



Wegmans School of Nursing  
Department of Mental Health Counseling

2023 - 2024  
CACREP ANNUAL COMPREHENSIVE EVALUATION REPORT  
M.S. MENTAL HEALTH COUNSELING

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 year of operation. In accordance with the accreditation requirements of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), we will annually share the results of various evaluations conducted for our program with you: our students, alumni, administration, alumni employers, intern supervisors, and community partners.

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,

A handwritten signature in black ink, appearing to read 'Robert H. Rice', with a stylized flourish at the end.

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## Department of Mental Health Counseling Overview and Mission Statement

The following program mission statement was adopted by the faculty of the Mental Health Counseling Program at St. John Fisher University and endorsed by the Department of Mental Health Counseling Advisory Board. The mission statement and objectives were updated in October 2020. Following a full strategic planning process for the Wegmans School of Nursing, the Department of Mental Health Counseling agreed to keep the same mission statement.

### Mission Statement

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.

### Programmatic Developments

#### **Admissions Data:**

In Fall of 2023, we received 87 total applications. Of those 87 applications, 57 applicants were admitted. Of those 57 applicants, 34 made a deposit, and began coursework in the Fall. Of those 34 applicants (now students), 8 students self-identified as male, and 26 self-identified as female. From those 34 students, 6 self-identified as a student of color. In the Fall 2024 academic year, we received 85 total applications. Of those 85 applications, 61 applicants were admitted, and 39 applicants (now students) made a deposit and began coursework in the Fall. Of those 39 students, 7 self-identified as male, and 33 self-identified as female. Of these 39 students, 8 self-identified as a student of color.

### **Fieldwork Placements (Practicum & Internship)**

All students are placed in clinical practicum and internship sites by Dr. Denise Curlee, Director of Clinical Internships. To secure a placement, students meet with Dr. Curlee multiple times during the fall semester and remain in regular contact with her via email. As part of their preparation, students are also required to watch recorded presentations about the placement process. The Mental Health Counseling Department currently partners with 98 fieldwork sites. In 2023, seven new sites were added, followed by six more in 2024. Of the 98 total sites, 24 are designated as HRSA healthcare sites. Students placed in integrated healthcare settings are eligible for stipends through the HRSA grant awarded to the department in 2020. Over the past year, the department has prioritized placements serving underserved populations, adding six new sites that meet this objective.

### **Faculty Search:**

During this academic year, discussions amongst faculty and the Dean of the Wegmans School of Nursing took place about hiring a non-CACREP core faculty member. The search would begin in January of 2025.

## 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. Outcome measures are described in the following sections.

### **Graduation Rates and Attrition:**

In 2024, 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 to inform prospective students. This information is used by the Department of Mental Health Counseling 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 2024, 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:**

After collaborating with the Executive Director of the New York Mental Health Counselors Association (NYMHCA) as well as is the Executive Secretary of the NY State Board for Mental

Health Practitioners, we received pass rates for the National Clinical Mental Health Counselor Exam for the last several years.

- 2018 – 80% pass
- 2019 – 69% pass
- 2020 – 71% pass
- 2021 – 71% pass
- 2022 – 60% pass
- 2023 – 71% pass

## Survey Outcomes:

Site supervisors, employers of program graduates, recent graduates, and alumni are surveyed to assess their perceptions of major aspects of our program and graduates' preparation for the practice of mental health counseling. Site supervisor, alumni, and employer surveys are deployed every three years, and the graduate survey is deployed each year. Information from these measures has been useful to inform potential program changes. In accordance with 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. 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.

