THE SCHOOL OF HEALTH SCIENCES
AT TOURO COLLEGE

Department of Behavioral Science

CLINICAL MENTAL HEALTH COUNSELING

ANNUAL PROGRAM REPORT

2020-2021

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ABOUT THE CLINICAL MENTAL HEALTH COUNSELING PROGRAM

The Touro College Master of Science in Clinical Mental Health Counseling (CMHC) Program provides a supportive, learner-centered environment for academic rigor and integrity driven by scholarship and enhanced practice. One goal of the program is to strive for excellence in faculty and graduates who contribute to the profession and the promotion of wellness and mental health across diverse communities.

MISSION AND PROGRAM OUTCOMES

The mission of the Clinical Mental Health Counseling (CMHC) Program of Touro College is to guide our students to develop into ethically and multi-culturally competent clinical mental health counselors, who strive to provide individual, group, family and marriage counseling services that empower change in client mental health, wellness, education, and career goals. The program integrates theoretical knowledge with practical counseling experiences that promote the development of the professional counseling skills needed to practice successfully in the field. Graduates of the program fully identify with the clinical mental health counseling profession and are well-prepared to function as mental health professionals in multiple roles including treatment, assessment, advocacy, and consultative modalities with diverse populations and across a wide range of mental health concerns. The goal is to strive for excellence in faculty and graduates who contribute to the counseling profession and the promotion of wellness and mental health across diverse communities.

CURRICULUM DESIGN

The Touro Clinical Mental Health Counselor Program is committed to educating clinicians to take on evidence-based, client-centered practice that promotes the basic tenets of wellness, mental health, and prevention. The program's curriculum is based upon educational standards set forth by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), which are supported by the American Counseling Association (ACA) and American Mental Health Counselors Association (AMHCA) and are reflected in the educational requirements for licensure in New York State. The CMHC program focuses on training ethical professionals to contribute to the psychological, emotional, behavioral, and general well-being of the clients and communities with which they work. We accomplish this by educating students with a strong foundation of evidence-based knowledge that reflects the current and projected needs of the counseling profession.

The program of study consists of 60 semester hours of required coursework in the areas of assessment, diagnosis, research, prevention, intervention, report writing, counseling and consultation and multicultural issues. As part of their training, students in the CMHC program are required to participate in fieldwork and related assignments. The program offers a two-year track and a three-year track of full-time study. Some summer-session coursework is required.

The curriculum is sequenced with knowledge-based coursework and knowledge-based examinations to be completed prior to the internship stages and the skill-based learning to be completed through practices throughout the program. Students may not register for courses out of sequence without written approval from the Program Director, Chair, or Associate Dean. Our CMHC program is New York State accredited as per the Office of the Professions of the New York State Department of Education. While our CMHC program is not currently accredited by the Council for Accreditation of Counseling and Related Educational Program (CACREP), programmatic goals were developed and are aligned with CACREP guidelines.

The program provides classroom and field-based experiences that prepare future mental health counselors to be ready and able to meet the challenges of achieving state-mandated standards. The program requires a 100-hour practicum experience (MNHN 702) followed by completion of a 600-hour internship (MNHN 770 and MNHN 771).

PLANS OF STUDY
The M.S. Program in Clinical Mental Health Counseling (CMHC) offers two study tracks:

- Fall Admission 2-Year Study Sequence (2-year, 5-semester course of study) [Please note that this sequence is intense and is not recommended for students who expect to work, especially in the second year when they are completing classes as well as a 600-hour internship.]
- Fall Admission 3-Year Study Sequence (3-year, 7 or 8-semester course of study)

Completion of 19 courses (60 credits) and a documented seminar in Child Abuse Identification and Reporting are required in order to be awarded the M.S. degree.

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PROGRAM LEARNING OBJECTIVES

Touro College's Clinical Mental Health Counseling (CMHC) program objectives are to prepare Counselors-in-Training (CITs) to:

1. present a strong professional counseling identity that is grounded in participation and contribution to the clinical mental health field.

2. promote the wellness and mental health of clients from diverse and pluralistic communities, through the use of evidence-based, ethical counseling skills and techniques.

3. function as clinical mental health professionals in multiple roles including treatment, assessment and consultative modalities addressing a wide range of mental health concerns.

4. engage in a minimum of three semesters of supervised clinical experiences designed to effectively work with clients from a multicultural and pluralistic society.

5. demonstrate knowledge in counseling theory, helping relationships, assessment, trauma/crisis, substance abuse, group work, career development, human development, social and cultural diversity, research and program evaluation, and the legal and ethical foundation of the counseling profession.

6. meet the academic components required by the New York State Education Department, Office of the Professions to be eligible to apply for the limited permit, leading to clinical licensure.

7. prepare students for successful outcomes on the National Clinical Mental Health Counselor Examination (NCMHCE), required to become employable as a Licensed Mental Health Counselor (LMHC) in the State of New York.

8. educate students in accordance with the NYS Office of Addiction Services and Supports (OASAS) standards, with the option to apply for their Credentialed Alcoholism and Substance Abuse Counselor in Training (CASAC-T) credential.

CMHC PROGRAM INFORMATION
2020-2021

Demographic Data

Enrolled Students by Academic Year			
	2018-2019	**2019-2020**	**2020-2021**
# Enrolled	**57**	**59**	68
Male	33% (19)	29% (17)	25%(17)
Female	67% (38)	71% (42)	75% (51)
Black/African American	7% (4)	12% (7)	16% (11)
Asian	5% (3)	5% (3)	4%(3)
Caucasian	82% (47)	76% (45)	71% (48)
Latino/Hispanic	4% (2)	3% (2)	6% (4)
Mixed Race	0% (0)	3% (2)	3% (2)
Unknown	2% (1)	0% (0)	(0)
# Students Graduated	21	14	24

By Academic Year			
	2018-2019	**2019-2020**	**2020-2021**
# Applicants	**61**	**52**	75
# Applicants Accepted	**29**	**29**	42
# Applicants Entered	19	26	29
# of these Graduated	18	11	N/A
# of these withdrew	0	3	0

Applicant Demographic Data

Applicant Demographics			
	2018-2019	**2019-2020**	**2020-2021**
Male	25% (15)	19% (10)	25.8% (17)
Female	75% (46)	81% (42)	74.2% (58)
Age Range	23-58	23-60	21-49
Average Age	33	31	34
Black/African American	16% (10)	17% (9)	16% (12)
Asian	5% (3)	2% (1)	5% (4)
Caucasian	59% (36)	77% (40)	69% (52)
Latino/Hispanic	7% (4)	2% (1)	9% (6)
Mixed Race	0% (0)	0% (0)	0% (0)
Unknown	13% (8)	2% (1)	1% (1)

Entering CIT Data

	2018-2019	2019-2020	2020-2021
Number of CITs Entering	19	26	29
Male	42% (8)	15% (4)	24% (7)
Female	58% (11)	85% (22)	76% (22)
Age Range	21-53	22-33	20-57
Average Age	29	27	28
Black/African American	11% (2)	15% (4)	21% (6)
Asian	11% (2)	8% (2)	3% (1)
Caucasian	67% (13)	68% (19)	66% (19)
Latino/Hispanic	11% (2)	4% (1)	7% (2)
Mixed Race	0% (0)	0% (0)	0% (0)
Unknown	0% (0)	0% (0)	3% (1)

Graduate Data

	2018-2019	2019-2020	2020-2021
Number Graduating	21	14	24
Male	29% (6)	36% (5)	33%(8)
Female	71% (15)	64% (9)	67%(16)
Age Range	24-40	24-50	23-56
Average Age	30	32	31
Black/African American	0%	0%	17% (4)
Asian	5% (1)	7% (1)	8% (2)
Caucasian	95% (20)	73% (11)	67% (16)
Latino/Hispanic	0% (0)	14% (2)	0% (0)
Mixed Race	0% (0)	0% (0)	8% (2)
Unknown	0% (0)	0% (0)	0% (0)

Alumni Data

	ACADEMIC YEAR Graduated		
Updated 12/1/21	**2018-2019**	**2019-2020**	**2020-2021**
Total Graduated	21	14	24
# Alumni working in MH field	19	12	20
Total % working in MH field	**90%**	**86%**	**83%**
# Known not in field	1	1	0
# Not reporting/not found	2	1	1
# In Field but no LP	1	1	2
# NYS Licensed (Completed 3,000 post-master's hours and passed exam)	6	0	0
# Licensed outside NYS	1	0	2
# With limited Permit	11	11	16
% Earned or pursuing licensure	**81%**	**79%**	
# Unknown	2	1	1
# Application in process	0	1	5
# Passed Licensing Exam	9	4	2
# Attempted license exam	11	4	3
# Known passed 1st attempt	8	4	2
# Reported failed 1st attempt	3	0	1
# Applied for LP (1&2) in process	0	0	3
# Awaiting LP (#5)	0	1	2

ASSESSMENT DATA FOR PROGRAM LEARNING OBJECTIVES (PLOs)

Benchmark 85%

The table below outlines how the CMHC program interprets the data from the identified data points to evaluate the Program Learning Objectives (PLOs). Throughout this Annual Self Evaluation, the program is using the benchmark of "Meeting" or "Exceeding" expectations. This is equivalent to a benchmark of 85% or higher.

Assessment Legend: How meets "Expectations"

How Used	Exceeding	Meeting	Approaching	Below	Does not meet
Fieldwork Evaluations	5	4	3	2	1
Course grades	95%+	85%-94%	80%-84%	75%-79%	75%>
Comps Exam I	5	4	3	2	1
Comps Exam II	X>=+1SD	+1SD>X.-1SD	-1SD>X> -1.5 SD	-1.5SD>X> -2 SD	X<-2SD

Additional data points are used to assess program PLOs, using such measures as attendance and percentage of completion. The table below outlines these additional data points and how they are measured.

Measurement	How Measured
Professional Development	Number of CITs attending
Alumni Data	Percent and number of Alumni meeting assessment points
CIT Placement Data	Percent and/or number of Alumni meeting assessment points

PLO #1: Prepare CITs to present a strong professional counseling identity that is grounded in participation and contribution to the clinical mental health field.

	Assessment	Measure	Action
Curriculum	Summative Data	% CITs "Meeting" or "Exceeding"	
	MNHN 630	100%	None required
	MNHN 632	100%	None required
	MNHN 640	100%	None required
	Professional Development (PD)	#CITs attended (Increase from 19-20)	
	Workshop Presentations	2 (+1)	Focus group on lobby activities,
	Conference Attendance	8 (+2)	Measure Alumni and supervisors
	Professional Development workshops	66 (+64)	in PD activities (list of actions in
	Non-class training	13 (+13)	discussion below)
	Community Service Volunteering	26 (+26)	
	Lobbying/related activities	0	
Performance	Summative Data	% CITs "Meeting" or "Exceeding"	
	KPI #1 Aggregate	95%	None required
Program	Alumni Data*	% of Alumni (#)	
	2020-2021 Graduates (24)		
	License or LP Rates	% (17)	
	Work in the field	% (21)	
	2019-2020 Graduates (14)		
	License or LP Rates	71% (10)	
	Work in the field	93% (13)	
	2018-2019 Graduates (21)		
	License or LP Rates	71% (10)	
	Work in the field	93% (13)	

Updated 12/2021

Discussion:
The program focused on increasing counselor identity development within the curriculum and the program overall. Key first-year courses such as Foundations (MNHN 600), Counseling I (MNHN 630), and II (MNHN 632) were all taught by doctoral-level LMHC faculty in 2020-2021. The program plans to have an LMHC teach the Ethics and Legal course (MNHN 640) in the Fall of 2021. Through a collaborative grant with the Touro School of Social Work, advanced CITs in fieldwork have taken advantage of a Federal grant based upon their place of internship placement (OWEP grant). These fellowships have also included several seminars that have been opened to participants beyond the fellowship cohort, including all CITs, faculty, site supervisors, and alumni. Additionally, Dr. Suri has developed a Professional Development series that offers multiple workshops every semester available to CITs as well as site supervisors, alumni, and faculty. The activities have increased CIT participation in professional development outside the classroom setting.

