



COPPIN STATE UNIVERSITY

COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES

Department of Psychology, Counseling, and Behavioral Health

CLINICAL MENTAL HEALTH COUNSELING PROGRAM

ANNUAL REPORT 2024 – 2025

(including data from Spring 2024-Spring 2025)

1. A Historical Overview

In 1968 the Master's Program in Rehabilitation Counseling (RCP) originated at Coppin State College, now Coppin State University (CSU). The RCP was accredited through the Council on Rehabilitation Education (CORE) for over 25 years. Many students have graduated from the RCP to become our future leaders, scholars, and highly esteemed professionals in the field. For many years the RCP at CSU has maintained a strong partnership with the Maryland Division of Rehabilitation Services, the DC Division of Rehabilitation Services, and with other local rehabilitation agencies and service providers to ensure that our students are provided with an unparalleled graduate education. The mission of the RCP was to provide high quality graduate education in rehabilitation counseling leading to a master's degree, which prepared graduate students to be qualified rehabilitation counselors. Through the RCP curriculum students were also prepared to specialize as rehabilitation counselors to demonstrate the knowledge, skills, and attitudes necessary to address varied issues within the rehabilitation counseling context. Rehabilitation counselors work collaboratively with individuals with disabilities, their support systems, and their environments to achieve their personal, social, psychological, and vocational goals.

The RCP also provided students with sufficient quality internships, practica, and experiential opportunities to ensure the provision of high quality professional vocational and other rehabilitation services to individuals with disabilities and individuals with most significant disabilities. Students completed the internship hours in CSU's state-of-the-art community outreach Independent Living Lab. Through the years the RCP expanded to provide four post baccalaureate certificate programs in Rehabilitation Technology, Job Placement and Development, Forensics Rehabilitation, and Vocational Assessment & Evaluation. Also approved was a post master's certificate for students pursuing advanced coursework that will qualify them to sit for the National Counselor Exam (NCE) in preparation to become licensed clinical professional counselors in the State of Maryland.

On 07/17/17 the RCP became accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). As accrediting agencies the CORE and CACREP boards made their decisions to merge based on a number of factors affecting accreditation, its accredited programs, students in its accredited programs, and those served by its graduates.

After over 50 years of offering the degree of Master of Education in Rehabilitation Counseling and experiencing many years of accreditation through the Council on Rehabilitation Education (CORE), the decision was made to move from offering the M.Ed. in Rehabilitation Counseling to offering the Master of Science (M.S.) in Clinical Mental Health Counseling-Rehabilitation (CMHC-R). This was in response

to employment trends, and students' interest in pursuing state licensure to provide clinical mental health care.

Following the merger of CORE and CACREP [Council for Accreditation of Counseling and Related Educational Programs (<https://www.cacrep.org/newsletter/fall-2015-newsletter/>)] in 2017, the Rehabilitation Counseling Program was grandfathered in to CACREP accreditation, based on our longstanding CORE accreditation. The RCP program went on to receive CACREP accreditation on its own merit.

Transition to the Clinical Mental Health Counseling Rehabilitation (CMHC-R) Program

When the transition to the new 60-credit M.S. in Clinical Mental Health Counseling – Rehabilitation took place, the CACREP accreditation did not apply, since this was a new program, requiring its own accreditation process. Students who were accepted into the counseling program as of Spring 2021 entered this new 60-credit Master of Science program in Clinical Mental Health Counseling-Rehabilitation. Students who were enrolled in the 49-credit Master of Education Program in Rehabilitation Counseling (RCP) prior to Spring 2021 had the option to remain in the RCP or to complete a Change of Program form to continue with and complete their studies under the new CMHC-R program. The 49-credit RCP remained CACREP accredited through Summer 2023, after which time the program was no longer accredited.

To be compliant with CACREP standards, the modification from the M.Ed. in Rehabilitation Counseling to the M.S. in Clinical Mental Health Counseling Rehabilitation (CMHC-R) Program as a 60-credit hour program designed for the student who seeks mental health counseling careers in professional settings was submitted and approved by the Maryland Higher Education Commission (MHEC) on February 17, 2021, and the University System of Maryland (USM) on November 30, 2020. As a result of the merger, new professional standards and requirements impacted programs and their structures nationally.

The Master's in Clinical Mental Health Counseling Rehabilitation (CMHC-R) Program at CSU equips students with the essential skills needed for a successful career in the field. Through this program students gain a comprehensive understanding of counseling theories, evidence-based research, and effective strategies for preventing, diagnosing, and treating mental health disorders. Upon completion of the program, students are well-prepared to apply for licensure as a Clinical Mental Health Counselor and a Certified Rehabilitation Counselor. This opens opportunities for them to work in hospitals, community-based organizations, or even establish their own private practice. The program is led by a team of highly qualified faculty who are dedicated to ensuring the success of their students.

