



**THE
SCHOOL OF
HEALTH SCIENCES
AT TOURO COLLEGE**

Department of Behavioral Science

**CLINICAL MENTAL
HEALTH COUNSELING**

ANNUAL PROGRAM

REPORT

2019-2020

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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 examination 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 required and documented seminar in Child Abuse Identification and Reporting is required in order to be awarded the M.S. degree. Courses must be taken in the sequence listed below.

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PROGRAM LEARNING OBJECTIVES

Touro College's Clinical Mental Health Counseling (CMHC) program objectives are to prepare Counselors-in-Training (CIT) 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
2019-2020**

Demographic Data

Enrolled Students by Academic Year			
	2017-2018	2018-2019	2019-2020
# Enrolled	65	57	59
Male	28% (18)	33% (19)	29% (17)
Female	72% (47)	67% (38)	71% (42)
Black/African American	5% (3)	7% (4)	12% (7)
Asian	3% (2)	5% (3)	5% (3)
Caucasian	82% (53)	82% (47)	76% (45)
Latino/Hispanic	8% (5)	4% (2)	3% (2)
Mixed Race	3% (2)	0% (0)	3% (2)
Unknown	0% (0)	2% (1)	0% (0)

By Academic Year			
	2017-2018	2018-2019	2019-2020
# Applicants Accepted	25	29	29
# Applicants Entered	19	19	26
# Students Graduated	23	21	14

Alumni Data

	ACADEMIC YEAR Graduated		
	2017-2018	2018-2019	2019-2020
Total Graduated	23	21	14
# alumni working in MH field	20	18	12
Total % working in MH field	87%	86%	86%
# known not in field	3	1	1
# not reporting/not found	0	2	1
# NYS Licensed (Completed 3,000 post-master's hours and passed exam)	12	0	0
# Licensed outside NYS	1	0	0
# with limited Permit	7	14	10
% earned or pursuing licensure	87%	67%	71%
# Unknown	3	3	2
# application in process	0	4	0
# attempted license exam	16	10	3
# known passed 1st attempt	10	7	3
# reported failed 1st attempt	4	3	0
# Unknown	2	0	0

ASSESSMENT DATA FOR PROGRAM LEARNING OBJECTIVES (PLOs)

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.

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	$X \geq +1SD$	$+1SD > X > -1SD$	$-1SD > X > -1.5SD$	$-1.5SD > X > -2SD$	$X < -2SD$

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 CIT 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 MNHN 632 MNHN 640	88% 100% 100%	MNHN 630 curriculum under review None required None required
	Professional Development (PD)	#CITs attended	
	Workshops/Training Conference Attendance Presentations Community Service Lobbying Activities	2 6 1 0 0	Assigned faculty to set-up and manage professional development series for CITs, Site Supervisors, and alumni, post PD activities on SHSConnect and Canvas
Performance	Summative Data	% CITs “Meeting” or “Exceeding”	
	Comps I Q 5	92%	None required (Key performance indicators to be established)

Program	Alumni Data	% of Alumni (#)	
	2019-2020 Graduates (14)		Faculty outreach to Alumni in 2019 indicated that NYS “Exempt” workplaces did not require LP until ready for license. The exemption will expire in June 2021. Faculty of the MNH 771 Internship course will add class session to get graduates to complete form 1 of the NYSED License application. Some evidence that this issue may also be due to the COVID-19 delay.
	License or LP Rates	71% (10)	
	Work in the field	93% (13)	
	2018-2019 Graduates (21)		
	License or LP Rates	67% (14)	
	Work in the field	86% (18)	

Discussion:

CITs were noted to have lower than anticipated participation in Professional Development activities. New Core faculty member was tasked with spearheading a professional development series and to find new methods to attract CITs into learning, advocacy, and community activities. These activities will also be used to integrate Site Supervisors and alumni into the CIT’s learning environments. Another data point of note is the discrepancy between graduates working in the field versus those who have applied (or achieved) licensure among the past 2-years of graduates. Faculty outreach to Alumni in 2019 indicated that NYS “Exempt” workplaces did not require LP until ready for license. The exemption will expire in June 2021.