The Assessment Committee noted that the program had limited opportunity to engage CITs in lobbying activities. With the addition of adjunct Professor Dr. McCants, and her role as President of the American Counseling Association, NY Chapter, we hope she will support our CITs in more socio-political professional

activities in 2021-2022. Some activities planned for 2022 include the NYMHCA Lobby Day, NHMHCE Virtual Conference, and the inclusion of Alumni panel discussions in the PDS series.

Alumni data continues to be challenging to gather. The program faculty continues to be dependent upon alumni self-reports to assess when they took licensing exams and how many attempts were needed to pass. These data are not made available by the State of New York. Additionally, as some Alumni have not responded to our survey email or direct outreach via email and phone calls, we have been dependent on tracking their progress via the Office of the Professions site listing license status. The Assessment Committee has developed an action plan to improve alumni engagement for 2020-2021.

- Establish an alumni advisement committee
- Explore offering Alumni training opportunities (submit CE application to NY State)
- Plan 1 alumni activity in 2022 (probably virtual)
- Invite alumni to all PDS events
- Hold 1 alumni panel PDS in 2022
- Invite Alumni to present a PDS
- Get more Alumni connected with SHS Connect (send emails to all alumni); Only 8 Alumni/Current CIT members at present
- Engage alumni in activities based in at least 4 courses (e.g., Alumni interviews in MNHN 600, guest discussions in MNHN 638)

PLO #2: Prepare CITs to promote the wellness and mental health of clients from diverse and pluralistic communities, through the use of evidence-based, ethical counseling skills, and techniques.

	Assessment	Measure	Action/Discussion
Curriculum	**Summative Data**	% CITs "Meeting" or "Exceeding"	
	MNHN 630	100%	None required
	MNHN 632	100%	None required
	MNHN 640	100%	None required
	MNHN 691	100%	None required
Performance	**COMPS Summative Data**	% CITs "Meeting" or "Exceeding"	
	COMPS 1 – Summative Data		None required
	Aggregate Score	93%	
	COMPS II – Summative Aggregate Score		Overall issues with taking exam during the pandemic, performance on areas below.
	(1st attempt)	75%	
	(2nd attempt)	100%	
Performance	**Summative Data**	% CITs "Meeting" or "Exceeding"	
	Comps I Q #4	74%	See discussion in COMPS section below Online classes, failure to read the full question (Note that this was previous Q #5, but an unused Q was removed from Comps I in 2019)
	Based best scores for all		Do not meet 85% benchmark
	Comps II C1	71%	Modify course structure (MNHN 640)
	Comps II C2	83%	Modify course curriculum (MNHN 691)
	Comps II C5	75%	Modify course (MNHN 611)
Aggregate KPI	**KPI**	% CITs "Meeting" or "Exceeding"	
	KPI #2	84%	See KPI #2 discussion
	KPI #3	91%	Meeting Benchmark
Fieldwork	**Summative: CIT Performance**	% CITs "Meeting" or "Exceeding"	
	Site Supervisor Eval: Practicum		CCS-R used for all in 2020-2021. High marks across – to evaluate more individual score areas for next assessment period
	Counseling Skills	99%	
	Disposition	99%	
	Site Supervisor Eval: Internship		Carryover 2019-20 ensure Site supervisors are using CCS-R effectively – Site Supervisor training
	Counseling Skills	98%	
	Disposition	98%	

Discussion:

The Site Supervisor evaluation of the CITs using the CCS-R provided results that showed improvement from the previous year (2019-2020) across both Practicum and Internship courses. Assessment committee to re-evaluate the value of the CCS-R if this trend continues.

Based upon COMPS II data, these content areas need further evaluation:

Section C1 (Professional Counseling Orientation & Ethical Practice); The related course (MNHN 640) had previously been taught as a single section (25+ CITs) via Zoom and by a professor from an allied profession. In 2021, this course will be taught by an LMHC instructor who is a doctoral candidate. It will be split into two sections, though still offered via Zoom.

Section C2 (Social & Cultural Diversity): Some test takers took the related course (MHN 691) prior to a course curriculum revision in 2020 and others took it just at the beginning of the COVID outbreak. All future test takers will have benefitted from the updated course curriculum. Will monitor 2022 COMPS results to determine if the modified curriculum has been effective.

C5 (Counseling & Helping Relationships): The two relevant courses (MNHN 630 and MNHN 632) were modified when a new core faculty professor took over the courses in Fall 2020. As an LMHC, she has integrated practical content and basic counseling skills development across the two courses. The impact of this will be seen in future COMPS results.

The Assessment Committee has noted that the overall KPI results appear more aligned with the COMP II scores than the related course aggregate grades. This should be explored further in the 2022-2023 assessment cycle.

PLO #3: Prepare CITs to function as clinical mental health professionals in multiple roles, including treatment, assessment, and consultative modalities addressing a wide range of mental health concerns.

	Assessment	Measure		Action
Performance	**KPIs**	% CITs "Meeting" or "Exceeding"		
	KPI #3	91%		Meeting Benchmark
	KPI #6	89%		Meeting Benchmark
	KPI #8	90%		Meeting Benchmark
	KPI #10	90%		Meeting Benchmark
Fieldwork	**Placement Data (2020-2021)**	% CITs "Meeting" or "Exceeding"		
	Site Supervisor Eval: Practicum			Questioning if this is useful in evaluation or not
	Counseling Skills	99%		
	Disposition	99%		
	Site Supervisor Eval: Internship			
	Counseling Skills	98%		
	Disposition	98%		
	Placement Data (2020-2021)	% of CITs placed		
	Placement Setting	Prac (30)	Intern (24)	Still working to update and gather site data
	CCBHC	7% (2)	8% (2)	
	OMH Clinic	17% (5)	17% (4)	High number of CITs placed in private/Group practice settings due to access to placements during the pandemic. Most of these settings used telehealth platforms.
	OASAS Program	3% (1)	21% (5)	
	OPWDD	20% (6)	0% (0)	
	MH Private/Group Practice	33% (10)	38% (9)	
	Hospital MH Program	3% (1)	0% (0)	
	Social Services Agency	10% (3)	8% (2)	
	School	7% (2)	8% (2)	
Program	**Alumni Employment Sites**	% of Alumni		
	2019-2020 Graduates (14)			1 Alumnus chose to not pursue employment in field, 2 alumni on hold by choice
	CCBHC	36% (5)		
	OMH Clinic	0% (0)		
	OASAS Program	0% (0)		
	OPWDD	0% (0)		Note the high level of employment in Private settings, and locations providing licensed mixed SUD and MH (CCBHC) services.
	MH Private/Group Practice	36% (5)		
	Hospital MH Program	0% (0)		
	Social Services Agency	7% (1)		
	School	0% (0)		
	Not in the field/On hold	21% (3)		

Discussion:

Certain placements were unavailable due to the pandemic, making placements more challenging to find for both fieldwork CITs and graduates. This also impacted Alumni seeking employment where they could earn their 3000 post-graduate hours. Additionally, during 2020 and into the first half of 2021, the

processing time for the limited permit was significantly extended, making it harder for graduates to receive the invitation to take the NCMHCE. Even in the face of these barriers, all CITs founds fieldwork placements (mostly telemental health) which speaks to the commitment of support of the Fieldwork Coordinator.

PLO #4: Prepare CITs to engage in a minimum of three semesters of supervised clinical experiences designed to effectively work with clients from a multicultural and pluralistic society.

	Assessment	Measure		Action
Curriculum	Summative Data (indicates submission of hours)	% CITs "Meeting" or "Exceeding"		
	MNHN 702	100%		None recommended
	MNHN 770	100%		
	MNHN 771	100%		
Fieldwork	Placement Data	% of CITs placed		
	Treatment Diversity	Prac (30)	Intern (24)	Improve data collection at sites. Program to resend site profile forms via Tevera. Review CCS-R and Site evaluations forms.
	Persons w/MH Issues – inpatient	3% (1)	0% (0)	
	Persons w/MH Issues – outpatient	47% (14)	50% (12)	
	Persons w/ SUD	3% (1)	21% (5)	
	Persons w/ mental illness & SUD	8% (2)	8% (2)	
	Persons w/ developmental disabilities	20% (6)	0% (0)	
	Persons in crisis	3% (1)	0% (0)	
	Persons w/ eating disorders	0% (0)	4% (1)	
	Youth at risk	10% (3)	13% (3)	
	Youth Bereavement	3% (1)	0% (0)	
	Persons confronting abuse	3% (1)	0% (0)	
	Families at risk	0% (0)	4% (1)	

Discussion

Completing 3-semesters of supervised fieldwork experience is a requirement for graduation (passing MNHN 702, MNHN 770, and MNHN 771); hence the curriculum part of this PLO is consistently met. A review of fieldwork placement sites demonstrates the variety of site placements and the variety of clients served, all within the diverse communities of the five boroughs of New York City, Long Island, Westchester, and Connecticut. These data support the fact that CIT fieldwork experiences are grounded in sites that provide services to clients representing a multicultural and pluralistic society.

The program faculty struggle with managing site data completion to improve data capture of services provided and persons served. The Fieldwork Coordinator will be resending the Site profile data to all current sites as of Spring 2022 to support the accuracy of site demographic data. In addition, faculty are working with Tevera to ensure captured data is readily available via Tevera program reports. During this upcoming review cycle, the Assessment Committee will also review the CITs' CCS-R form and review their site evaluation forms to determine if these data points can improve the capture of site diversity information.

PLO #5: Prepare CITs to demonstrate knowledge in counseling theory, helping relationships, assessment, trauma/crisis, substance abuse, group work, career development, human development, social and cultural diversity, research and program evaluation, and the legal and ethical foundation of the counseling profession.

	Assessment	Measure	Action
Curriculum	Summative Data	% CITs "Meeting" or "Exceeding"	
	MNHN 611	100%	Overall improvement on meeting expectations
	MNHN 620	100%	
	MNHN 630	100%	
	MNHN 632	100%	Continue: refer MNHN 611 syllabi to Curriculum Committee
	MNHN 638	100%	
	MNHN 640	100%	
	MNHN 683	100%	
	MNHN 691	100%	
	MNHN 693	95%	
	MNHN 694	96%	
	MNHN 705	100%	
Performance	COMPS Summative Data	% CITs "Meeting" or "Exceeding"	
	COMPS I (1st attempt)	94%	See discussion below regarding COMPS II score and improvement goals
	COMPS I (2nd attempt)	100%	
	COMPS II (1st attempt)	79%	
	COMPS II (2nd attempt)	100%	
	Performance Data	% CITs "Meeting" or "Exceeding"	
	COMPS I – Question 1	97% (+1%)	Improved scores in most areas. Met benchmarks in all but Q#4
	Combined 2 & 3 Score	87% (+8%)	
	COMPS I – Question 4	74% (-3%)	Review of responses to Q.4 suggests that CITs did not answer both parts of the question (causing the reduction in points).
	COMPS I – Question 5	94% (+5%)	
	COMPS I – Question 6	97% (+19%)	
	NCMHCE Training Completed	100%	Submission of NCMHCE training certificates is not indicating performance or engagement with the training – will implement a seminar for CITs in their final semester to address use of the training and promote buy-in

Plan to review Q#4 of COMPS I to determine if continue with the 2-part question. Further discussion of the COMPS II scores provided in the Comprehensive Exam write up below.

