SCHOOL OF HEALTH SCIENCES

TOURO UNIVERSITY | Behavioral Science

CLINICAL MENTAL HEALTH COUNSELING

ANNUAL PROGRAM REPORT
2022–2023

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CMHC Program Annual Report

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ABOUT THE CLINICAL MENTAL HEALTH COUNSELING PROGRAM
The Touro University 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 a wide variety of communities.

MISSION AND PROGRAM OUTCOMES
The mission of the Clinical Mental Health Counseling (CMHC) Program of Touro University is to guide our students to develop into ethical and 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 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.

CURRICULUM DESIGN
The Touro University 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 Dean. Our CMHC program is New York State accredited as per the Office of the Professions of the New York State Department of Education. Programmatic goals were developed and are aligned with Council for Accreditation of Counseling and Related Educational Program (CACREP) guidelines. The program completed the CACREP self-study in November 2021, hosted the CACREP site visit in February 2023, received initial accreditation with a progress report due in November 2023, and received Continuing Accreditation in March 2025.
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 University'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 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 a wide range of clients.

5. demonstrate knowledge in counseling theory, helping relationships, assessment, trauma/crisis, substance abuse, group work, career development, human development, respectful individualized care, 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 CITs 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 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.

ACADEMIC QUALITY INDICATORS

1. Learning Community

Table 01a: Enrolled Students by Academic Year

	2019-2020	2020-2021	2021-2022	2022-2023
# Total Student Enrollment	59	68	75	70
Completion Rates	74%	96%	97%	85%

Table 01b: Applicants by Academic Year Entered

	2019-2020	2020-2021	2021-2022	2022-2023
# Applicants	52	75	81	60
# Applicants Accepted	29	42	48	40
# Applicants Entered	26	29	31	30
# of these withdrew	3	0	2	2
# of these Applicants, # Graduated	23	19	N/A	24

Table 01c: 2022-2023 Applicants, Admissions and Enrollment Summary

Category	Total Applicants	Number Enrolled
Fall Applicants	59	27
Spring Applicants	1	1
Total (All Terms)	**60**	**28**

Of the 60 total applicants, 40 were offered admission, and 28 enrolled.

Table 01d: 2022-2023 Admission and Enrollment Outcomes for Applicants

Admission Outcome Category	Number Accepted	Number Enrolled
Provisional Admissions	2	2
Non-matriculation students	1	1
No response	15	Not applicable
Not Interested / Not coming	9	Not applicable
Never registered	2	Not applicable
Deferred for next year	2	Not applicable
Rejected	4	Not applicable

2. Field Placement Data

Table 02: 2022-2023 Field Placement Data for Practicum and Internship CITs

Placement Setting	Practicum CITs (n = 23)	Internship CITs (n = 28)
CCBHC	4% (1)	11% (3)
OMH Clinic	9% (2)	18% (5)
OASAS Program	4% (1)	11% (3)
OPWDD	13% (3)	7% (2)
MH Private/Group Practice	44% (10)	50% (14)
Hospital MH Program	4% (1)	0% (0)
Social Services Agency	9% (2)	0% (0)
School	13% (3)	3% (1)

3. Graduate Outcomes

Table 03a: Graduate Outcomes by Academic Year (*Updated 3/15/2024*)

ACADEMIC YEAR GRADUATED	2019-2020	2020-2021	2021-2022	2022-2023
Total Graduated	14	24	28	22
# alumni working in MH field	12	24	26	22
Total % working in MH field	**86%**	**100%**	**93%**	**100%**
# known not in field	2	0	2	0
# not reporting/not found	0	0	0	0
# In Field but no LP	0	2	0	2
# NYS Licensed (Completed 3,000 post-master's hours and passed exam)	8	6	Too soon	Too soon
# Licensed/LP outside NYS	0	2	1	0
# with limited permit	4	14	25	20
# Applied for LP in NYS (1&2)	0	0	1	0
# awaiting LP in NYS (#5)	0	0	0	2
% earned or pursuing licensure	**86%**	**92%**	**93%**	**91%**

Table 03b: State Licensing Exam - NYS

ACADEMIC YEAR GRADUATED	2019-2020	2020-2021	2021-2022	2022-2023
# attempted NYS license exam (NCMHCE)	9	15	10	10
# known passed 1st attempt (NCMHCE)	7	7	8	10
# reported failed 1st attempt (NCMHCE)	1	8	2	0
Passed unknown # attempts (NCMHCE)	1	0	0	0
# Passed on Retake (NCMHCE)	1	3	1	0
TOTAL Passed NCMHCE	9	10	9	10

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Table 03c: State Licensing Exam – Other States

ACADEMIC YEAR GRADUATED	2019-2020	2020-2021	2021-2022	2022-2023
TOTAL Passed NCE	0	2	1	0
# Unknown testing Status/ or no test yet	3	7	17	12

4. Student Success

Key Progress Indicators

The Clinical Mental Health Counseling (CMHC) Program faculty continue to track the same 10 Key Performance Indicators (KPIs), tracked to each of the 8 Core and the CMHC Specialty standards set forth by CACREP. The faculty have identified CIT Performance data points to measure each KPI that attempts to capture performance at various points in the CIT's course of study.