### **Alumni Survey:**

The Alumni Survey was last deployed in 2023. As with our last alumni survey, faculty in the MHC program decided to limit the pool of alumni respondents to graduates from the last four years to assess changes from current curricular adjustments. Alumni were asked to respond to statements on a five-point Likert scale:

- "1" – Strongly Disagree
- "2" - Disagree
- "3" – Neither Agree Nor Disagree
- "4" - Agree
- "5" - Strongly Agree

Alumni rated the quality of the Mental Health Counseling program highly, with scores related to faculty competency, academic advising, if they would choose St. John Fisher University again receiving high scores, earning an average of "4.68." The highest score was whether students would recommend St. John Fisher University's program, earning a mean of "4.79." For more detailed information, please consult [Table #1](#) in the Appendix.

Alumni also rated the quality of their preparation highly based on academic coursework work and counseling competency areas, based on the Likert scale mentioned above. The highest scores received were in diagnostic assessment (“4.90”), counseling skills (“4.75”), development of personal qualities necessary to be a counselor (“4.75”), and professional and ethical behavior (“4.70”). For more detailed information, please consult [Table #2](#) in the appendix.

### **Employer Survey:**

The Employer Survey was last deployed in 2023. This survey asks current employers about our graduates who have been in the field for longer than our most recent graduates. The total number of employers surveyed was 12. Employers thought very highly of alumni. Of the 12 who answered the survey, all 12 stated that they would be “extremely likely” to hire graduates of St. John Fisher University. Employers also rated graduates highly on a number of counseling domains, using this Likert scale:

- “1” – Strongly Disagree
- “2” - Disagree
- “3” – Neither Agree Nor Disagree
- “4” - Agree
- “5” - Strongly Agree

Employers rated graduates highly on domains of counseling skills (“4.75”), cultural counseling skills (“4.83”), application of human development knowledge (“4.83”), dependability and conscientiousness (“4.83”), and openness to feedback (“4.83”). The category with the highest ranking was “personal qualities necessary for success as a counselor (“4.91”). For more detailed information, please consult [Table #3](#) in the appendix.

### **Site Supervisor Survey:**

The Site Supervisor Survey was last deployed in 2024. This survey asks site supervisors to rank our graduates using a Likert scale. The ranking choices are defined as the following:

- “1” - Ineffective
- “2” - Somewhat Ineffective
- “3” - Adequate
- “4” - Effective
- “5” - Very Effective

From the 13 site supervisors who responded to this survey, students earned a mean average of at least “4” across all categories. Categories on this survey touch upon knowledge of theory, human development, cultural humility, ethical behavior, personal growth, responsiveness to supervision, as well as counseling, diagnostic, and assessment skill. Students earned a mean of “5” in categories related to development potential as counselors, ethical behavior, and case management and referral skills.

Using a three-point Likert scale, site supervisors are also asked the following question:

“Given your impression of the preparation of this employee/supervisee, how likely would you



be to recommend that your organization employ graduates from SJFC Mental Health Counseling Program?”

The Likert Scale options for this question are defined as follows:

- “1” – Likely
- “2” – Somewhat likely
- “3” – Not likely

Of the 13 supervisors who were surveyed, students earned a mean “Likely.”

For more detailed information, please consult [Table #4](#) in the appendix.

### **Graduate Survey:**

The graduate survey was last deployed in January of 2025 to address the graduating class of 2024. Graduates were asked to rate their confidence in their counseling competencies across various domains, including ethical behavior, social and cultural diversity, human growth and development, career counseling, theory application, being an effective counselor in individual and group settings, assessment administration, psychopathology, and treatment planning. Of the 13 graduates who responded to the survey, they reported feeling strongly prepared to enter the counseling field in the domains of ethical behavior, personal aptitudes for becoming a successful counselor, career counseling, and testing and assessment. While not inherently detrimental, pedagogical changes to counseling theories course and group counseling course were made as a result of feedback given by graduates, explained in greater detail in the [Implementation of Action Items](#) section. Please consult [Table 5](#) in the appendix for more detailed information.

## Assessment Overview:

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 University 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.