PLO #6: Prepare CITs to meet the academic components required by the New York State Education Department, Office of the Professions, to be eligible to apply for the limited permit, leading to clinical licensure.

	Assessment	**Measure**	**Action**
Program	**Alumni Data**	% Alumni (#)	
	2018-2019 Graduates (21)		Significant delays were reported in the processing of LMHC/LP applications in 2020 and into the beginning of 2021. Many delays in CITs being able to receive LP. As of this writing, NYS has published that the processing times is down to 3-6 weeks
	NY License or LP Rates	81% (17)	
	Out of State licensing	9.5% (2)	
	Not in field/unknown status	9.5% (2)	
	2019-2020 Graduates (14)		
	NY License or LP Rates	79% (11)	
	Out of State licensing	0% (0)	
	Not in field/unknown status	21% (3)	
	2020-2021 Graduates (24)*		
	NY License or LP Rates	67% (16)	Some CITs had applied for their LP and are still awaiting a formal site placement or for the application to be processed.
	Out of State licensing	8% (2)	
	Not in field/unknown status	0% (0)	
	Waiting for placement/Paperwork	25% (6)	

*as of 12/1/2021

The CMHC program alumni continue to demonstrate a commitment to the field, with most going into the field in the State of New York. Currently, 25% of our recent graduates (2020-2021) are still awaiting paperwork processing of their limited permit (LP) or are still seeking a placement where they can complete the required 3000 supervised hours. Further evaluation is needed to determine if this is a byproduct of the ongoing limitation in hiring due to the pandemic, NY state processing delays, or alumni motivation. The Assessment committee plans further alumni outreach in Spring 2022 to evaluate alumni status and engage with alumni.

PLO #7: Prepare CITs for successful outcomes on the National Clinical Mental Health Counselor Examination (NCMHCE), required to become employable as a Licensed Mental Health Counseling (LMHC) in the State of New York.

	Assessment	Measure	Action
Program	**Alumni Data**	% of Alumni	
	2021 Alumni Survey (34 responses)		See further assessment in Alumni survey section.
	Employed in the field	82% (28)	
	Reported Attempting NCMHCE/NCE	65% (22)	Alumni survey offers limited insights here – survey to be reviewed
	Reported Passing NCMHCE/NCE	65% (22)	
Program	**Alumni -NCMHCE Pass Rates***	# of Alumni	
	Graduates 2018-2019		Continue to depend on CIT self-reports and outreach to confirm licensing test taking.
	Total Graduates	21	
	# Licensed	6	
	# with limited permit	12	
	# Passed NCMHCE/NCE	9	Improve data collection process
	Graduates 2019-2020		
	Total Graduates	14	Action to improve alumni engagement and reporting
	# Licensed	0	
	# with limited permit	11	
	# Passed NCMHCE/NCE	4	

*as of 12/1/2021

Discussion:
We continue to note that some alumni chose not to go into the field. For the 2019-2020 graduating class, 1 decided not to pursue his license and two others decided to delay applying for their limited permit. The remaining 11 received their limited permit. To track NCMHCE pass rate (or NCE pass rates) we continue to be reliant on alumni self-reports. The State of New York and CCE are unable to provide specific testing data. What continues to be missing are pass rates for alumni by year of graduation and the number of attempts by year of graduation. The absence of this data significantly impacts the program faculty's ability to see the actual impact of interventions and program changes as we are not always getting the complete picture from alumni reports. The program support staff continue to outreach to alumni via emails and phone calls, attempting to confirm data, which was minimally successful, particularly with more distant graduates. In turn, the program uses the Office of the Professions license and permit verification search on their website to determine the status of alumni.

To encourage greater alumni engagement and reporting, the program faculty are exploring alternative ways to keep them involved and connected to the program after graduation. At present, the faculty of various courses include alumni in the curriculum. For MNHN 600 (Foundation of CMHC), the CITs are required to interview a CMHC graduate (LP or LMHC). Approximately 80% use a program alumnus. Other courses invite alumni in for guest presentations. Additional interventions planned for 2021-2022 include an alumni panel webinar as part of the professional development series, CE credit opportunities, invitations to professional development series training, and an alumni meet-up gathering (via Zoom).

PLO #8: Educate CITs in accordance with the NYS Office of Addiction Services and Supports (OASAS) standards, with the option to apply for their Credentialed Alcoholism and Substance Abuse Counselor in Training (CASAC-T) credential.

Domain	Assessment	Measure	Action
Curriculum	**Summative Data**	% CITs "Meeting" or "Exceeding"	
	MNHN 638	100%	None required
	MNHN 705	100%	
Program	**Alumni**	% of Alumni (#)	
	Graduates 2018-2019 (21)		Curriculum Committee to explore if Advanced Addictions course might be better served as an elective
	# with CASAC	24% (5)	
	# with CASAC-T	0% (0)	
	Graduates 2019-2020 (14)		
	# with CASAC	7% (1)	
	# with CASAC-T	7% (1)	
	*Graduates 2020-2021 (24)**		
	# with CASAC	0% (0)	
	# with CASAC-T	12% (3)	

*As of 12/1/2021

Discussion:
Even with the integration of an activity in MNHN 705, that guides CITs through the completion of the CASAC application, actual CASAC-T applications have been low. The faculty is exploring if this advanced course might be better served as an elective for those wishing to pursue an additional specialty, while other specialty electives might be offered instead: including Child and Adolescent Counseling Techniques, Forensics, Grief and Bereavement, and Advanced Groups. The program will include a question about this modification and follow up on CASAC-T pursuit in the 2022 Alumni survey.

ASSESSMENT DATA FOR KEY PERFORMANCE INDICATORS (KPIs)

The Clinical Mental Health Counseling Program faculty have identified 10 Key Performance Indicators (KPIs), tracked to each of the 8 CACREP Common Core and the CMHC Specialty standards, that were tracked in 2020-2021. The faculty have identified CIT Performance data points to measure each KPI (as seen in the discussion below) that attempts to capture performance at various points in the CIT's course of study. This marks the first year that this process has been formally undertaken and, while some modifications are suggested as seen in the discussion, the KPIs will not be modified for the 2021-2022 assessment cycle so as to provide comparative data.

Key Performance Indicators
CACREP Common Core F1: Professional Orientation and Ethical Practice
KPI 1: CIT will articulate the interrelationship between their personal identity and their professional Counselor identity, and how this impacts their CMHC practice.
KPI 2: CIT demonstrates an understanding of the legal and ethical standards of the professional Clinical Mental Health counselor and their application to professional practice.
CACREP Common Core F2: Social and Cultural Diversity
KPI 3: CIT will demonstrate understanding of theories and models of multicultural, pluralistic counseling and display competent application to practice.
CACREP Common Core F3: Human Growth and Development
KPI 4: CIT will demonstrate knowledge of systemic and environmental factors that affect human development, functioning, and behavior across the lifespan
CACREP Common Core F4: Career Development
KPI 5: CIT will identify and describe approaches to the assessment of abilities, interests, values, personality, and other factors that contribute to career development, and their implication to the counseling process.
CACREP Common Core F5: Counseling and Helping Relationships
KPI 6: CIT will demonstrate knowledge and practical application of theoretically based counseling skills and techniques with individuals and groups
CACREP Common Core F6: Group Counseling & Group Work
KPI 7: CIT will identify and apply ethical and culturally relevant strategies for designing and facilitating groups, and how therapeutic factors contribute to group effectiveness.
CACREP Common Core F7: Assessment and Testing
KPI 8: CIT will identify and apply ethical and culturally relevant strategies for selecting, administering, and interpreting assessments and test results to the counseling process.
CACREP Common Core F8: Research and Program Evaluation
KPI 9: CIT will articulate the importance of research in advancing the counseling profession, including how to critique and synthesize research to inform counseling practice
CACREP Common Specialty: CMHC
KPI 10: CIT will demonstrate ability to utilize core clinical principles, intake interviewing, and assessment, including the DSM-5 and MSE, to inform treatment planning.

The table below outlines how the CMHC program interprets the identified data points to evaluate the Key Performance Indicators (KPIs). Throughout this Annual Self Evaluation, the program uses the benchmark of "Meeting" or "Exceeding" expectations. This is equivalent to a benchmark of 85% or higher.

Assessment Legend: How meets "Expectations"

How Used	Exceeding 5	Meeting 4	Approaching 3	Below 2	Does not meet 1
	Meets or exceeds		Does not meet		
Assignment Rubrics	95%+	85%-94%	80%-84%	75%-79%	75%>
Comps Exam I	5	4	3	2	1
Comps Exam II	X>=+1SD	+1SD>X.-1SD	-1SD>X> -1.5 SD	-1.5SD>X> -2 SD	X<-2SD
CCS-R Evaluations	5	4	3	2	1

KPI OVERVIEW AY 2020-2021		
	% of CITs "Meeting" or "Exceeding" Expectations	% of CITs "Not Meeting" Expectations
KPI 1	95%	5%
KPI 2	84%	16%
KPI 3	91%	9%
KPI 4	95%	5%
KPI 5	94%	6%
KPI 6	89%	11%
KPI 7	82%	18%
KPI 8	90%	10%
KPI 9	95%	5%
KPI 10	90%	10%

Two Key Performance Indicators (KPI 2 and KPI 7) fall below the benchmark goal of 85% "meeting" or "exceeding" expectations. See the relevant discussion below.

KPI 1: CIT will articulate the interrelationship between their personal identity and their professional counselor identity, and how this impacts their CMHC practice.
(CACREP Common Core: F1-Professional Orientation and Ethical Practice)

KPI 1 Aggregate: "Meeting" or "Exceeding" expectations 2020-2021	
Meets or exceeds	**Does not meet**
95%	5%

Breakdown of Data Points (2020-2021) "Meeting" or "Exceeding" expectations						
		5	**4**	**3**	**2**	**1**
		Meets or exceeds		**Does not meet**		
MNHN 600	Professional Development Portfolio	100% (26)	0%	0%	0%	0%
		100%		0%		
MNHN 691	Personal & Cultural Socialization Paper	100% (22)	0%	0%	0%	0%
		100%		0%		
COMPS I	Question #5: Foundations	74% (23)	20% (6)	6% (2)	0%	0%
		94%		6%		
MNHN 771	Paper #1	32%(7)	55% (12)	14% (3)	0%	0%
		86%		14%		

The Assessment Committee determined that the CITs' performance meets the 85% benchmark for KPI 1 overall and within the identified data points. The Assessment Committee discussed the weaker data point, MNHN 771 – 86% Meeting or Exceeding expectations, and observed that the three who did not meet expectations did not turn in their paper on time. The Committee will keep this KPI and the related data points as-is for another academic year.

