and to help us understand what role the ability to demonstrate professional and ethical behavior has on student retention. Potential program modifications may be to improve student support and ethics education and student engagement as well as improving admissions procedures to ensure that those who begin our program have the skill, support, and ability to complete it. The average graduation rate for the class of 2025 is **92%**.

3. Job Placement Rates

1. *Data* – Number of graduates who are offered employment or additional educational opportunities within six months of graduation.

2. *Procedure* – After each cohort graduates in either the July or August graduation, the faculty reaches out to graduates to inquire where they are working and what their post-graduation plans are.

3. *Methodology* – Data on job acquisition is compiled to determine how many graduates have secured employment or additional educational opportunities within six months of graduation. These data are compared to the number of graduates in total and a percentage of employed graduates is calculated.

4. *How data are used* – These data inform the MHC program about the strength and marketability of our graduates and provides a data point to evaluate program objective 1 to determine if our students have the necessary personal and professional skills to be effective mental health counselors. This data is also reported to HRSA to track grant effectiveness and inform future federal funding. For the Class of

2025, we had 40 graduates and 35 had jobs in the field within six months, resulting in a job placement rate of 88%.

4. Graduate Surveys

1. *Data* – Data are gathered to determine how satisfied recent graduates are with their preparation for the field of mental health counseling based on the core foundations of learning.

2. *Procedure* – Four to six months after graduation, graduates are provided a survey link through email, Facebook, or LinkedIn and asked to complete a Qualtrics survey.

3. *Methodology* – Qualtrics survey data are compiled using statistical analysis and graduate responses to the Likert-type scale are shared with faculty at meetings.

4. *How Data are Used* – The Graduate Survey data was used to inform Program Objectives 3 and 4 and to gauge how prepared recent graduates feel to apply a diverse range of interventions with their clients. This survey was deployed February 2026 and 19% of our Summer 2025 graduates completed the survey. Inform program modifications and determine if the graduates feel that the program prepared them to provide a range of interventions. For the 2025 survey, graduates agreed they had adequate preparation in all core areas with one graduate feeling they didn't know enough about assessment. This results in 99% overall satisfaction with their preparation.

5. Alumni Survey

1. *Data* - The Alumni Survey provides feedback from alumni about the quality of their preparation for 22 core learning areas including leadership skills, professional and ethical behavior, and counseling skills. This survey also asks about current employment, their opinions about the quality of the faculty, and to which professional associations do they belong.

2. *Procedure* – The Alumni Survey is deployed every three years to graduates in the prior three cohorts. It is an electronic survey that is accessed through available emails, a closed MHC Facebook alumni networking group, and a closed LinkedIn alumni group.

3. *Methodology* – Results are calculated through Qualtrics and reviewed in faculty meetings. Additionally, an overview of the results is distributed to our Advisory Board and posted on our program website for the public to review.

4. *How data are used* – Alumni Survey data are used to inform program objective 3 and to determine which aspects of student training may need improvement. For the alumni survey last conducted in 2023, alumni agreed they were prepared adequately for nearly every one of the 22 areas surveyed. The three areas that will need continued improvement are case management and referral, consultation, and program evaluation. The MHC program continues to develop ways to assist in the area of case management. The other two areas are new to our survey and will continue to be monitored for improvements. Of note, 100% of respondents agreed the faculty were competent instructors, faculty provided quality academic advising, classroom instruction was relevant to their professional duties, and they would recommend a friend or colleague to our program.

6. Site Supervisor Survey

1. *Data – The Site Supervisor Survey collects data on the overall effectiveness of their mental health counseling in 19 skill areas.*
2. *Procedure – The Site Supervisor Survey is deployed every three years and was last sent at the end of 2024. This survey is sent directly to site supervisors from the Director of Clinical Internships through email.*
3. *Methodology- MHC interns are rated on a five-point Likert type scale rating if interns were ineffective, somewhere ineffective, adequate, effective, or very effective in 19 skill areas. Data are compiled through Qualtrics for analysis to determine composite scores.*
4. *How data are used - The Site Supervisor Survey is used to assess program objective 5 and determine the need for program modifications relevant to our students' professional and ethical behaviors in counseling settings. The data from our last survey in 2024 indicated site supervisors felt our students effectively engaged in all areas of counseling with an overall average of 4.2 out of 5. Of note, we have generally seen lower scores related to case management and have been attempting to infuse more case management skill in their program of study. For this reporting period there were no site supervisors reporting deficiencies in intern's case management skills.*