PLO #2: Prepare CIT 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
Curriculum	Summative Data	% CITs “Meeting” or “Exceeding”	
	MNHN 630	88%	MNHN 630 curriculum under review
	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 Aggregate Score	96%	None required
	COMPS II – Summative	No Data for 2019-2020	Comps II Cancelled due to Covid-19 Pandemic, inability to access CPCE testing
Performance	Summative Data	% CITs “Meeting” or “Exceeding”	
	Comps I Q 5	92%	None required (Key performance indicators to be established)
Fieldwork	Summative: CIT Performance	% CITs “Meeting” or “Exceeding”	
	Site Supervisor Eval: Practicum Counseling Skills Disposition	79% 89%	Track and compare 2019-2020 Practicum CITs with their Internship rating in 2020-2021 Integrate case conceptualization activities into MNHN 630 and MNHN 632. Integrate more case based diagnostic activities into MNHN 681 curriculum. Fieldwork supervisor to follow up with Site to ensure CITs have adequate opportunities to practice diagnostic skills. Evaluate measurement tools to ensure best data collection (change to CCS-R)
	Site Supervisor Eval: Internship Counseling Skills Disposition	89% 92%	

Discussion:

The lower-than-expected aggregate scores on the Site Supervisor evaluations of CIT Performance in the Counseling Skills domain precipitated a closer look at the aggregate scores on the 3 subdomains (Counseling Process, Case Conceptualization, Diagnosis). For Practicum students, the aggregate subdomain scores were low across all areas: Counseling Process (82%), Case Conceptualization (70%), and Diagnosis (80%). The same did not appear for interns in which the lowest score was in Diagnosis (83%). The action plan modified the curriculum (new coursework and a new core faculty member). Unfortunately, there are no COMPS II scores to support these data as the CPCE was cancelled due to the

pandemic.

These results differed from the previous year (2018-2019) where Practicum students averaged 83% in the Counseling Skills domain (with Case Conceptualization at 70% being the lowest subdomain) and Internship CITs having a total Counseling Skills rating of 86%, with the lowest score in Diagnosis (74%).

The 2019-2020 implementation of more practical experiences for Interns in the Advanced Counseling Techniques course (MNHN 706) may have supported Intern improvement in the subdomain. In addition, the inclusion of the CCS-R to measure CIT skills and disposition may provide better and more consistent data regarding CIT fieldwork performance.

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
Curriculum	Summative Data	% CITs "Meeting" or "Exceeding"	
	MNHN 600	100%	None required
	MNHN 630	88%	MNHN630 curriculum under review
	MNHN 632	100%	None required
	MNHN 683	100%	None required
Performance	Summative Data	% CITs "Meeting" or "Exceeding"	
	Comps I Question 5	92%	Modify curriculum for MNHN 681 to address low Differential Dx score (Q3)
	Comps I Question 2	92%	
	Comps I Question 3	64%	
	AEI Training (MNHN 706)	100%	
Fieldwork	Placement Data	% CITs "Meeting" or "Exceeding"	
	Site Supervisor Eval: Practicum		See discussion above, for PLO #2, regarding skills development
	Counseling Skills	79%	
	Disposition	89%	
	Site Supervisor Eval: Internship		
	Counseling Skills	89%	
	Disposition	92%	
	Placement Data	% of CITs placed	
	Placement Setting	Prac (23) Intrn (15)	Transition fieldwork process to TEVERA to support easier matching between CITs and sites.
	Chemical Dependency	17% 12%	
	Hospital Mental Health	0% 18%	
	Outpatient Mental Health Clinic	4% 0%	
	Outpatient Mental Health Practice	22% 18%	
	Social Services Agency	48% 29%	
	School	9% 24%	
Program	Alumni Employment Sites	% of Alumni	
	2018-2019 Graduates	(21)	
	Chemical Dependency	21%	
	Hospital Mental Health	7%	
	Outpatient MH Clinic	29%	
	Outpatient MH Practice	29%	
	Social Services Agency	7%	
	School	7%	

Discussion:

CITs appear to be meeting this learning objective in many areas; however, some weaknesses were noted. As previously discussed, there will be changes to MNHN 630 and MNHN 632 to provide more opportunities to develop counseling skills to address the low Practicum performance rating in this area.