*A thorough explanation of Key Performance Indicators (KPIs) and what they measure follows this section.*

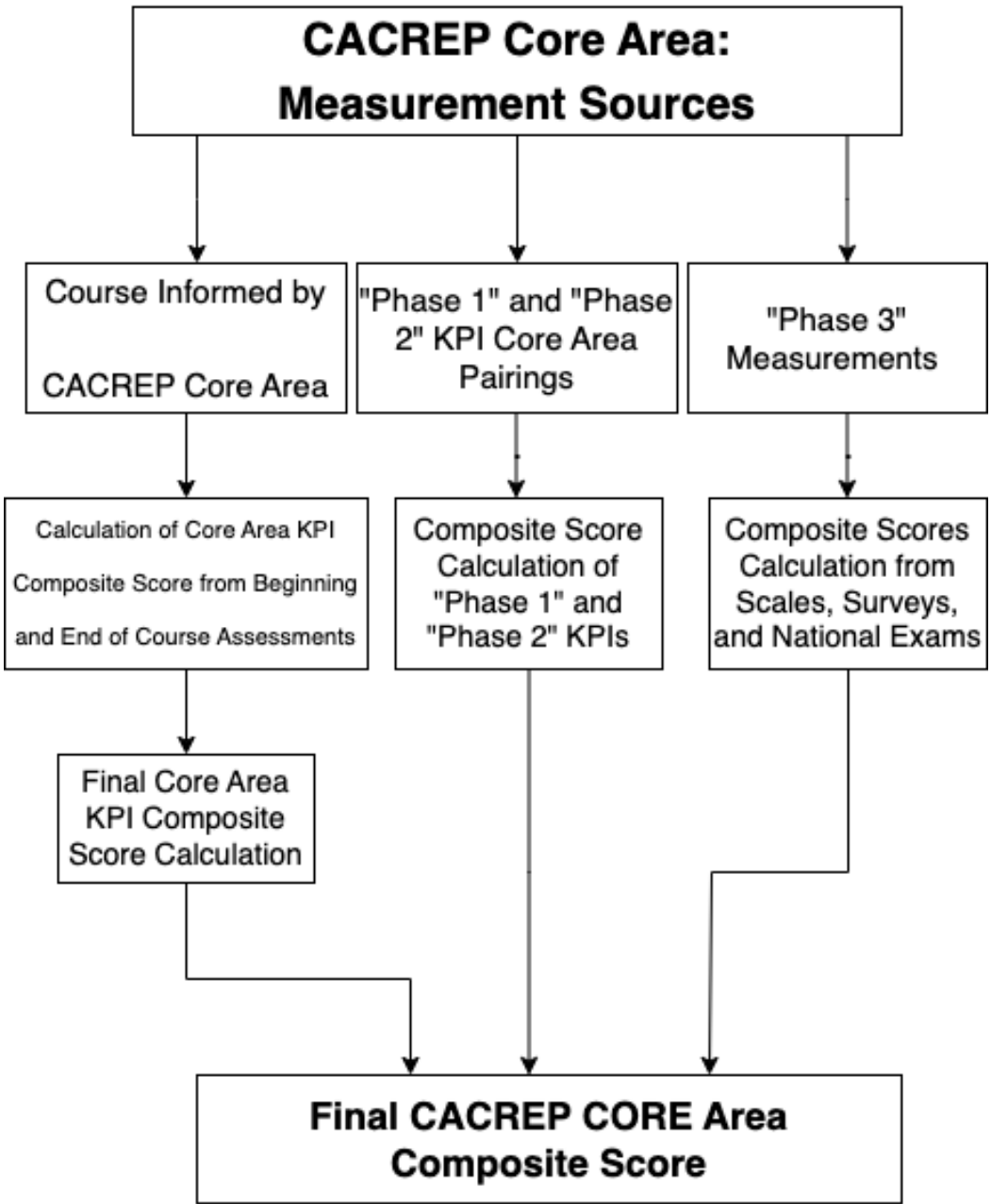
**Key Performance Indicators:**

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 I” and “Phase II” 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 I” and “Phase II,” 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.



| <b>Phase I<br/>Pre-Practicum</b>   | <b>Phase II<br/>Clinical &amp; Advanced Practice</b>  | <b>Phase III<br/>Post Measure and Program<br/>Measures</b>   |
|--|---|--|
| <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<br/>Job Placement Rates<br/>Graduate Survey<br/>Alumni Survey<br/>Site Supervisor Survey<br/>Employer Survey<br/>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.