Recommended 2021-2022 Data Points

Course	Data Point	How Assess	
MNHN 600	Professional Development portfolio	Rubric	Continue
MNHN 691	Personal & Cultural Socialization Paper	Rubric	Continue
MNHN 771	MNHN 771 paper	Rubric	Continue
COMPS I	Quest # 5: Foundations	Score	Continue

KPI 2: CIT demonstrates an understanding of the legal and ethical standards of the professional Clinical Mental Health counselor and their application to professional practice.
(CACREP Common Core: F1-Professional Orientation and Ethical Practice)

KPI 2 Aggregate: "Meeting" or "Exceeding" expectations 2020-2021	
Meets or exceeds	**Does not meet**
84%	1%

Breakdown of Data Points (2020-2021) "Meeting" or "Exceeding" expectations						
		5	**4**	**3**	**2**	**1**
		Meets or exceeds		**Does not meet**		
MNHN 640	Ethics Final Paper	74% (23)	20% (6)	6% (2)	0%	0%
		94%		6%		
COMPS I	Question # 5: Foundations	74% (23)	20% (6)	7% (2)	0%	0%
		94%		6%		
COMPS II	Professional Counseling Orientation & Ethical Practice	8% (2)	63% (15)	17% (4)	4% (1)	8% (2)
		71%		29%		
MNHN 702	CCS-R 2A - Ethical guidelines	99%	0%	1% (1)	0%	0%
	CCS-R 2B – Professional Behav.	100%	0%	0%	0%	0%
	CCS-R 2C - Policies	99%	0%	1% (1)	0%	0%
MNHN 770	CCS-R 2A - Ethical guidelines	100%	0%	0%	0%	0%
	CCS-R 2B – Professional Behav.	100%	0%	0%	0%	0%
	CCS-R 2C - Policies	100%	0%	0%	0%	0%
MNHN 771	CCS-R 2A - Ethical guidelines	100%	0%	0%	0%	0%
	CCS-R 2B – Professional Behav.	100%	0%	0%	0%	0%
	CCS-R 2C - Policies	100%	0%	0%	0%	0%

The CITs' performance on the KPI 2 data points is just under the benchmark of 85% overall. A review of the data points indicates that the CITs' performance on Comprehensive Exam II in Fall 2020 impacted the aggregate data for this KPI. As is further discussed in the Comprehensive Exams Review (below), potential factors were identified by the Assessment Committee as impacting this performance: class size and instructor for MNHN 640 (Ethics). Modifications to this course have been made for Fall 2021, including splitting the course into two sections and hiring an adjunct instructor who is a counseling professional and familiar with Counselor Professional Orientation and Ethical and legal issues specific to counseling, as well as the CACREP standards measured in the CPCE (used for Comps II). The syllabus for this course has also been referred to the Curriculum Committee for review. The impact of these changes will be evident in Comps II performances in the 2022-2023 Academic year. For upcoming test-takers, additional study sessions will be hosted by Dr. Asner-Self and these areas of potential weakness will be addressed.

The Assessment Committee also noted that the use of the CCS-R to assess this KPI has been less than meaningful as it appears that most Site Supervisors are not providing thoughtful feedback. At this time, these data points will be discontinued. The Fieldwork Coordinator will provide training and outreach to address this issue.

Recommended Interventions

Course	Observed Concerns	Modification
MNHN 640	Course too large Instructor not counseling professional	Split course into 2 sections New instructor for AY 2021-22 Curriculum committee to review
COMPS II Section	Did not meet benchmark (71%)	Adjustments to MNHN 640 Study sessions for CPCE AY 2021-22
	Improve CIT knowledge of Legal and Ethical standards as they apply to the Counseling Profession	Invite a NYS MH Lawyer to speak at one of the program Professional Development seminars
Use of CCS-R	Appears to be limited feedback provided	Site supervisor training Discontinue use as data point

Recommended 2021-2022 Data Points

Course	Data Point	How Assess	
MNHN 640	Ethics Final	Rubric	Continue
COMPS I	Question # 5 Foundations	Score	Continue
COMPS II	Prof. Counseling Orientation & Ethical Practice	Score	Continue
MNHN 702	Practicum Evaluation of CIT	CCS-R 2A-2D	Discontinue
MNHN 770/771	Practicum Evaluation of CIT	CCS-R 2A-2D	Discontinue

KPI 3: CIT will demonstrate understanding of theories and models of multicultural, pluralistic counseling and display competent application to practice.
(CACREP Common Core: F2- Social and Cultural Diversity)

KPI 3 Aggregate: "Meeting" or "Exceeding" expectations 2020-2021	
Meets or exceeds	**Does not meet**
91%	9%

Breakdown of Data Points (2020-2021) "Meeting" or "Exceeding" expectations						
		5	**4**	**3**	**2**	**1**
		Meets or exceeds		**Does not meet**		
MNHN 691	Interview Paper	100% (22)	0%	0%	0%	0%
		100%		0%		
COMPS II	Social and Cultural Diversity	4% (1)	79% (19)	13% (3)	4% (1)	0%
		83%		17%		
MNHN 702	CCS-R 2F - Multicultural	100%	0%	0%	0%	0%
MNHN 770	CCS-R 2F - Multicultural	100%	0%	0%	0%	0%
MNHN 771	CCS-R 2F - Multicultural	100%	0%	0%	0%	0%

The CITs' performance meets the 85 % benchmark KPI 3 overall and for most data points. The one measure below the 85% benchmark is CIT performance on the "Social and Cultural Diversity" section of Comprehensive Exam II (83%). As discussed in the Comprehensive Exams review section below, these Compressive Exam takers had either not taken MNHN 691 with the updated curriculum or had taken the course in the early stages of the program's move to an online modality in the wake of the pandemic. The Assessment Committee will consider the scores on COMPS II in 2021-2020 to note if the curriculum changes have had any impact on test performance.

In addition, the Committee felt that a broader range of data points might be more helpful and have suggested the addition of the Multicultural Critique activity from Counseling II (MNHN 632). As previously discussed, the use of the CCS-R question 2F regarding Multicultural sensitivity appears to add little to the measurement of this KPI. The use of this as a measure will be discontinued.

Recommended Interventions

Course	Observed Concerns	Modification
	Need broader range of measures	Add data point in MNHN 632
	CCS-R measures providing limited insights	Discontinue use as a measure

Recommended 2021-2022 Data Points

Course	Data Point	How Assess	
MNHN 691	Family Elder Interview (new Name)	Rubric	Continue
COMPS II	Social and Cultural Diversity	Score	Continue
MNHN 632	Final Paper (multicultural Critique & Present)	Rubric	New
MNHN 702	Evaluation of CIT	CCS-R 2F	Discontinue
MNHN 770/771	Evaluation of CIT	CCS-R 2F	Discontinue

KPI 4: CIT will demonstrate knowledge of systemic and environmental factors that affect human development, functioning, and behavior across the lifespan.
(CACREP Common Core: F3- Human Growth and Development)

KPI 4 Aggregate: "Meeting" or "Exceeding" expectations 2020-2021	
Meets or exceeds	**Does not meet**
95%	5%

Breakdown of Data Points (2020-2021) "Meeting" or "Exceeding" expectations		**5**	**4**	**3**	**2**	**1**
		Meets or exceeds		**Does not meet**		
MNHN 620	Lifespan Portfolio	79% (22)	21% (6)	0%	0%	0%
		100%		0%		
COMPS I	Question #1: Lifespan	55%(17)	42% (13)	3% (1)	0%	0%
		97%		3%		
COMPS II	Human Growth & Development	17% (4)	71% (17)	12% (3)	0%	0%
		88%		12%		

The CITs' performance meets the 85 % benchmark for KPI 4 overall and within each identified data point. The Assessment Committee determined that the measures identified are measuring this KPI successfully; however, after a review of the 2021-2022 academic year data, they will consider adding additional data points to broaden the scope of this KPI. The Committee recommends keeping the current data points in place for the 2021-2022 academic year for comparison and before adjustments are made to the KPI.

Recommended 2021-2022 Data Points

Course	Data Point	How Assess	
MNHN 620	Portfolio	Rubric	Continue
COMPS I	Question #1: Lifespan	Score	Continue
COMPS II	Human Growth & Development	Score	Continue

KPI 5: CIT will identify and describe approaches to the assessment of abilities, interests, values, personality, and other factors that contribute to career development, and their implication to the counseling process.
(CACREP Common Core: F4- Career Development)

KPI 5 Aggregate: "Meeting" or "Exceeding" expectations 2020-2021	
Meets or exceeds	Does not meet
94%	6%

Breakdown of Data Points (2020-2021) "Meeting" or "Exceeding" expectations						
		5	4	3	2	1
		Meets or exceeds		Does not meet		
MNHN 678	Paper/Video Project	85% (22)	15 %(0)	0%	0%	0%
		100%		0%		
COMPS II	Career Development	13% (3)	75% (18)	8% (2)	4% (1)	0%
		88%		12%		

The CITs' performance meets the 85 % benchmark for KPI 5 overall and within each identified data point. The Assessment Committee determined that the measures identified are measuring this KPI successfully; however, they note that the data points are not broad and that additional data points should be considered for the 2022-2023 cycle. The Committee recommends keeping the data points in place for the 2021-2022 academic year for comparison.

Recommended 2021-2022 Data Points

Course	Data Point	How Assess	
MNHN 678	Paper/Video Project	Rubric	Continue
COMPS II	Career Development	Score	Continue

KPI 6: CIT will demonstrate knowledge and practical application of theoretically based counseling skills and techniques with individuals and groups.
(CACREP Common Core: F5- Counseling and Helping Relationships)

KPI 6 Aggregate: "Meeting" or "Exceeding" expectations 2020-2021	
Meets or exceeds	Does not meet
89%	11%

Breakdown of Data Points (2020-2021) "Meeting" or "Exceeding" expectations						
		5	4	3	2	1
		Meets or exceeds		Does not meet		
MNHN 600	Video Assignment	100% (26)	0%	0%	0%	0%
		100%				
MNHN 632	Video Assignment	0%	100% (26)	0%	0%	0%
		100%				
MNHN 706	AEI Attendance verification	100% (23)	0%	0%	0%	0%
		100%				
MNHN 771	Paper 2	29% (6)	57% (12)	14% (3)	0%	0%
		86%		14%		
COMPS I	Question 4: Techniques	68% (21)	6% (2)	26% (8)	0%	0%
		74%		26%		
COMPS II	Counseling & Helping Relationships	17% (4)	58% (14)	17% (4)	4% (1)	4% (1)
		75%		25%		
MNHN 770	CCS-R Section 1	100%	0%	0%	0%	0%
MNHN 771	CCS-R Section 1	100%	0%	0%	0%	0%

CITs' performance data indicate that the 85 % benchmark is met for KPI 6 overall; however, some data points fall below the benchmark. These are the two Comprehensive Exam data points: COMPS I – question 4 (74%) and COMPS II – "Counseling & Helping Relationships" (75%). As is discussed in the review of the Comprehensive Exams below, there several factors that impacted these scores.

For COMPS 1, a review of the actual submission demonstrated that the 8 CITs who scored below expectations did so because they failed to answer both parts of the 2-part question posed on the exam. The COMPS Committee is reviewing if this question should remain as a 2-part question or be adjusted. For the test takers for the 2020-2021 COMPS II, they did not benefit from the adjusted curriculum of Counseling I (MNN 630) and Counseling II (MNHN 632), or the exposure to a core faculty instructor. As of Fall 2020 (after these takers would have taken these relevant courses), Core Faculty member Dr. Suri is teaching these courses and has improved the curriculum. The potential benefit of these changes will be seen in the 2021-2022 COMPS scores.