In addition, curriculum modifications will be implemented to address the low score on Question 3 (64%) on COMPS I. This question asks CITs to show, in writing, competency in the differential diagnosis process. CIT performance on the 2019-2020 COMPS I (given in May 2020) show a discrepancy between their performance in identifying and writing a diagnostic justification (Question 2 at 92%) and writing out their differential diagnosis process (Question 3 at 64%). In response, the faculty for MNHN 681 (Psychopathology) will be modifying the coursework to include more practice in the differential process and assignments that engage CITs in the writing of this process.

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	% CITs "Meeting" or "Exceeding"		
	MNHN 702	100%		None recommended
	MNHN 770	100%		
	MNHN 771	100%		
	MNHN 683	100%		
Fieldwork	Placement Data	% of CITs placed		
	<i>Treatment Diversity</i>	Prac (23)	Intrn (15)	Academic Fieldwork Coordinator will work to provide a broader range of clinical opportunities for CITs to work with a diverse client base.
	At-risk youth	13%	12%	
	Families	4%	13%	
	Persons w/Mental Illness - inpatient	0%	7%	
	Persons w/Mental Illness - outpatient	48%	27%	
	Persons with disabilities	13%	0%	
	Persons with SUD	17%	27%	
	Persons w/ eating disorders	4%	0%	

Discussion

Completing 3-semesters of supervised fieldwork experience is a requirement for graduation (passing MNHN 702, MNHN 770 and MNHN 771), hence 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 that represent a multicultural and pluralistic society.

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 MNHN 620 MNHN 630 MNHN 632 MNHN 638 MNHN 640 MNHN 683 MNHN 691 MNHN 693 MNHN 694 MNHN 705	78% 100% 88% 100% 100% 100% 100% 100% 100% 94% 100%	MNHN 611 - Program Director will work with adjunct professor to evaluate why 22% of these students did not meet expectations. Evaluate changes to curriculum MNHN 630 – see previous action plan
Performance	COMPS Summative Data	% CITs "Meeting" or "Exceeding"	
	COMPS I COMPS II	96% No Data	None recommended
	Performance Data	% CITs "Meeting" or "Exceeding"	
	COMPS I – Question 1 COMPS I – Question 2 COMPS I – Question 3 COMPS I – Question 4 COMPS I – Question 5 COMPS I – Question 6 COMPS I – Question 7 NCMHCE Training Completed	88% 92% 64% 96% 92% 88% 68% 100%	(Q3) Implement curriculum changes in MNHN 681 (Psychopathology) to improve CIT use and presentation of differential diagnosis procedures, will include peer review of case profile write-up and more in-class case processing. (Q7) – Curriculum adjustment to MNHN 600 to include more connection between practice and the professional role and identity of a CMHC. Program will continue to offer 2-3 Pre-Comps practice sessions to support CIT Comps preparation

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) License or LP Rates	62% (13)	Faculty outreach to Alumni in 2019 indicated that NYS “Exempt” workplaces did not require LP until ready for license. The exemption will expire in June 2021. Faculty of the MNH 771 Internship course will add class session to get graduates to complete form 1 of the NYSED License application. Some evidence that this issue may also be due to the COVID-19 delay.
	2017-2018 Graduates (23) License or LP Rates	87% (20)	

Discussion:

The discrepancy noted was between graduates working in the field versus those who have applied (or achieved) licensure among the past 2-years of graduates. Faculty outreach to Alumni in 2019 indicated that NYS “Exempt” workplaces did not require Limited Permit (LP) until ready for license. The exemption will expire in June 2021.