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

## Key Performance Indicator (KPI) Results: 2023-2024 Academic Year

The table below contains the following information:

- Courses in the MHC program and the KPI for each course.
- The assessments used to determine if competency in the Key Performance Indicator (KPI) is met.
- The program objective each KPI is intended to measure.
- The average score on the measure over the last 3 years resulting in a composite KPI score.

**Phase I**

| Course and Corresponding KPI  | KPI Measure                 | Composite KPI Score | Program Objectives Measured |
|---|-----------------------------|---------------------|-----------------------------|
| GMHC 500 Mental Health Counseling as a Profession<br><br>KPI 1: Students will demonstrate basic helping relationship and therapeutic intervention skills that are ethically and culturally appropriate. | Counseling Skill Assignment | 95%                 | Program Objectives 4 & 5    |
|   | Midterm Exam                | 92%                 | Program Objectives 4 & 5    |
|   | Final Exam                  | 93%                 | Program Objectives 4 & 5    |

|   |   |      |                     |
|---|---|------|---------------------|
|   |   |      |                     |
| GMHC 510 Counseling Theories  | Theories Group Presentation                     | 99%  | Program Objective 3 |
| 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.                     | Theoretical Orientation Paper                   | 92%  | Program Objective 3 |
| GMHC 515 Social & Cultural Diversity  | Cultural Immersion Project                      | 96%  | Program Objective 4 |
| 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. | Group Presentation                              | 91%  | Program Objective 4 |
| GMHC 520 Assessment in Counseling   | Case Report on Personality Assessment Inventory | 100% | Program Objective 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.   | Final Exam         | 95% | Program Objective<br>2     |
| GMHC 525 Psychopathology  | Mental Status Exam | 95% | Program Objective<br>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. | Final Exam         | 94% | Program Objective<br>2     |
| GMHC 530 Treatment Planning and Intervention  | Clinical Interview | 87% | Program Objective<br>4     |
| KPI 6: Students will demonstrate the ability to write effective treatment plans and clinical assessments and choose evidence-based interventions  | Final Exam         | 93% | Program Objective<br>2 & 3 |
| GMHC 540 Group Theory and Process   | Group Facilitation | 91% | Program Objective<br>5     |
| KPI 7: Students will learn the dynamics associated with group process and development and   | Final Exam         | 99% | Program Objective<br>4     |

|  |                   |              |                     |
|--|-------------------|--------------|---------------------|
| demonstrate ethical and culturally appropriate group interventions.  |                   |              |                     |
| GMHC 603 Human Growth and Development in Counseling  | Oral Examinations | 92%          |                     |
| KPI 8: Students will demonstrate knowledge of developmental theories and their application to counseling practice. | Poster Session    | 98%          |                     |
| Personal Qualities Assessment (PQA)  |                   | (3.82/5) 76% | Program Objective 1 |

### Phase II

| Course and Corresponding KPI  | KPI Measure                | Composite KPI Score | Program Objectives Measured      |
|---|----------------------------|---------------------|----------------------------------|
| GMHC 550 Counseling Practicum<br><br>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. | Site Supervisor Evaluation | 75% (3.7/5)         | Program Objectives 1, 2, 3, 4, 5 |
|   | Quiz                       | 93%                 |                                  |



|  |  |                         |   |
|--|--|-------------------------|---|
| <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>Capstone Project</p>  | <p>99%</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>88%</p> <p>96%</p>   | <p>Program Objective 2</p> <p>Program Objective 2</p> |