7. Employer Survey

1. *Data – The Employer Survey gathers data about the effectiveness of our alumni through the lens of their employer. This survey asks employers to rate students on 19 skill areas.*
2. *Procedure – The Employer Survey was last deployed in 2023. We provided an electronic survey link to our alumni and asked alumni to share it with their employers and also sent a link to our community partners. We received 12 survey submissions from employers.*
3. *Methodology – The Employer Survey asked employers to rate our alumni preparation on a five-point Likert type scale in 22 different skill areas. For each skill area respondents could strongly agree, agree, neither agree or disagree, disagree or strongly disagree with alumni preparation. Data was compiled through Qualtrics for analysis to determine composite scores.*
4. *How data are used – The Employer Survey is used to inform program objectives 2 and 4 which includes assessing our alumni's ability to utilize effective diagnostic differential assessment skills and to develop culturally appropriate intervention plans. Data from this survey indicates we have sufficiently prepared our alumni for the expectations of the counseling field. Areas that achieved scores of 100% include professional and ethical behavior, professional standards and their implications for practice. The lowest scores were for areas of preparation relevant to case management, career counseling, and program evaluation.*

8. Licensure Exam Passage Rate

1. *Data – The National Board of Certified Counselors (NBCC) provides data for the National Clinical Mental Health Counseling Exam (NCMHCE) and the National Counseling Exam (NCE) passage rates. Although the NCE is not a required exam in New York State, we have a small number of students take the exam each year.*
2. *Procedures – Previously the NY State Office of Professions provided exam passage rate data for the NCMHCE. We have requested exam passage rates be sent to us directly and have recently received NCE passage rates.*
3. *Methodology – These are standardized tests created as licensure exams for the counseling profession and are formed to measure competency in core counseling areas.*
4. *How data are used – Data are used to inform program objective 2 to assess if alumni are able to utilize a variety of differential diagnostic assessment skills consistent with the most current diagnostic manual. Although the NCMHCE is more focused on diagnostic assessment, we believe the NCE could also be helpful in measuring our students’ preparation for these skills. In the Spring of 2024 we had one student take and pass the NCE exam. Data on the NCMHCE exam is still not available for 2024 or 2025. The last data we had was for 2023 with a 71% passing rate in that year.*

CACREP CORE AREA/KPI SUMMARY

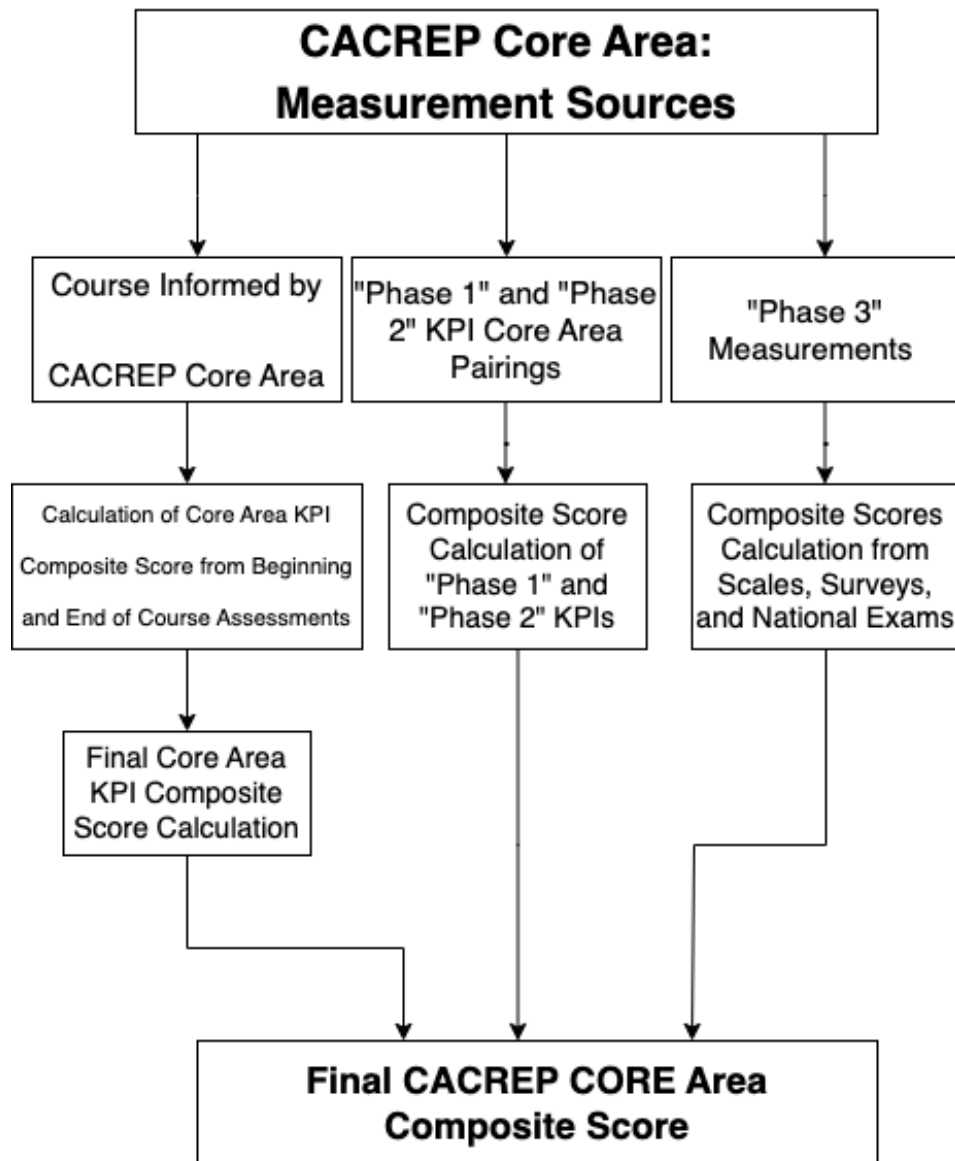
Each of the eight CACREP Core Areas are aligned with a specific counseling course and a KPI that serves as one measurement for both a CACREP Core Area and the course. Using *GMHC 515: Social and Cultural Diversity* as an example, the KPI for this course, which we have labeled as “KPI 3,” reads as the 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.