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	
	2019 Alumni Survey (83 responses) Employed in the field Reported Attempting NCMHCE/NCE Reported Passing NCMHCE/NCE	78% 52% 49%	Next alumni survey – 2021. Revisit questions.
Program	Alumni -NCMHCE Pass Rates	# of Alumni	
	Graduates 2017-2018 Total Graduates # Licensed # with limited permit # Passed NCMHCE/NCE	23 13 7 13	
	Graduates 2018-2019 Total Graduates # Licensed # with limited permit # Passed NCMHCE/NCE	21 0 13 6	

Discussion:

Due to the COVID-19 national pandemic, limited permit applications and limited testing sites impacted the forward progress of recent graduates’ intent on taking the NCMHCE or NCE in their state. The 2019 Alumni survey was completed before the impact of the nation pandemic could be measured and does not capture the feedback of the recent graduates. There continues to be a disparity between graduates working in the mental health field and those who have pursued licensure. It is unclear if this is linked to difficulties in securing a placement to earn the required 3,000 post-graduate hours or if CITs have found employment opportunities to work in positions not requiring a license. As professional licensure for Clinical Mental Health Counselors is only 15-years old in the State of New York and because the scope of practice continues to be in dispute and limiting, post-graduate opportunities appear to be slow to develop, potentially impacting graduate opportunities. The June 2021 discontinuation of the MHC exemption for employment in NY State licensed facilities without a license or limited permit may also further impact these numbers. Further investigation will be conducted into these topics.

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 2017-2018 (23) # with CASAC # with CASAC-T	0% (0) 22% (5)	Add CASAC-T paperwork activity to MNHN 705. Print and distribute CASAC-T 350-hours certificate to all graduates upon graduation
	Graduates 2018-2019 (21) # with CASAC # with CASAC-T	4% (1) 19% (4)	

Discussion:

The CMHC program has continued to maintain the OASAS 350-hour educational certificate, demonstrating that the coursework offered within the program meets the OASAS standards. However, only a small number of graduates are applying for their CASAC-T upon graduation. The integration of an activity in MNHN 705, that guides CITs through the completion of the CASAC application will be implemented with the goal of increasing the number of Alumni with the CASAC-T.

REVIEW OF CIT DISPOSITION

CIT disposition was monitored during the 2019-2020 years using the program-developed counseling Skill and Disposition form. These are measured by Site Supervisors during MNHN 702, MNHN 770, and MNHN 771.

Domain	Assessment	Measure	Action
Fieldwork	Summative: CIT Performance	% CITs “Meeting” or “Exceeding”	
	Site Supervisor Eval: Practicum Disposition	89%	Broaden reviewers, transition to use of the CCS-R
	Site Supervisor Eval: Internship Disposition	92%	

A review of the Disposition scores suggests that most CITs are demonstrating appropriate professionalism and comportment in clinical settings. For the CITs in practicum placement in Spring 2020, only 3 poor scores were noted (2 in General Supervision and 1 in Professional Standards). These student scores did not impact their overall evaluation and they are aware of areas for improvement, as they were discussed both with their Site Supervisor and Faculty supervisor. The remaining below expectation scores were seen as “Approaching” which might be expected among Practicum CITs. The lowest Practicum disposition aggregate score was 87%. As these students move into Internship in Fall 2020, the faculty teaching Internship I (MNHN 770) will reintroduce appropriate use of supervision.

For internship CITs, while their overall aggregate Disposition score across two semesters was 92%, this fails to capture their improvement. Their aggregate score for Disposition in their first Internship semester was 84%, which jumped notably to 99% in their second internship semester. In that second semester, only 1 “approaching” score was registered, and that was in Documentation.

To capture more Disposition data across multiple settings, the faculty has expanded the use of the disposition measures to include inclusion in skills courses at various points in the plan of study, as well as self-evaluation. In addition, the program will transition to the use of the Counselor Competencies Scale-Revised (CCS-R) in Fall 2020. This will coincide with the program’s transition into the use of TEVERA (student internship data management software).