|  |                                   |     |                     |
|--|-----------------------------------|-----|---------------------|
| GMHC 610 Lifestyle and Career Counseling   | Research Project                  | 99% | Program Objective 4 |
| KPI 13: Students will learn theories of career development and apply their understanding to the practice of career development with clients.   | Final Skills Assessment           | 97% | Program Objective 4 |
| GMHC 620 Crisis and Trauma Counseling  | Group Presentation                | 96% | Program Objective 3 |
| KPI 14: Students will demonstrate knowledge of counseling theories and techniques that are trauma-informed.  | Final Exam/Project                | 91% | Program Objective 3 |
| GMHC 630 Substance Use Counseling  | Case Conceptualization Assignment | 98% | Program Objective 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. | Final Exam                        | 90% | Program Objective 3 |
|  |                                   |     |                     |

|   |                            |           |                               |
|---|----------------------------|-----------|-------------------------------|
| GMHC 650 Counseling Internship  | Site Supervisor Evaluation | 81% (4/5) | Program Objectives 2, 3, 4, 5 |
| 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. |                            |           |                               |

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) (3.82/5) (76%)*

*Counselor Competency Scale-Revised: (92%)*

*Job Placement Rates (2024) (95%)*

*GMHC 550 Counseling Practicum, Site Supervisor Evaluation (3.7/5) (75%) [KPI 9]*

*GMHC 650 Counseling Internship, Site Supervisor Evaluation (4/5) (81%) [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 90%. Differential diagnostic ability is assessed in the following:*

*GMHC 520 Assessment in Counseling, Case report on Personality Assessment Inventory (100%) and Final Exam (95%) [KPI 4]  
GMHC 525 Psychopathology, Mental Status Exam (95%), Final Exam (94%) [KPI 5]  
GMHC 530 Treatment Planning & Intervention, Final Exam (93%) [KPI 6]  
GMHC 590 Child & Adolescent Assessment, Midterm (88%) and Final Exam (96%) [KPI 12]  
GMHC 630 Substance Use Counseling, Case Conceptualization Assignment (98%) [KPI 15]  
GMHC 550 Counseling Practicum, Site Supervisor Evaluation (3.7/5) (75%) [KPI 9]  
GMHC 650 Counseling Internship, Site Supervisor Evaluation (4/5) (81%) [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 89% 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 (99%) [KPI 2]*

*GMHC 530 Treatment Planning & Intervention, Final Exam (93%) [KPI 6]  
GMHC 550 Counseling Practicum, Site Supervisor Evaluation (3.7/5) (75%) [KPI 9]  
GMHC 650 Counseling Internship, Site Supervisor Evaluation (4/5) (81%) [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 (2024) (89%)*

**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 91% which indicates to us that students are able to provide client interventions in a way that is culturally sensitive 91% of the time. Assessments where this objective is measured are:*

*GMHC 500 Mental Health Counseling as a Profession, Counseling Skill Assignment (95%), Midterm Exams (92%), and Final Exam (93%) [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, (99%) [KPI 13], Final Skills Assessment (97%) [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 (91%) [KPI 7]  
GMHC 550 Counseling Practicum, Site Supervisor Evaluation (3.7/5) (75%) [KPI 9]  
GMHC 650 Counseling Internship, Site Supervisor Evaluation (4/5) (81%) [KPI 9]  
Counselor Competency Scale-Revised: (92%)  
Alumni Survey (2023) (88%)  
Site Supervisor Survey (2024) (88%)  
Employer Survey (2023) (97%)  
Graduate Survey (2024) (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 **91%**. Although it is our hope for students to demonstrate professional and ethical behavior 100% of the time, we feel a composite score of 90% 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 (**92%**), and Final Exam (**93%**) [KPI 1]*

*GMHC 540 Group Counseling Theory & Process, Group Facilitation (**91%**) [KPI 7]*

*GMHC 550 Counseling Practicum, Site Supervisor Evaluation (**3.7/5**) (**75%**) [KPI 9]*