Table 04a: 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.

Table 04b: Assessment Rating Scale and Interpretation

Rating Label	Numeric Value	Interpretation
Exceeding expectations	5	Meets or exceeds benchmark
Meeting expectations	4	Meets or exceeds benchmark
Approaching expectations	3	Does not meet benchmark
Below expectations	2	Does not meet benchmark
Does not meet expectations	1	Does not meet benchmark

Table 04c: Assessment Benchmarks Used to Evaluate CMHC Program KPIs

Assessment Measure	(5) Exceeding Expectations	(4) Meeting Expectations	(3) Approaching Expectations	(2) Below Expectations	(1) Does Not Meet Expectations
Assignment Rubrics	95%+	85%-94%	80%-84%	75%-79%	75%>
Comps Exam I	5	4	3	2	1
Comps Exam II	77%+	62%-76%	52-61%	42-51%%	41%>
CCS-R Evaluations	5	4	3	2	1

Table 04d: KPI Overview - AY 2022-2023

KPI	% of CITs "Meeting" or "Exceeding" Expectations	% of CITs "Not Meeting" Expectations
KPI 1	97%	3%
KPI 2	90%	10%
KPI 3	96%	4%
KPI 4	93%	7%
KPI 5	98%	2%
KPI 6	96%	4%
KPI 7	90%	10%
KPI 8	96%	4%
KPI 9	91%	9%
KPI 10	95%	5%

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Table 04e: KPI Aggregate Knowledge and Skills - AY 2022-2023

KPI	Knowledge (% of CITs "Meeting" or "Exceeding" Expectations)	Skills (% of CITs "Meeting" or "Exceeding" Expectations)
KPI 1	97%	96%
KPI 2	93%	86%
KPI 3	96%	96%
KPI 4	96%	88%
KPI 5	96%	100%
KPI 6	95%	96%
KPI 7	90%	90%
KPI 8	90%	98%
KPI 9	86%	100%
KPI 10	93%	96%

Professional Dispositions

CIT disposition was monitored during the 2022-2023 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)

Table 05a: CCS-R Part 2: Professional Disposition Assessment

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

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Table 05b: DISPOSITION DATA: Site Supervisor evaluations of CIT performance, showing the percentage of CITs "Meeting" or "Exceeding" expectations by academic year.

	2020-2021	2021-2022	2022-2023
Mid-Program: Practicum	99%	95%	98%
End Program: Internship II	98%	93%	99%

Table 05c: DISPOSITION DATA: 2022–2023 Aggregate Evaluations of CIT Dispositions, showing the percentage of CITs "Meeting" or "Exceeding" expectations & average score on 1-5 scale at entry, midpoint, and exit.

	Entry	Midpoint	Exit
Self-Evaluation	88%	90%	98%
Faculty Evaluation	95%	95%	98%
Site Supervisor Evaluation	90%	95%	98%

INFORMED BY PROGRAM EVALUATION

During the 2022–2023 assessment cycle, CIT performance met or exceeded the established benchmark across all Key Performance Indicators (KPIs). This reflects a continued positive upward trend from the 2021–2022 academic year, when KPI 3 fell below benchmark at 83%. As part of this review cycle, KPI subdomains were introduced, with each data point designated as assessing either "Knowledge" or "Skills." Although historical comparison data are not available, the Assessment Committee views this refinement as a meaningful improvement to the assessment process. It allows for a more nuanced understanding of student performance and helps clarify areas of strength as well as opportunities for refinement. Encouragingly, CITs met or exceeded benchmark across all identified "Knowledge" and "Skills" subdomains during this review cycle. The Committee looks forward to monitoring how these measures evolve over time.

Notable improvements were observed in CIT performance related to KPI 9. In addition to meeting benchmark overall, CITs demonstrated a substantial increase in performance in the data point embedded in the Research and Program Evaluation course. During this review period, the course was moved to the Spring semester and the curriculum was strengthened. Performance on this data point improved from 63% meeting benchmark in 2021–2022 to 88% meeting benchmark in 2022–2023. This represents a positive trend that the Committee hopes to see maintained. The Committee also recommends identifying an additional data point for KPI 9, as the previous COMPS II measure is no longer applicable following modifications to the examination introduced during this review cycle. This addition is recommended for the 2023–2024 assessment cycle.