The Assessment Committee noted that two of the data points did not appear to be adding meaningful data; AEI Training attendance and the CCS-R Section scores for Internship I (MNHN 770) and Internship II (MNHN 771). The Committee recommended discontinuation of the data points for the 2021-2022 cycle.

Recommended Interventions

Course	Observed Concerns	Modification
COMPS I	Did not meet benchmark (74%) CITs did not fully answer 2-part question	Review if should modify question #4 or rewrite for clarity
COMPS II Section	Did not meet benchmark (75%)	Curriculum changes to MNHN 630 & MNHN 632 MNHN 630 & MNHN 632 to be taught by Core Faculty or counselor educator
AEI Attendance	Appears to provide no relevant feedback	Discontinue use as data point
Use of CCS-R	Appears to provide limited feedback	Discontinue use as data point
MNHN 600	Video activity fits more naturally into MNHN 630 curriculum	Will move basic counseling skills modules into MNHN 630

Recommended 2021-2022 Data Points

Course	Data Point	How Assess	
MNHN 630	Video Assignment	Rubric	Moved
MNHN 632	Video Assignment	Rubric	Continue
MNHN 771	Paper 2	Rubric	Continue
COMPS I	Question 4: Techniques	Score	Continue
COMPS II	Counseling & Helping Relationships	Score	Continue
MNHN 706	AEI Attendance verification	certificate	Discontinue
MNHN 770/771	CCS-R Section 1	score	Discontinue

KPI 7:CIT will identify and apply ethical and culturally relevant strategies for designing and facilitating groups, and how therapeutic factors contribute to group effectiveness.
(CACREP Common Core: F6- Group Counseling & Group Work)

KPI 7 Aggregate: "Meeting" or "Exceeding" expectations 2020-2021	
Meets or exceeds	**Does not meet**
82%	18%

Breakdown of Data Points (2020-2021) "Meeting" or "Exceeding" expectations						
		5	**4**	**3**	**2**	**1**
		Meets or exceeds		**Does not meet**		
MNHN 692	Group Design Project	86% (18)	14% (3)	0%	0%	0%
		100%		0%		
COMPS II	Group Counseling & Group Work	4% (1)	63% (15)	25% (6)	8% (2)	0%
		67%		33%		

The CITs' performance falls below the 85% benchmark for KPI 7 overall and in the COMPS II data point (67%). As discussed below in the review of the Comprehensive Exams, the Assessment Committee identified some potential factors that may have influenced performance. The essential course for this KPI, MNHN 692-Group Counseling, had been taken by some COMPS II takers before the course curriculum was modified in 2019. Other test takers had taken the course as a synchronous Zoom course in the Summer of 2020, during the onset of the pandemic. For all the test takers, their MNHN 692 course was taught by an Adjunct Faculty member unfamiliar with CACREP common core learning standards. The Assessment Committee has strongly recommended a full review of the course curriculum, a return of the course to in-person, and the assignment of the course to a faculty person familiar with the Common Core learning standards for Group Counseling and Group Work.

Recommended Interventions

Course	Observed Concerns	Modification
MNHN 692	COMPS II Performance (67%)	Syllabus referred to Curriculum Committee Review assignments and learning as related to Standards Course to return to in-person Core Faculty to take over course
	Limited data points	Assessment Committee to determine other groups activity data points for 2022-2023 cycle

Recommended 2021-2022 Data Points

Course	Data Point	How Assess	
MNHN 692	Design Project	Rubric	Continue
COMPS II	Group Counseling & Group Work	Score	Continue

KPI 8: CIT will identify and apply ethical and culturally relevant strategies for selecting, administering, and interpreting assessments and test results to the counseling process.
(CACREP Common Core: F7- Assessment and Testing)

KPI 8 Aggregate: "Meeting" or "Exceeding" expectations 2020-2021	
Meets or exceeds	**Does not meet**
90%	10%

Breakdown of Data Points (2020-2021) "Meeting" or "Exceeding" expectations						
		5	**4**	**3**	**2**	**1**
		Meets or exceeds		**Does not meet**		
MNHN 683	Assessment Portfolio	92% (24)	0%	3% (1)	0%	0%
		100%		3%		
COMPS II	Assessment & Testing	4% (1)	83% (20)	13% (3)	0%	0%
		87%		13%		

The CITs' performance meets the 85% benchmark for KPI 8 overall and for each identified data point. The Assessment Committee would like to see a broader range of data points and recommends additional measures to be considered for the 2022-2023 cycle. The Committee will keep this KPI and the related data points as-is for another academic year.

Recommended Interventions

Course	Observed Concerns	Modification
	Limited data points	Assessment Committee to consider adding data points for 2022-2023 cycle

Recommended 2021-2022 Data Points

Course	Data Point	How Assess	
MNHN 683	Assessment Portfolio	Rubric	Continue
COMPS II	Assessment & Testing	Score	Continue

KPI 9: CIT will articulate the importance of research in advancing the counseling profession, including how to critique and synthesize research to inform counseling practice.
(CACREP Common Core: F8- Research and Program Evaluation)

KPI 9 Aggregate: "Meeting" or "Exceeding" expectations 2020-2021	
Meets or exceeds	Does not meet
95%	5%

Breakdown of Data Points (2020-2021) "Meeting" or "Exceeding" expectations						
		5	**4**	**3**	**2**	**1**
		Meets or exceeds		**Does not meet**		
MNHN 611	Final Project	44% (14)	53% (17)	0%	3% (1)	0%
		97%		3%		
MNHN 771	CIT Eval of Site (submission)	91% (21)	0%	0%	9% (2)	0%
		91%		9%		
COMPS II	Research & Program Evaluation	21% (5)	75% (18)	4% (1)	0%	0%
		96%		4%		

The CITs' performance meets the 85% benchmark for KPI 9 overall and for each identified data point. The Assessment Committee would like to see a broader range of data points to measure this KPI and suggest the addition of the TED Talk Activity from MNHN 691 for the 2021-2022 cycle. In addition, the Committee observed that the CIT Evaluation of Site, while a measurement of a program, did not match with the KPI's focus on research to advance the counseling profession. It is recommended that this measure be removed as a data point.

Recommended Interventions

Course	Observed Concerns	Modification
	Limited data points	Add TED Talk Activity (MNHN 691)
MNHN 771	CIT Eval of Site does not match with Defined KPI	Discontinue use as data point

Recommended 2021-2022 Data Points

Course	Data Point	How Assess	
MNHN 611	Final Project	Rubric	Continue
MNHN 691	TED Talk Activity	Rubric	New
COMPS II	Research & Program Evaluation	Score	Continue
MNHN 771	CIT Eval of Site (submission)	score	Discontinue

KPI 10: CIT will demonstrate ability to utilize core clinical principles, intake interviewing, and assessment, including the DSM-5 and MSE, to inform treatment planning.
(CACREP CMHC Specialty)

KPI 10 Aggregate: "Meeting" or "Exceeding" expectations 2020-2021	
Meets or exceeds	**Does not meet**
90%	10%

Breakdown of Data Points (2020-2021) "Meeting" or "Exceeding" expectations						
		5	**4**	**3**	**2**	**1**
		Meets or exceeds		**Does not meet**		
MNHN 702	Intake Interview Video	62% (18)	38% (11)	0%	0%	0%
		100 %		0%		
MNHN 770	Case Conceptualization Activity	50% (12)	21% (5)	29% (7)	0%	0%
		71%		29%		
MNHN 771	NCMHCE training	92% (22)	0%		8% (2)	
		92%		8%		
COMPS I	Question #2: Psychopathology (combined past Q#2 & Q#3)	26% (8)	61% (19)	13% (4)	0%	0%
		87%		13%		
COMPS I	Question #6: Treatment Goals	68% (21)	29% (9)	3% (1)	0%	0%
		97%		3%		
MNHN 770	CCS-R Section 1	100%	0%	0%	0%	0%
MNHN 771	CCS-R Section 1	100%	0%	0%	0%	0%

The CITs' performance meets the 85 % benchmark for KPI 10 overall but falls below the benchmark on one data point: MNHN 770's Case Conceptualization Activity. A review of the submitted assignment indicates that the 7 CITs receiving a score below the 85% benchmark was due because their submissions were late. The faculty for this course stated that, if the paper had been submitted on time, the CITs' scores would have met or exceeded the 85% benchmark. While their late submissions may be a professionalism issue, they are not direct measures of KPI 10.

The Assessment Committee determined that more data points should be set to add greater scope to this important KPI. Three new data points are recommended from across the plan of study and one data point (MNHN 702-Intake Interview Video) has been replaced with a case presentation activity within the same course. Similar to previous discussions, the CCS-R from MNHN 770 and MNHN 771 does not seem to add to the KPI assessment and is discontinued.

Recommended Interventions

Course	Observed Concerns	Modification
	Limited data points Need more data from earlier in plan of study	Add MNHN 630 Video Activity Add MNHN 681 Final Add MNHN 683 MSE Video
MNHN 771	CIT Eval of Site does not match with Defined KPI	Discontinue use as data point

Recommended 2021-2022 Data Points

Course	Data Point	How Assess	
MNHN 770	Case Conceptualization Activity	Rubric	Continue
MNHN 702	Case Presentation	Rubric	New (replace)
MNHN 681	Case Conceptualization Final	Rubric	New
MNHN 630	Core Clinical Skills Video Activity	Rubric	New
MNHN 683	MSE Video Activity	Rubric	New
COMPS I	Question #2: Psychopathology	Score	Continue
COMPS I	Question #6: Treatment Goals	Score	Continue
MNHN 770/771	CCS-R Section 1	Score	Discontinue
MNHN 702	Intake Interview Video	Rubric	Replaced

REVIEW OF CIT DISPOSITION

CIT disposition was monitored during the 2020-2021 academic year using the nationally recognized Counselor Competencies Scale- Revised (CCS-R). This evaluation reviews CIT counseling skills (part 1) and disposition (part 2). For the evaluation of CIT Disposition, only Part 2 is considered.

CIT disposition is measured across their academic experience by multiple reviewers (see the table below for an outline of how Disposition is captured, by whom, and when in the academic plan of study)

CCS-R Part 2 Disposition Activity	Assessed in	When
Entry Level		
• CIT Self-assessment	MNHN 600	Mid – Fall semester 1st year
• Assessment by Faculty	MNHN 630	End – Fall semester 1st year
• Assessment by Faculty	MNHN 632	End – Spring semester 1st year
Midpoint Level		
• Assessment by Site Supervisor	MNHN 702	Mid & End Semester
• Assessment by Faculty	MNHN 702	End Semester
• CIT Self-assessment	MNHN 702	End Semester
• Assessment by Site Supervisor	MNHN 770	Mid & End Semester
• Assessment by Faculty	MNHN 770	End Semester
• CIT Self-assessment	MNHN 770	End Semester
• Assessment by Faculty	MNHN 692	End Semester
Exit Level		
• Assessment by Site Supervisor	MNHN 771	Mid – Spring semester final year
		End – Spring semester final year
• Assessment by Faculty	MNHN 771	End – Spring semester final year
• CIT Self-assessment	MNHN 771	End – Spring semester final year

DISPOSITION DATA

Site Supervisor Evaluations of CITs (% of CITs "Meeting" or "Exceeding" Expectations)			
	2018-2019	**2019-2020**	**2020-2021**
Mid-Program: Practicum	88%	89%	99%
End Program: Internship II	96%	92%	98%

2020-2021 Aggregate Evaluations of CIT Dispositions (% of CITs "Meeting" or "Exceeding" Expectations)			
	Entry	**Midpoint***	**Exit***
Self-Evaluation	88%	97%	99%
Faculty Evaluation	92%	99%	98%
Site Supervisor Evaluation	N/A	100%	100%

REVIEW OF COMPREHENSIVE EXAM SCORES
COMPS I & COMPS II
Benchmark 85%

The CMHC program faculty continue to use two Comprehensive Exams to measure CIT progress and readiness for practice. The first exam (COMPS I) is administered at the end of the CITs' first two semesters. CITs have four hours to write an essay response to seven questions based upon a clinical case study. The essays are scored on both Grammar/Language Usage and Content information. Program faculty use a rubric format to score each submission. CITs who pass the overall exam but fail a section are required to rewrite that specific section to demonstrate mastery. CITs who fail the overall exam on both the Language Usage and Content sections are asked to enroll in the Writing Lab.