*GMHC 650 Counseling Internship, Site Supervisor Evaluation (**4/5**) (**81%**) [KPI 9]*

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

*Graduation Rates (2024 (**91%**))*

*Employer Survey (2023) (**100%**)*

## Implementation of Action Items

Each year, the Mental Health Counseling Faculty make programmatic adjustments and create program initiatives based on data received throughout the academic year. Data sources for these program adjustments and initiatives include course evaluations, applicant demographic data collected by the Office of Graduate Admissions, admission interviews, and tri-weekly faculty meeting discussions that occur throughout the course of the Fall and Spring semesters. These are the adjustments and initiatives that are currently ongoing, and that have taken place during this CACREP review period thus far.

**Ongoing Action Items as of 2024:**

1. To encourage more diverse students to attend our program, we are giving the Health Resources and Services Administration Grant (HRSA) stipend to students of color to alleviate financial hardships associated with graduate education. Diverse mental health counselors are sorely needed within the counseling profession, and the HRSA grant continues to make graduate education more accessible to a wider applicant pool.' Additionally, we have utilized the Dean's Hardship Fund to support diverse students who started the program, but would have had to withdraw if not for additional financial assistance.
2. Student and community workshops are being hosted by The Director of Clinical Placements and the Mental Health Counseling Faculty.
  - Most recently, a seminar entitled Black Mental Health Professionals in a White Profession was held in response to diverse graduate's feedback upon entering the field. The seminar hosted Black mental health professionals who shared their experiences, hardships, and success strategies while they have worked within the mental health counseling profession. Our students as well as our site supervisors were in attendance. The seminar was held in January of 2024.
3. Our Clinical Committee continues to expand partnerships with fieldwork sites that have demonstrated an exceptional capacity to support diverse students.
4. In response to the Graduate Survey, Counseling Theories and Strategies (GMHC 510) now includes additional study methods to learn material, such as audio study aids and videos from Psychotherapy.net and Films on Demand Databases. The course adapted an open-education learning format to encourage the creation of materials that will aid in the understanding of prominent counseling theories that students will use and encounter during their clinical fieldwork. Similarly, in response to the Graduate Survey, Group Theory and Process (GMHC 540) now includes multiple opportunities to plan and facilitate group counseling sessions, with additional roleplay based clinical simulations imbedded into lecture content.

**Concluded Action Items during Accreditation Review Period:**

5. In response to requests from a growing number of Muslim students, the University, the Wegmans School of Nursing, and the Mental Health Counseling Faculty established a new space for meditation and prayer to support our growing number of Muslim students.
6. Two Mental Health Counseling faculty, Dr. Rachel Jordan and Dr. Denise Curlee conducted a focus group with students to assess and discuss how to continue to stay diligent in our efforts to be inclusive.
7. In response to feedback from 1<sup>st</sup> year students related to making connections and finding resources in the Rochester Community, Mental Health Counseling faculty created a new Brightspace Welcome Page for new students with several resources and ways to connect with each other.
8. Since 2021, Mental Health Counseling faculty have modified our delivery of the student representative voting process to include additional language encouraging students to select Student Representatives from diverse backgrounds.

## Appendix

**Table #1: Alumni Survey Table – Quality of the Mental Health Counseling Program:**

*Alumni were asked to rate the quality of Mental Health Counseling Program based on the areas listed below:*

| Criteria:  | Minimum | Maximum | Mean: |
|--|---------|---------|-------|
| The Faculty are competent instructors  | 2       | 5       | 4.68  |
| The Faculty are responsive to student concerns   | 4       | 5       | 4.63  |
| The faculty provide quality academic advising  | 3       | 5       | 4.68  |
| The academic courses are rigorous  | 4       | 5       | 4.16  |
| Classroom instruction is relevant to your professional duties  | 2       | 5       | 4.53  |
| There are quality support services at St. John Fisher University (e.g., Lavery Library, The Athletic Center, etc.) | 3       | 5       | 4.26  |
| I would recommend the SJFU Mental Health Counseling Program to someone   | 3       | 5       | 4.79  |
| If I could choose a counseling program over again, I would choose St. John Fisher University                       | 2       | 5       | 4.68  |
| I am satisfied with the Mental Health Counseling Program at St. John Fisher University                             | 2       | 5       | 4.74  |