COMPREHENSIVE EXAM SCORES

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. For this exam, 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	# retake	# passed retake
25	24	1	1

	# Passed Section	# Failed Section	Average Score (out of 4)
Mechanics	22	3	3
Information	24	1	4
Q1 Developmental	22	3	4
Q2 Diagnosis	22	2	3
Q3 Differential	16	9	3
Q4 Missing Information	23	2	4
Q5 Treatment Interventions	22	3	4
Professional Identity	22	3	4
Treatment Goals	16	9	3

As previously discussed, the concerns with the Differential Diagnosis performance will be addressed in MNHN 681 through additional case profile assignments and in-class practice. In addition, COMPS I preparation sessions will be offered by faculty to support CIT preparations. CIT poor performance on the Treatment Goals question appeared to be due to poor reading of the question and time limitations. The responses were brief and lacked full development. The Assessment Committee will meet to determine if any alterations to these questions need to be made for the May 2021 Comps I exam to account for clarity and allow CITs more time to develop their responses.

One final note, Comps I was taken virtually by CITs in their own homes (proctored remotely by faculty). The impact of the pandemic also limited the program administration's ability to administer the CPCE for COMPS II, as the campus was closed and NBCC had no accommodations for CITs to take the exam virtually. It will be administered to the current cohort (graduating class of 2021) in December 2020.

GRADUATE EXIT INTERVIEW

2020 CIT Exit Evaluation: Review areas that could be improved.

Exit interviews and an Exit survey were conducted with students. Exit survey results indicated Above Satisfaction ratings for both the program and instruction. Courses that were particularly meaningful or stood out for students included the Internship (MNHN 770/771), the Counseling Theories I & II (MNHN 630/632), Psychopathology (MNHN 681), and Trauma and Crisis Intervention course (MNHN 693). From written responses about the single most positive aspect of their experience: 62% of the respondents identified the faculty as supportive and warm, the rest of the respondents (38%) identified the curriculum as the most positive aspect of their experience.

Although people liked the MNHN 681 Psychopathology course, some respondents indicated that they would have liked to have had two semesters of the course content due to the breadth of the data covered. This feedback has also been considered in the implementation of the curriculum changes for this course. Some comments encouraged considering additional modalities to support CIT access to program information and expectations.

The faculty recommendations are:

1. Develop a CANVAS “course” which can act as a community bulletin board.
2. Offer two open meetings per semester: one at the beginning of the semester and one closer to the end of the semester.
3. Conduct a mid-semester survey.

ALUMNI SURVEY

2019

The 2019 Alumni Survey confirmed improvements in professional engagement with 95% post-Fall 2015 graduates employed in the mental health field and all working towards licensure. This comparison suggests that more direct preparation and engagement in the Mental Health profession might stimulate CIT employment and licensing outcomes. Due to poor response rates among early program graduates, the program also actively sought information on the 260 alumni who had graduated prior to Fall 2015. Based on available state data, only 22% were licensed or in the process of earning their license. In comparison, 84% of graduates after Fall 2015 through 2019 have completed (21%) or were working towards their license with a limited permit (63%). We expect this trend of improvement to continue, especially as Graduate Exit Surveys from 2019 and 2020 indicate an upward trend of graduating CITs either having, or being in the process of, securing externship placements prior to graduation; 56% of 2019 graduates and 91% of 2020 graduates, respectively. It appears that the quality of CIT preparation and support in finding and retaining quality fieldwork placements has played a significant role in these improvements.

No alumni survey was sent out in 2020 due to the burdens of the pandemic. Department Chair will again survey Alumni in 2021.

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.

Additional Observations	Year	Action Plan	Goal
Program in need of clear Key Performance Indicators (KPIs)	2019	KPIs to be developed	2020-2021
Review of data management & Disposition	2019	Implement TEVERA	2020-2021
Manage class sizes	2019	Adjust courses to balance class sizes between 2-campus; split larger courses, such as MNHN 640 into 2 sections	2020-2021
Alumni engagement on surveys and events	2019	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
Only anecdotal feedback from Alumni employers	2019	Develop and send out Employer Survey	2020-2021
Improve clinical skills and observation	2019	Explore additional avenues for clinical interaction supervision	2021
Prepare CITs for telehealth practices	2020	Addition of telehealth training into MNHN 600 curriculum	2021
Provide CEU opportunities to Alumni and Site Supervisors	2019	Submit NY State paperwork to become a continuing education provider site	2021
Complete CACREP Self Study	2019	Become CACREP accredited	2021