On the following page, 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.



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	95% 93%
			Average Score Phase 1	94
2	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.	GMHC 550 Counseling Practicum	Site Supervisor Evaluation	4/5 80%
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 Rate the overall effectiveness of your SJF interns for each of the following knowledge/skill sets: (12) Professional, ethical behavior		Employer Survey Question #6 Areas 13 & 14 Site Supervisor Survey Question #4 Area 12	100% 91%
			Average Score Phase 3	95.5%
Composite Score for Professional Counseling Orientation and Ethical Practice				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 Average Score Phase 1	98% 98% 98%
2	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.	GMHC 650 Counseling Internship	Site Supervisor Evaluation	4/5 81%
3	<p>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</p> <p>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</p> <p>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</p> <p>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.</p>		<p>Alumni Survey Question #8 Area 12</p> <p>Employer Survey Question #6 Area 11</p> <p>Site Supervisor Survey Question #4 Area 11</p> <p>Graduate Survey Question #2</p> <p>Average Score Phase 3</p>	<p>88%</p> <p>97%</p> <p>86%</p> <p>100%</p> <p>93%</p>
Composite Score for Social and Cultural Diversity				91%

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	92% 98%
Average Score Phase 1				95%
2	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 590 Child and Adolescent Assessment and Intervention	Final Examination	94%
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 for Human Growth and Development				92%

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	92%
2	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	96%
			Final Skills Assignment	98%
			Average Score for Phase 2	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	100%
Composite Score for Career Development				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%
2	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 Average Score for Phase 2	96% 91% 93.5%
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	78%
Composite Score for Counseling and Helping Relationships				90%

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 Average Score for Phase 1	97% 99% 98%
2	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	90%
3	The MS program in Mental Health Counseling at SJF provided me accurate preparation in: (6) Group counseling skills		Alumni Survey Question #8 Area 6	88%
Composite Score Group Counseling and Group Work				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 Final Exam Average Score for Phase 1	99% 95% 97%
2	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 Average Score for Phase 2	92% 98% 95%
3	National Clinical Mental Health Counseling Exam 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.		NCE exam results NCMHCE exam results (2022) Graduate Survey Question #9 Average Score for Phase 3	100% 71% 86% 86%
Composite Score for Assessment and Testing				93%

Core Area: Research and Program Evaluation				
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 Final Exam Average Score for Phase 1	99% 95% 97%
2	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 Average Score for Phase 2	92% 98% 95%
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 NCMHCE exam results (2023) Employer Survey Question#6 Area 8 Average Score for Phase 3	100% 71% 84% 85%
Composite Score for Research and Program Evaluation				92%

The Clinical Mental Health Counseling CACREP specialty, maintained within categories of “Knowledge,” “Contextual Dimension,” and “Practice,” are measured using the same process as was explained for the CACREP Core Areas. To reiterate, the composite scores of KPIs that we feel most closely align with the Clinical Mental Health Counseling (CMHC) specialty have been selected from “Phase 1” and “Phase 2” to create composite scores. These KPIs are then paired with a measurement in Phase III, measuring the application of clinical competency in community counseling settings, either as a student in Practicum or Internship, or as a graduated counseling professional. Below, and on the following pages, you will find a series of tables of the assessments used to measure each the Clinical Mental Health Counseling Specialty Area, as well as their final composite scores.

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 Average Score for Phase 1	93% 94% 93.5%
2	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 650 Counseling Internship	Site Supervisor Evaluation	4/5 - 81%
3	Counseling Competency Scale Revised		CCS-R Overall Score	92%
Composite Score for Clinical Mental Health Counseling - Knowledge				89%

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 Average Score for Phase 1	98% 98% 98%
2	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 Average Score for Phase 2	100% 100% 100%
3	National Clinical Mental Health 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: (4) Assessment or diagnostic skills		NCE Exam NCMHCE exam Employer Survey Question #6 Area 4 Average Score for Phase 3	100% 71% 88% 86%
Composite Score for Clinical Mental Health Counseling – Contextual Dimensions				95%

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 Average Score for Phase 1	98% 95% 96.5%
2	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 650 Counseling Internship	Site Supervisor Evaluation	4/5 – 80%
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 Average Score for Phase 3	100% 88% 91%
Composite Score Clinical Mental Health Counseling – Practice				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%**.