COMPS I DATA

	# takers	# passed 1st attempt	# retake	# passed retake
2019-2020	25	24 (96%)	1	1
2020-2021	31	29 (94%)	2	2

	Spring 2021 (31)		Spring 2020 (25)	
	Passed Section (#)*	Average Score (out of 5)	Passed Section (#)*	Average Score (out of 5)
Mechanics	100% (31)	5	76% (19)	4
Information	100% (31)	5	96% (24)	5
Q1 Developmental	97% (30)	5	80% (20)	5
Q2/3 Psychopathology	87% (27)	4	76% (19)	4
Q4 Treatment Interventions	74% (23)	4	84% (21)	5
Q5 Professional Identity	94% (29)	5	80% (20)	4
Q6 Treatment Goals	97% (30)	5	64% (16)	4

*Includes second attempt scores of 2 retakers

COMPS I Discussion
The assessment committee has set a benchmark of 85% for the subsection pass rates and 100% for aggregate score following the 1st retake.

The results of the two psychopathology questions have been combined into a single score to better balance the comparison of performance between the courses the questions represent. Overall, there was improvement in the CITs' scores on the Psychopathology questions (justification and differential diagnosis write-ups) from 76% of CITs passing that section in Spring 2020 to 87% passing in 2021. The only decrease in performance was found on Question #4 about treatment interventions. From reviewing the CITs that did not meet expectations on this section, it is notable that they universally failed to answer both parts of the question, thus reducing their score. The second part of the question was added for the Spring 2021 Comprehensive exam and not present in the 2020 exam. In October, the Assessment Committee meet and reviewed the results and determined that removing the second part to the question was acceptable and not minimizing the value of the original question.

The scores from this Comprehensive Exam will be used in the 2022-2023 Assessment Cycle to compare CIT performance on the New York State licensing exam.

The second comprehensive exam used by the program faculty is the Counselor Preparation Comprehensive Exam (CPCE). Administered by the Center for Credentialing and Education (CCE) via Pearson testing centers and computer-based exams on campus, the CPCE is a nationally recognized standardized exam used as an exit exam for many colleges and universities across the United States. It is a 4-hour exam comprised of 160 multiple choice questions that are evenly distributed across the 8-core counseling sections outlined in the CACREP Standard 2, with only 7 of the questions in each section counting towards the CITs overall score. While there are no pass or fail designations offered by CCE, the program faculty have determined that a passing score on the CPCE is any score above one standard deviation below the CCE calculated national mean for Exiting Students for the given test version taken. This same standard is applied in evaluating CIT performance in each of the eight subsections of the CPCE.

A CIT's aggregate score determines if they pass the CPCE, though the program evaluates the subsection scores to support course and curriculum improvement discussions.

COMPS II DATA

	# takers	# passed 1st attempt	# retake	# passed 1st retake	Average Score	Cut Off	National Mean
2019-2020	Not given	NA	NA	NA	NA	NA	NA
2020-2021	24	19 (79%)	5	5	80	68	82.42

	Spring 2021 (24)			
	Passed Section (#)*	Average Score	Cut Off	National Mean
C1: Professional Counseling Orientation and Ethical Practice	71% (17)	9	9	10.48
C2: Social and Cultural Diversity	83% (20)	9	7	9.23
C3: Human Growth and Development	88% (21)	11	8	10.41
C4: Career Development	88% (21)	10	8	10.06
C5: Counseling and Helping Relationships	75% (18)	10	9	10.44
C6: Group Counseling and Group Work	67% (16)	10	10	12.08
C7: Assessment and Testing	87% (21)	10	8	9.52
C8: Research and Program Evaluation	96% (23)	11	8	10.21

*Includes second attempt scores of 5 retakers

This round of Comprehensive Exam II was particularly difficult to manage as the program was still functioning remotely. All measures were taken to ensure CIT safety. With limited staff on campus, there were issues with signing into the computer-based exam that CITs and faculty had to negotiate. Ultimately, the assessment team did not feel this overly impacted the performance of these CITs.

The program sets benchmark of 85% for subsection pass rates and 100% of aggregate score pass rate

following the 1st retake. For this year's test-takers, Subsections C1, C2, C5, and C6 did not meet the benchmark.

The Assessment committee reviewed and discussed the results from these three sections.

For subsection C1: Professional Counseling Orientation and Ethical Practice (67%), the CITs taking this exam represented a group in which MNHN 640: Ethics was taught synchronous remote as a single group (over 20 CITs) by an instructor outside the Mental Health Counseling field. The plan to address this deficiency is to bring in an LMHC or equivalent instructor to teach two sections (to reduce the course size) as a synchronous remote course. These changes were implemented for the Fall 2021 class. In addition, the course content in MNHN 600: Foundations that deals with Basic Counseling Skills will be moved into MNN 630: Counseling I so that MNHN 600 can provide more focus on developing professional identity, discussing counselor supervision, and counselor identity across the counseling specialties. This change was also implemented for Fall 2021.

For Subsection C2: Social and Cultural Diversity (83%), the aggregate rate was near the benchmark of 85%. In a closer review of the test-taker's specific scores, those who did not meet the benchmark had taken the course MNHN 692: Multiculturalism with an adjunct professor in the previous year and did not have the benefit of the newer curriculum developed by the core faculty in 2020.

For Subsection C5: Counseling and Helping Relationships (75%), the test takers had taken the relevant courses, MNHN 630 Counseling I and MNHN 632 Counseling II, with adjunct instructors; different for each MNHN 630 and MNHN 632. In the fall of 2020, Dr. Suri took on these two courses, modified the curriculum across the two courses: integrating more practical application of the learned theories, counseling skills, and interventions. The structure of this learning continues into the 2021-2022 courses. Measurement of these changes will begin to be seen in the 2-year track CITs taking the CPCE in 2022.

For subsection C6: Group Counseling and Group Work (67%), many of test-takers had taken the course virtually, the first time it had been offered in this modality, and with an adjunct professor. The Assessment Committee would like to see how the result of this section reflect the adjustment of the faculty and CITs to the virtual learning environment.

GRADUATE EXIT INTERVIEW
2021 Graduates

2021 CIT Exit Evaluation: Review areas that could be improved.
Exit interviews and an anonymous exit survey were conducted with CITs. Of the 24 graduating CITs, 14 completed the Exit survey. Of the 14 responses, the courses they found most meaningful included: MNHN 600 Foundations (43%), MNHN 681 Psychopathology (43%), MNHN 693 Trauma (43%), MNHN 702 Practicum (43%), MNHN 770 Internship I (43%) and MNHN 771 (57%). For these courses, based on CIT written responses, positive responses were most strongly connected to the professors (50%) and the content of the courses (45%). These observations correlate to the optional responses to a query about program pros, in which 90% of the respondents reported that the quality of the faculty was a program strength.

The main courses where the CITs expressed concern were MNHN 611 Research and MNHN 694 Families and Couple Counseling. For MNHN 611, the written responses suggested the course content was challenging to follow, and the instructor's expectations were unclear. In the reactions to MNHN 694, the respondents all stated they would prefer the professor to be a Marriage and Families specialist. Overall, the written responses regarding specific courses and the program indicated a desire for more practical application activities and improved organization and presentation of program expectations and information.

The faculty recommendations are:
1. Develop a CANVAS "course" that can act as a community bulletin board (implemented in Fall 2021).
2. Conduct a mid-semester survey (to be implemented in Spring 2022).
3. Modify past goal of two open meetings per semester to one open forum virtual meeting a year.

ALUMNI SURVEY
2021

In 2021, the program faculty conducted an alumni survey of all graduates since 2007, reviewed New York State posted data regarding the licensing status of all graduates, and actively called and emailed alumni to gather employment, licensing, and state exam status. Currently, the program is focused on collecting data from those graduates directly impacted by the program's current iteration (from 2016-present).

Alumni Survey Results
The 2021 Alumni Survey was sent out during May 2021, to the 427 alumni of the program since 2007. Only 34 alumni (8%) responded.

Year Graduated	# Responses	# Working in MH field	Licensing Statistics			
			# LMHC in NY	# Limited Permit in NY	# Licensed other State	Year Licensed on NYS
2008	3	2	1	1	0	2010
2009	5	4	2	0	0	2011, 2012
2010	3	2	3	0	0	2012
2011	2	1	0	0*	0	
2012	6	5	4	0	0	2014, 2015, 2016
2013	2	2	2	0	0	2017, 2019
2014	2	1	1	0	1	2018
2015	3	3	3	0	0	2016, 2017, 2019
2018	3	3	2	1	0	2020
2019	2	2	0	2	0	
2020	3	3	0	3	0	
TOTAL	34	28	18	7	1	

*LP Expired

Year Graduated	# Responses	NYS License Exam			Other State Exam		
		Took NCMHCE	Passed 1st attempt	Passed 2-3 attempts	Took NCE	Passed 1st attempt	Passed 2-3 attempts
2008	3	2	0	2	0	0	0
2009	5	2	1	1	0	0	0
2010	3	3	0	3	0	0	0
2011	2	1	0	0	0	0	0
2012	6	3	3	1	1*	0	1
2013	2	2	1	1	0	0	0
2014	2	1	1	0	1	0	1
2015	3	3	2	1	0	0	0
2018	3	3	3	0	0	0	0
2019	2	1	1	0	0	0	0
2020	3	1	1	0	0	0	0
TOTAL	34	22	13	9	1	0	2

*CIT took both tests to be licensed in NYS and NJ

Year Graduated	# Responses	Reason for Not pursuing License			
		Other MH Profession	Did not pass test LP expired	Could not secure 3000-hr placement	Other reason
2008	3	1	0	0	0
2009	5	0	1	1	1
2010	3	0	0	0	0
2011	2	0	1	1	0
2012	6	0	0	1	0
2013	2	0	0	0	0
2014	2	0	0	0	0
2015	3	0	0	0	0
2018	3	0	0	0	0
2019	2	0	0	0	0
2020	3	0	0	0	0

Additional Insights

# With CASAC-T	3
# With CASAC	3
# Who have earned PhD	1
# Licensed in more than 1 State	3

Per the alumni quantitative feedback, three respondents would like support with preparing for the NYS licensing exam and one would like more support in finding employment placement to complete the required 3,000 hours.

ALUMNI DATA
2016-2020 Graduates

Data gathered as of 6/30/2021 from NY Office of the Professions website and alumni self-reports from Alumni Survey reports and direct program outreach (phone class and emails).