**Table #2: Alumni Survey Table – Competency Area Reporting:**

*Alumni were asked to rate their preparation for these competency areas upon entering the field.*

| Criteria:  | Minimum | Maximum | Mean: |
|--|---------|---------|-------|
| Theories and relevant research in the field  | 2       | 5       | 4.20  |
| Counseling Skills  | 4       | 5       | 4.75  |
| Consulting Skills  | 3       | 5       | 4.10  |
| Assessment and diagnostic skills   | 4       | 5       | 4.90  |
| Case management and referral skills  | 2       | 5       | 3.37  |
| Group counseling skills  | 3       | 5       | 4.39  |
| Program development and evaluation   | 3       | 5       | 3.84  |
| The use of evaluation data to improve counseling services  | 2       | 5       | 4.10  |
| Career counseling and development  | 2       | 5       | 4.17  |
| Human development and application for counseling   | 2       | 5       | 4.40  |
| Multicultural sensitivity, knowledge and skills  | 3       | 5       | 4.60  |
| Social advocacy for clients of a variety of cultural backgrounds   | 2       | 5       | 4.40  |
| Professional and ethical behavior  | 4       | 5       | 4.70  |
| Professional standards and their implications for practice   | 3       | 5       | 4.60  |
| Personal and professional behaviors that promote self-growth, including seeking new learning opportunities | 3       | 5       | 4.45  |
| Interpersonal behaviors that promote collaboration with peers, supervisors, staff, and community members   | 4       | 5       | 4.60  |
| Openness and responsiveness to feedback  | 4       | 5       | 4.60  |
| Dependability and conscientiousness  | 4       | 5       | 4.65  |
| Leadership skills  | 3       | 5       | 4.16  |
| The use of evidence-based counseling skills  | 3       | 5       | 4.40  |
| The personal qualities necessary for success as a counselor  | 4       | 5       | 4.75  |
| The development of appropriate intervention plans  | 2       | 5       | 4.25  |

**Table #3: Employer Survey Table – Graduate Competency Area Reporting:**

*Employers were asked to rate the preparation of graduates based these competency areas:*

| Criteria:  | Minimum | Maximum | Mean: |
|--|---------|---------|-------|
| Theories and relevant research in the field  | 4       | 5       | 4.67  |
| Counseling skills  | 4       | 5       | 4.75  |
| Consultation skills  | 3       | 5       | 4.18  |
| Assessment or diagnostic skills  | 4       | 5       | 4.42  |
| Case management and referral skills  | 2       | 5       | 3.75  |
| Group counseling skills  | 3       | 5       | 4.10  |
| Program development and evaluation   | 2       | 4       | 3.38  |
| The use of evaluation data to improve counseling services  | 2       | 5       | 4.18  |
| Career counseling and development  | 3       | 5       | 3.75  |
| Human development and its application to counseling  | 4       | 5       | 4.83  |
| Multicultural sensitivity, knowledge, and skills   | 4       | 5       | 4.83  |
| Social advocacy for clients of a variety of cultural backgrounds   | 4       | 5       | 4.58  |
| Professional and ethical behavior  | 5       | 5       | 5     |
| Professional standards and their implications for practice   | 5       | 5       | 5     |
| Personal and professional behaviors that promote self-growth, including seeking new learning opportunities | 4       | 5       | 4.73  |
| Interpersonal behaviors that promote collaboration with peers, supervisors, staff, and community members   | 5       | 5       | 4.83  |
| Openness and responsiveness to feedback  | 4       | 5       | 4.83  |
| Dependability and conscientiousness  | 4       | 5       | 4.83  |
| Leadership skills  | 3       | 5       | 4.40  |
| The use of evidence-based counseling skills  | 4       | 5       | 4.75  |
| The personal qualities necessary for success as a counselor  | 4       | 5       | 4.91  |
| The development of appropriate intervention plans  | 4       | 5       | 4.5   |