A site supervisor survey was conducted, and the data were reviewed to support evaluation of Program Learning Outcomes (PLOs). Of the 90 surveys distributed, 14 complete responses were received, with most respondents completing more than 80% of survey items. All respondents provided ratings across the eight PLOs, though only one offered specific recommendations for change. Among respondents who addressed whether supervised CITs met or exceeded PLOs, the majority indicated that their students met all or most program objectives. While the response rate limits generalizability, the feedback received supports positive perceptions of CIT readiness and professional performance in field settings.

Performance on Comprehensive Examination I (COMPS I) remained strong, with 88% of CITs passing on the first attempt, and 100% of retakers passing on their second attempt. CITs met or exceeded benchmark across all exam subcategories, with performance ranging from 88% to 100%. Particularly noteworthy was the substantial improvement in the "Treatment Interventions" category, which increased from 68% meeting or exceeding benchmark in 2021–2022 to 96% in the current cycle. This improvement appears to be associated with intentional changes to question format, increased emphasis on multi-step clinical reasoning in coursework, and targeted preparation during comprehensive examination review sessions.

The 2022–2023 academic year marked the first administration of the revised Comprehensive Examination II (COMPS II), which was program developed to parallel the New York State licensing exam, the National Clinical Mental Health Counseling Examination (NCMHCE). This revision reflects a faculty-led initiative to better prepare CITs to pass state licensure exam. COMPS

II consists of eight clinical cases with ten questions per case and was administered as a proctored Canvas exam. Scores were reported in both aggregate and domain-specific formats and are aligned with program KPIs to support curricular evaluation. At the time of the administration of COMPS II (Spring 2023), the national passing score was reported as 60%, which was also used by the program. All CITs passed COMPS II on the first attempt, and the cohort achieved an average score of 71%, exceeding the national passing threshold by 11%. CITs met benchmark across all five exam subdomains, with performance ranging from 86% to 90%.

As a final note, the introduction of the revised COMPS II during this review cycle rendered several data points from the retired version of the examination no longer applicable. During the 2021–2022 assessment cycle, the Assessment Committee recommended that alternate points of measurement be identified for KPI 4, KPI 5, KPI 6, KPI 7, KPI 8, and KPI 9, and that the subdomains assessed by the revised COMPS II be aligned with program KPIs where appropriate. The five subdomains measured by COMPS II were reviewed and aligned to replace retired data points for KPI 4, KPI 6, KPI 7, KPI 8, and KPI 9. No COMPS II subdomain was found to align meaningfully with KPI 5. As a result, the Assessment Committee recommends the addition of a new data point for KPI 5, with particular emphasis on a skills-based measure, to ensure adequate assessment coverage of this outcome.

Closing the Loop

Table 06a: 2021-2022 Observations and 2022-2023 Outcomes

2021-2022 Observations	2022-2023 Outcomes
Modify COMPS II to more closely align with and prepare CITs for the NYS Licensing exam	Achieved: New COMPS II was developed and implements in Spring 2023.
Align New COMPS II exam subdomains with current KPIs as meaningful data points	Achieved: all subdomain embedded within the KPIs
Categorize KPI data points as either "Knowledge" or "Skills"	Achieved: The Assessment committee has initiated a measure of "Skills" and "Knowledge" for each data point and generated a performance of each of these domains within the reports of each KPI
Need to add/consider "skill" domain measure for PLO 8	Achieved: Skill measure was added to KPI 8 and assed this 2023-2024 review cycle

Table 06b: Recommended Interventions for 2023-2024 Program level

2022-2023 Observations	Action Plan	Goal	Measurement
Improve technology to monitor breadth of program assessment data points.	Explore technology platforms to assist with this goal	2023-2024	Implementation of new Technology system
Need to add/consider "knowledge" or "skill" domain measurements of KPIs 5 and 7.	Discuss with Assessment Committee for 2023-2024 review period	2023-2024	New plan or data points
Need to add/consider "knowledge" domain measure for KPI 4	Discuss with Assessment Committee for 2023-2024 review period	2023-2024	New data points identified (if recommended)
Need to add/consider "skill" domain measure for KPI 8	Discuss with Assessment Committee for 2023-2024 review period	2023-2024	New data points identified (if recommended)
Consider evaluations of PLOs (per Site Supervisor feedback)	Have advisory board and faculty review feedback and consider revisions	2023-2024	Report of changes or reasons for not changing
Considerations of how to measure the identified domain of "professionalism" across various PLOs	Discuss with Assessment Committee for 2023-2024 review period	2023-2024	New data points identified (if recommended)
Revision of Site Supervision training to address more specific counselor concepts and model interventions	Re-record training – expand presentation	2023-2024	New posted training