	YEAR OF GRADUATION					
	2016	2017	2018	2019	2020	TOTAL
TOTAL GRADUATES	**6**	**17**	**23**	**21**	**14**	**81**
Working in the field (of total graduates = 81)						
Yes	6 (100%)	15 (88%)	20 (87%)	19 (%)	12 (93%)	72 (89%)
No	0 (0%)	0 (0%)	3 (13%)	1 (%)	1 (7%)	5 (6%)
Unknown	0 (0%)	2 (12%)	0 (0%)	1 (%)	1 (0%)	4 (5%)
States Employed (of graduates "working in the field" = 72)						
NY	6 (100%)	15 (100%)	19 (95%)	17 (%)	12 (100%)	69 (96%)
NJ	0 (0%)	0 (0%)	1 (5%)	1 (%)	0 (0%)	2 (3%)
DC	0 (0%)	0 (0%)	0 (0%)	1 (%)	0 (0%)	1 (1%)
Taken NCMHCE (of graduates "working in the field" = 72)*						
Yes	4 (67%)	12 (80%)	17 (85%)	10 (53%)	4 (33%)	47 (65%)
No	0 (0%)	0 (0%)	1 (5%)	4 (21%)	5 (42%)	10 (14%)
Unknown	2 (33%)	3 (20%)	2 (10%)	3 (16%)	3 (25%)	13 (18%)
Other State	0 (0%)	0 (0%)	0 (0%)	2 (10%)	0 (0%)	2 (3%)
NYS NCMHCE Attempts** (of those who have taken reports/known alumni with LMHC = 47)						
1st attempt	0 (0%)	4 (33%)	10 (59%)	7 (70%)	4 (100%)	25 (53%)
2nd Attempt	0 (0%)	0 (0%)	3 (18%)	1 (1%)	0 (0%)	4 (9%)
passed-attempts not reported	4 (100%)	8 (67%)	2 (11.5%)	0 (0%)	0 (0%)	14 (30%)
Failed/not retaken	0 (0%)	0 (0%)	2 (11.5%)	2 (20%)	0 (0%)	4 (8%)
Licensed (of total graduates = 81)						
LMHC/NY	4 (67%)	11 (65%)	13 (57%)	3 (14%)	0 (0%)	31 (38%)
LP/NY	2 (33%)	4 (24%)	6 (26%)	14 (67%)	11 (79%)	37 (46%)
LPC/NJ	0 (0%)	0 (0%)	1 (4%)	0 (0%)	0 (0%)	1 (1%)
LP/DC	0 (0%)	0 (0%)	0 (0%)	1 (5%)	0 (0%)	1 (1%)
TOTAL LICENSED	6 (100%)	15 (88%)	20 (87%)	18 (86%)	11 (79%)	70 (84%)

*Data regarding those alumni who have taken the NYS Licensing exam (NCMHCE) is based upon self-reports as well as those alumni who did not self-report but were noted to have earned their LMHC (which requires that they have taken and passed the NCMHCE). The "No" are based on alumni reports while the unknown are based on alumni who have an LP (making them eligible to take the NCMHCE) but who have not self-reported and those who have not reported any data about their status.

**"Attempts" are based solely on Alumni reports and include both alumni with LMHC and those with LP. Alumni known to have earned their LMHC but who have not self-reported are assumed to have passed the NCMHCE, but the number of attempts is not known. Likewise, it is impossible to know the NCMHCE attempts of alumni with a LP (limited permit) who have not self-reported.

Discussion

A review of the alumni survey and relevant alumni data from alumni staff reports and the Office of the Professions website suggest that a high number of Touro CMHC alumni remain practicing in the State of New York upon graduation. Of the 2020 to 2021 graduates, 93% (12) have confirmed that they are working in the field of mental health, all in the State of New York. However, only 33% (4) of these graduates have reported taking the NCMHCE. There are a number of potential explanations for this low-test taking rate, most significantly the difficulty in securing testing opportunities because of the COVID pandemic. Because the program continues to emphasize the value of taking the state licensing exam soon after graduation and passing upon the first attempt, the program has considered modifications to encourage alumni to take the state licensing exam within six months to one-year past graduation.

While the program has offered CIT's the opportunity to practice for the NCMHCE exam during their final semester of enrollment via a formal online training program, the data suggest that CIT buy-in may not be at the level desired. In response, program faculty will integrate a more focused series of workshops into the CIT final semester, integrated into their internship II (MNHN 771) course introducing the online training program and its related modules. Additionally, the program will continue to offer CIT state licensing exam cost reimbursement if they take and pass the exam on their first try within one year of graduation.

In response to the feedback on the alumni survey of 2021, the program is exploring ways to offer the same online training modules to alumni who need additional assistance in preparing for the state licensing exam. A plan to integrate alumni training and related costs is still in discussion.

ALUMNI EMPLOYER SURVEY

On May 5, 2021, an employer survey was sent to 42 known employers of program alumni. As of this writing, the program has received no responses to the survey. The program faculty will initiate efforts in Spring 2022 to engage with employers to encourage responses. The Assessment Committee has made the following recommendations:

- Multiple outreach attempts (send out quarterly to those who have not responded)
- Invite to Professional Development seminars and webinars
- Direct emails and phone calls from alumni and faculty to request completion
- Direct phone calls to request insight on why survey not completed

ADDITIONAL MODIFICATION GOALS

The additional observations and related plans listed below were based upon informal feedback, program development activities, and faculty observations. While they do directly relate to measuring the PLOs, they are modifications that the program faculty hope to implement for the 2020-2021 academic year.

2019-2020 GOALS Reviewed

2019-20 Observations	Action Plan	Goal	Outcome	New Goal
Program in need of clear Key Performance Indicators (KPIs)	KPIs to be developed	2020-2021	KPIs developed, and measured for 2020-2021; discussed above	Met
Review of data management & Disposition	Implement TEVERA	2020-2021	Using Tevera base data management and the CCS-R for Disposition measurement	Met
Manage class sizes	Adjust courses to balance class sizes between 2-campuses; split larger courses, such as MNHN 640 into 2 sections	2020-2021	class sizes for MNHN 640 reduced and 2 sections offered	Met
Prepare CITs for telehealth practices	Addition of telehealth training into MNHN 600 curriculum	2021	CIT assigned a telehealth certificate training in MNHN 600 – Fall 2021	Met
Alumni engagement on surveys and events	Participate with the School of Health Sciences' Touro Connect for current CITs and alumni Plan Alumni events Invite alumni to professional development activities	2020-2021	Continue: still low engagement in SHS Connect, need to directly invite alumni to more PDS activities and determine alumni specific training. See Goal integrated with PLO #1 & Alumni Survey	2021-2022
Only anecdotal feedback from Alumni employers	Develop and send out Employer Survey	2020-2021	Continue: Survey sent to employers without any responses. Need to engage employers more Add: Implement direct outreach to employers, invite to PDS activities	2021-2022
Improve clinical skills and observation	Explore additional avenues for clinical interaction supervision	2021	Monitor: Making use of new technologies on campus has been hindered by pandemic.	2021-2022

Provide CEU opportunities to Alumni and Site Supervisors	Submit NY State paperwork to become a continuing education provider site	2021	Continue: Paperwork in progress	2021-2022
Complete CACREP Self Study	Become CACREP accredited	2021	Continue: Self-study in review	2021-2022

New Modification Goals for 2020-2021

2020-2021 Observations	Action Plan	Goal
New NCMHCE format being introduced in 2022	Curriculum committee will review new content outline published by NBCC and map content to current curriculum	2021-2022
Improve passing rate on state licensing exam	Gather insight to potential barriers to success among alumni (focus group, survey, direct outreach). Measure value of the online training program offered.	2021-2022
Improve actual data regarding state license exam rates. Currently dependent on state data that is often incomplete and aggregate, without clarity on 1st and 2nd time takers, year of graduation, etc.	Improved outreach and information from alumni would improve this area. Faculty will evaluate various approaches to improvement alumni response and implement at least 2 actions.	2021-2022
Performance on comprehensive examinations in courses taught by adjunct instructors	Curriculum committee to review the following courses: MNHN 611, MNHN 620, MNH 640, MNHN 692, MNHN 694 Review adjunct faculty current assigned to courses For non-counselor educators, develop overview training of CACREP standards	2021-2022
Assess potential predictor in NCMHCE success	Analysis of connections between Comprehensive exam scores, incoming GPAs, graduation GPAs, and NCMHCE passing	2021-2022
Continued: Become CACREP accredited	Complete CACREP Self Study	2021-2022
Continued: Provide CEU opportunities to Alumni and Site Supervisors	Submit NY State paperwork to become a continuing education provider site	2021-2022
Continue: Improve clinical skills and observation	Making use of new technologies on campus (when able)	2021-2022
Modified: Alumni employer feedback	Direct emails and phone calls from alumni and faculty to request completion	2021-2022

	Multiple outreach attempts (send out quarterly to those who have not responded)	2021-2022
	Invite to Professional Development seminars and webinars	2021-2022
	Direct phone calls to request insight on why survey not completed	2021-2022

REVIEW OF 2019-2020 CMHC PROGRAM GOALS

2019-20 Observations	Action Plan	Goal	Discussion	Outcome
PLO #1: Low rate of CIT engagement in Professional Development (PD) Activities	Assign faculty to set-up and manage professional development series Email invite CITs, Site Supervisors, and alumni Post PD activities on SHSConnect and Canvas	2020-2021	See results Page 9 of the 20 -21 Annual Report Significant increase in CIT engagement across PD activities	Met
PLO #1, PLO #2, & PLO #5: MNHN 630 Measure of 88% (above benchmark but lower than similar courses)	MNHN 630 and MNHN 632 curriculum under review by curriculum committee and course instructor	2020-2021	2020-2021 Measure = 100% See results Page 9 of the 20 -21 Annual Report	Met
PLO #2 & PLO #3: Site supervisor rating of CITs lower-than-expected – with lowest domain areas including: Practicum CITS: case conceptualization, counseling process, and diagnosis Internship CITS: diagnosis	Integrate case conceptualization activities into MNHN 630 and MNHN 632.	2020-2021	Rating increase to 98% or high across all domains for both Practicum and Internships CITs Overall Modified Goal set for next assessment cycle (see 2020-21 goal list) MNHN 630/632 curriculum altered to include more case-based and practical application activities	Met
	Increase case-based diagnostic activities into MNHN 681		In class case-based activities added for each session	Met
	Fieldwork Coordinator Site follow up on adequate opportunities to practice diagnostic skills.		Unable to fully achieve due to scope of practice issues and pandemic limitations. Based current Site Supervisor rating on CCS-R, Supervisor training will be more useful (See goal in 2021-22 goal list)	Modified
	Change to CCS-R		In place and using	Met
	Practical Experience in MNHN 706 training		More practical training activities offered that focused on techniques and practical application	Met