**Table #4: Site Supervisor Survey – Competency Area Reporting:**

*Site Supervisors were asked to rate the preparation of interns based these competency areas:*

| Criteria:   | Minimum | Maximum | Mean: |
|---|---------|---------|-------|
| Knowledge of theory and relevant research in the field  | 2       | 5       | 4     |
| Knowledge and skills in counseling  | 3       | 5       | 4     |
| Knowledge and skills in consultation  | 3       | 5       | 4     |
| Assessment or diagnostic skills   | 3       | 5       | 4     |
| Case management and referral skills   | 4       | 5       | 5     |
| Group counseling skills<br>Program development and evaluation   | 3       | 5       | 4     |
| Ability to use evaluation data to improve counseling services   | 2       | 5       | 4     |
| Career counseling and development   | 3       | 5       | 4     |
| Knowledge about human development and application for counseling  | 3       | 5       | 4     |
| Multicultural sensitivity/knowledge/skills in order to act as social advocate for clients of a variety of cultural backgrounds                                  | 3       | 5       | 4     |
| Professional, ethical behavior  | 3       | 5       | 5     |
| Knowledge of professional standards and implications for practice   | 3       | 5       | 4     |
| Approach toward clients that communicates a belief that they are capable of development and can productively work toward agreed upon goals for their betterment | 3       | 5       | 5     |
| Personal and professional behaviors that promote self-growth, including seeking new learning opportunities  | 3       | 5       | 4     |
| Interpersonal behaviors that promote collaboration with peers, supervisors, staff, and community members  | 3       | 5       | 4     |
| Openness/responsiveness to supervision  | 3       | 5       | 5     |
| Dependability and conscientiousness   | 3       | 5       | 4     |
| Leadership skills   | 2       | 5       | 4     |

**Table #5: Graduate Survey – Competency Area Reporting:**

*Graduates were asked to rate their preparation based on these competency areas:*

| Criteria:   | Somewhat Disagree | Neither Agree Nor Disagree | Somewhat Agree | Strongly Agree |
|---|-------------------|----------------------------|----------------|----------------|
| When I graduated from the counseling program at St John Fisher University I felt confident I knew enough about the counseling profession and ethics to be part of the counseling profession.                    |                   |                            | 1              | 12             |
| When I graduated from the counseling program at St John Fisher University I felt confident I knew enough about the counseling profession and ethics to be part of the counseling profession.                    |                   |                            | 1              | 12             |
| 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.  |                   |                            | 1              | 12             |
| When I graduated from the counseling program at St John Fisher University I felt confident I knew about enough about social and cultural diversity to be an effective counselor for a diverse group of clients. |                   |                            | 2              | 11             |
| When I graduated from the counseling program at St John Fisher University I felt confident I knew about enough about human growth and development to be an effective counselor.                                 |                   |                            | 3              | 10             |
| 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.                                |                   |                            | 2              | 11             |
| When I graduated from the counseling program at St John Fisher University I felt confident I knew about enough about counseling theories and practice to provide effective counseling to clients.               |                   | 1                          | 6              | 6              |
| When I graduated from the counseling program at St John Fisher University I felt confident I knew about enough about group  |                   |                            | 8              | 5              |

|  |  |   |    |    |
|--|--|---|----|----|
| counseling and practice to provide effective group counseling to clients.  |  |   |    |    |
| 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.  |  | 1 | 1  | 11 |
| When I graduated from the counseling program at St John Fisher University I felt confident I knew about enough about psychopathology and mental status exams to diagnose clients when needed.    |  |   | 10 | 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. |  |   | 9  | 4  |