PLO#3 & PLO #5: Below Benchmark on Comps I Q#3 Differential DX (64%)	Change MNHN 681 course activities Include peer review of care profile More in-class case analysis	2020-2021	Changes in course implemented Score for 2020-21 COMPS I Q#3 = 71% An increase of 7% but below benchmark. Committee determined COMPS scoring was imbalanced toward diagnosis and combined the score for Q#2 and Q#3 New Comparison 2019-20 composite score 76% 2020-21 composite score 87% Analysis of the impact of combining 2 scores indicated (See goal in 2021-22 goal list)	Met
PLO #3: Difficulty in gathering/ maintaining site placement demographic data	Transition fieldwork processes to TEVERA	2020-2021	Transitioned to TEVERA Continue to work out data entry and taxonomy	Continue
PLO #4: Increase diverse placement options for CITs	Fieldwork coordinator to increase range of CIT fieldwork opportunities for placement	2020-2021	Added placements in sites serving SUD/MH, persons in crisis, Families, and a variety of youth issues.	Met
PLO #5: Below Benchmark on final grade for MNHN 611 (78%)	Program Director & adjunct professor to evaluate course	2020-2021	Course improvement reflected in improved CIT grade performance (100%)	Met
	Curriculum Committee review	2020-2021	Still in the process of reviewing the syllabus	Continue
PLO #5 : Below Benchmark on Comps I Q#6 Treatment Goals (68%)	MNHN 600: increase focus on the connection between professional paradigm & practice	2020-2021	Score for 2020-21 COMPS I Q#6 2020-21 = 97% (+19% increase)	Met
	Offer 2-3 COMPs practice sessions	2020-2021	3 COMPS I practice sessions we offered (virtually) in Spring 2021 semester: 4/25, 5/2, 5/16	Met
PLO #6: Low rate of recent graduates getting limited permit/license (2018-19 grads: 62%)	MNHN 771: guide CITs through the application process in class Evaluate if still an issue	2020-2021	2018-19 grads: 81% (+19%) 2020-2021 grads (24) were walked through the LP application in MNHN 771: 75% (18) have an LP (or out-of-state equivalent) and 25% (6) are either waiting for paperwork or employment	Met

PLO #7: difference between # of recent graduates (2019) in field (78%) and # attempting NCMHCE (52%) & low pass rate (49%)	Hold for the next Alumni survey results	2020-2021	Alumni survey responses = 34 82% working in the field 65% attempted licensing exam 65% passed licensing exam Continue to depend on search of NYS database of licensing and direct outreach to Alumni as survey responses are poor (See goal in 2021-22 goal list)	Modified
PLO #8: Poor CASAC-T application rates among recent graduates	MNHN 705: session on CASAC paperwork	2020-2021	Action implemented (and video of application process sent to all Graduating CITs). 2020-21: 12% (3) followed through with the application No additional alumni applicants from previous years (See goal in 2021-22 goal list)	Modified
CIT Disposition: Poor capture of CIT Disposition	Beginning using CCS-R in Tevera Expand evaluation points to CIT self-evaluations and Instructor evaluation Maintain in Tevera	2020-2021	Have used for the 2020-2021 academic year. See page 35 of Annual Report for results, comparisons, and discussion	Met
COMPS I: Unbalanced towards Psychopathology	Integrate into 1 question	2020-2021	Single Psychopathology score used for Comps I 2020-2021 (see comparison on page 26 of 2020-21 Annual report)	Met
Exit Interview: Poor access to program information	Establish Canvas "course" for programmatic information sharing	2020-2021	Utilized CMHC "Orientation" Class on Canvas to developed, not yet rolled out for 2020-2021	Continue
	Conduct 2 open meetings per semester	2020-2021	CITs involved in town hall meetings with Department and School but not program Modify to 1 virtual meeting per year	Continue
	Conduct mid-semester survey	2020-2021	Not conducted – postponed to Spring 2022	Continue
Alumni Survey : None conducted for 2020	Conduct 2021 Alumni Survey	2020-2021	2021 Alumni survey was sent out via Qualtrics in May 2021	Met

CMHC PROGRAM GOALS: 2020-2021

2020-21 Outcome Observations	Action Plan	Goal	Measure
PLO #1: Absence of CIT engagement in lobby activities	Focus group on lobby activities	2021-2022	Resulting data
	Involve students in NYMHCA lobby day		Attendance records
PLO #1 & Alumni Survey Poor Alumni engagement	Establish Alumni Advisement Committee	2021-2022	Evidence of 1st meeting
	Invite alumni to all PDS events	2020-2021	Email
	Submit CE applications to NYS	2020-2021	Show completion
	Plan 1 alumni activities in Spring 2022	2020-2021	Attendance record
	Hold alumni panel PDS in Spring 2022	2020-2021	Attendance record
	Invite Alumni to present a PDS	2020-2021	Email invitation
	Increase Alumni connected with SHS Connect (send emails to all alumni)	2020-2021	Increase in membership
	Identify at least 4 courses in which to include alumni-based class activities	2020-2021	Syllabi evidence
PLO #2 & PLO #3: Site supervisor use of CCS-R (Modified from 2019-20)	Fieldwork Coordinator Site to conduct/provide site supervisor training	2020-2021	Evidence of completion
PLO#3: usefulness of CCS-R as data point	Assessment Committee will review and determine usefulness of the CCS-R data	2020-2021	Committee recommendation
PLO #3 & #4: Difficulty in gathering/ maintain site placement demographic data (Modified from 2019-20)	Complete Tevera data entry and taxonomy	2020-2021	All current sites have service field entries
PLO #4: Difficulty in gathering/ maintaining site placement demographic data to ensure diverse client populations	Review of CIT Site evaluation forms – modify to ensure capture of client diversity information	Spring 2022	Evidence of review and Update
PLO #5: Review of MNHN 611 (Continued from 2019-20)	Curriculum Committee review of MNHN 611 syllabus and ensure alignment with CACREP standards & New NCMHCE content	2020-2021	Meeting minutes/ evidence of review
PLO #5: NCMHCE training certificate not appearing to promote training buy or use	Conduct a series of NCMHCE training seminars during the final Spring semester for upcoming graduates	2020-2021	Attendance records
PLO #7: Alumni survey providing minimal insight	Review and modify alumni survey	2020-2021	Evidence of updated survey being distributed

PLO #7: Cumbersome alumni data management	Develop a clear process of collecting and managing Alumni data	2020-2021	Written policy
PLO #8: Poor CASAC-T application rates among recent graduates Continued from 2019-20	Focus group current CITs & alumni	2020-2021	recommendation
KPI 2: COMPS II Section " Professional Counseling Orientation & Ethical Practice" did not meet 85% benchmark

MNHN 640 single large section and taught by adjunct outside counseling field | Split course into 2 sections | 2020-2021 | Evidence of changes |
| | Bring in an adjunct instructor from within the counseling profession | 2020-2021 | Identification of new instructor |
| | Curriculum Committee review of the syllabus | 2020-2021 | Committee recommendations |
| **KPI 2:** COMPS II Section " Professional Counseling Orientation & Ethical Practice" did not meet 85% benchmark

Improve CIT knowledge of Legal and Ethical standards as they apply to the Counseling Profession | Invite a NYS MH Lawyer to speak at one of the program Professional Development seminars | 2020-2021 | PD Attendance record |
KPI3: Need a broader range of measures	Add MNHN 632 Final paper to data points	2020-2021	Data
KPI 5: Need a broader range of measures	Assessment Committee to review potential data points	2020-2021	Committee Recommendations
KPI 7: Need a broader range of measures	Assessment Committee to determine other groups activity data points for 2022-2023 cycle	2020-2021	Committee Recommendations
KPI 8: Need a broader range of measures	Assessment Committee to determine other groups activity data points for 2022-2023 cycle	2020-2021	Committee Recommendations
KPI 9: Need a broader range of measures	Add MNHN 691 TED Talk Activity	2020-2021	Data
KPI 9: Need a broader range of measures	Add MNHN 630 Video Activity Add MNHN 681 Final Add MNHN 683 MSE Video	2020-2021	Data
COMPS I: Question #4 performance did not meet 85% Benchmark (74%)	Comprehensive Exam Committee will evaluate if question #4 should be modified or rewritten for clarity (before Spring 2021 exam)	2020-2021	Recommendation

COMPS II: " Counseling & Helping Relationships" section did not meet 85% benchmark (75%)	Curriculum modification to MNHN 630 & MNHN 632 to better align with CACREP standards and testing content	2020-2021	Evidence of updated Syllabi
	MNHN 630 & MNHN 632 to be taught by Core Faculty or a counselor educator	2020-2021	Evidence of instructor
COMPS II: "Group Counseling & Group Work" section did not meet 85% benchmark (67%)	Syllabus referred to Curriculum Committee to review assignments and learning as related to Standards	2020-2021	Recommendations
	Course to return to in-person	2020-2021	Evidence of course format
	Core Faculty to take over the course	2020-2021	Identification of instructor
COMPS II: " Social and Cultural Diversity " section did not meet 85% benchmark (83%)	Compare to 2021-2022 data – all test takers will have been impacted by the revised MNHN 691 curriculum	2020-2021	Data
Exit Interview: Poor access to program information Continued from 2019-20)	Establish Canvas "course" for programmatic information sharing	2020-2021	Students enrolled & content noted
	Modify to 1 virtual meeting per year	2020-2021	Evidence of attendance
	Conduct mid-semester survey in the beginning of Spring 2022	Spring 2022	Response data
Alumni Survey: Improve Response rates	Same goals as PLO #1 & Alumni Survey above	2020-2021	
Alumni Survey: Support with Licensing test	Determine costs of offering NCMHCE training	2020-2021	
Alumni Data: Low licensing exam attempts from recent graduate	Focus group from recent (2020-2021(graduates re: exam & barriers	2020-2021	Evidence of attendance and recommendations
Employer Survey: Response rate of 0%	Direct emails and phone calls from alumni and faculty to request completion	2020-2021	Data
	Multiple outreach attempts (send out quarterly to those who have not responded)	2020-2021	Data
	Invite to Professional Development seminars and webinars	2020-2021	Email
	Direct phone calls to request insight on why survey not completed	2020-2021	data
Program Modification: New NCMHCE format being introduced in 2022	Curriculum Committee will review new content outline published by NBCC and map content to the current curriculum	2020-2021	Curriculum mapping
Program Modification: Improve passing rate on state licensing exam	Gather insight to potential barriers to success among alumni (focus group, survey, direct outreach).	2020-2021	NYS data and Program data

Program Modification: Impact of combining the 2 psychopathology questions on COMPS I	Analysis of the 2 DX scores and COMPS II and Licensing exam passing to determine appropriateness of the combined measure	2020-2021	Data
Program Modification: Improve actual data regarding state license exam rates. Currently dependent on state data that is often incomplete and aggregate, without clarity on 1st and 2nd time takers, year of graduation, etc.	Improved outreach and information from alumni would improve this area. Faculty will evaluate various approaches to improve alumni responses and implement at least 2 actions.	2020-2021	Access to better and more accurate data
Program Modification: Review performance on comprehensive examinations in courses taught by adjunct instructors	Curriculum committee to review the following courses: MNHN 611, MNHN 620, MNH 640, MNHN 692, MNHN 694 Review adjunct faculty current assigned to courses For non-counselor educators, develop overview training of CACREP standards	2020-2021	Recommendations
Program Modification: Assess potential predictors of success on the NCMHCE	Analysis of connections between Comprehensive exam scores, incoming GPAs, graduation GPAs, and NCMHCE passing	2020-2021	Data report
Program Modification: Continued from 2019-20: Become CACREP accredited	Complete CACREP Self Study	2020-2021	Acceptance of self-study
Program Modification: Continued from 2019-20: Provide CEU opportunities to Alumni and Site Supervisors	Submit NY State paperwork to become a continuing education provider site	2020-2021	NYS approval
Program Modification: Continued from 2019-20: Improve clinical skills and observation	Making use of new technologies on campus (when able) in MNHN 770 and MNHN 771	2020-2021	Evidence of use of campus technologies