Transition to the Clinical Mental Health Counseling (CMHC) Program

On May 22, 2025, a proposal to request approval for the change in the title of the current CMHC-R Program to the Clinical Mental Health Counseling (CMHC) Program was made and submitted by the University based on CACREP Standards on Accreditation, and the CMHC-R consultants. The program is seeking accreditation in the Clinical Mental Health Counseling specialized practice area. Therefore, to have Rehabilitation as a part of the name may have a potential to mislead or misrepresent CACREP accreditation status. The Clinical Mental Health Counseling and Rehabilitation Counseling each represent separate professional specialty areas accredited by CACREP. To address the CACREP policy, the proposal was submitted to adhere to the policy and accreditation requirements. With the exception of the program name and HEGIS codes, the CMHC-R Program curriculum as approved by MHEC on February 17, 2021, remains the same. The course numbers and names will remain the same, but the HEGIS codes will change to reflect CMHC. Students will continue under the CMHC program to receive preparation to become Licensed Clinical Professional Counselors (LCPC) as well as Certified

Rehabilitation Counselors (CRC). With the program name change it will be clear through advertising about the nature of the Master of Science CMHC Program and its accreditation.

The 60-credit CMHC Program is currently in the process of applying to CACREP for certification. Upon receiving CACREP accreditation status, students graduating from the CMHC-R and the CMHC Programs within the previous three years will be considered to have graduated from the CMHC CACREP-accredited program, since the accreditation status will be applied retroactively for three years prior to the date of accreditation.

For additional information see the Q&A at <https://www.coppin.edu/academics/clinical-mental-healthcounseling-rehabilitation> or contact: Dr. James Stewart (jstewart@coppin.edu) or Dr. Janet D. Spry (jspry@coppin.edu).

2. Program Highlights

- a) The Substantive Change Application has been approved by the Maryland Higher Education Commission (MHEC) and Middle States for:
 - a) a 60-credit hour program as required by CACREP
 - b) the name change from Master's in Rehabilitation Counseling to Master's in Clinical Mental Health Counseling Rehabilitation Program (CMHCRP)
 - c) the degree change from M.Ed. to M.S.
 - d) the name change from CMHC-R to CMHC has been approved by the University and is in the process of submission to MHEC and USM for review and approval
- e) students have attended and presented at conferences:
 - American Association of Behavioral & Social Sciences Conference, Las Vegas, NV
 - American Counseling Association
 - Coppin State University Technology Conference
 - Maryland Counseling Association
 - The National Association of Multicultural Rehabilitation Concerns
- f) Students are encouraged to become members of the Chi Sigma Iota International Counseling Honor Society, and to become members of the large offerings of professional associations.
- g) The undergraduate Rehabilitation Services Program and Applied Psychology Program serve as feeders into the CMHC Program.
- h) The grant from the Baltimore City Office of Senior Programs (SCSEP) and the Retired Senior Volunteer Program (RSVP) was renewed, which will continue to provide a work force of senior citizens who will assist with the daily operations of the CMHC Program as well as other departments across the university.
- i) The CMHC Program is a recipient of a State of Maryland Grant to provide services through an inclusive higher education program for students with developmental disabilities. It is a program for students with Intellectual Disabilities. The Comprehensive Transition Program (CTP) at CSU provides integrated academic, career, and independent living instruction in preparation for gainful employment. The CTP provides internship opportunities for students as well as stipends, scholarships, and mentorship opportunities for graduate and undergraduate students.
- j) The CMHC Program has a cooperative agreement with Baltimore City Public Schools and hosts the Transitioning Students Program at CSU. CMHC Program students receive internship and practicum experiences from this program.
- k) The CMHC Program has been awarded Employment Network status with the Social Security Administration's Ticket-to-Work Program. CSU is one of few universities in the U.S. with this

status. Rehabilitation counseling services are provided to SSA beneficiaries and CMHC Program students receive practicum and internship experiences from this program, which operates in the Independent Living Laboratory at CSU and provides practicum and internship experiences for our students.

- l) The CMHC Program has a collaboration with the Baltimore City Department of Aging to provide employment/training opportunities to senior citizens looking to maintain and develop marketable skills. This program expands and adds administrative support to the CMHC program and others at the university.
- m) The CMHC Program offers the Post-Master's in Professional Counselor Licensure for those students who are seeking licensure and have a master's degree approved by the Board of Professional Counselors.
- n) Graduate students have the opportunity to obtain additional training and skills with Pro Bono Counseling Services of Maryland. Through these experiences students are able to obtain valuable internship experiences as well as receive clinical hours toward professional counselor licensure requirements.
- o) The CMHC Program hosted the Maryland Counseling Association Conference on 09/28-29/2023. The details of the conference are provided in <https://mdcounseling.org/event-5160052>. Graduate students from the CMHC Program served as volunteers and 12 students received paid registration from the Ticket-to-Work program. Faculty from CUS's Psychology, Counseling, and Behavioral Health department attended.
- p) Seven (7) CMHC Program students registered to participate in the Maryland Mental Health First Aid Training held at CSU on 09/25/23, and students are continuing to receive this certification.
- q) The CMHC Program hosted the National Disability Awareness Month activities and shared information on disability awareness during the week of 10/22-28/2023. A panel was presented consisting of experts in the field of counseling and community providers to share information on social justice and the treatment of minorities with disabilities. Panel experts consisted of representatives from Disability Rights of Maryland, faculty from the Department of Criminal Justice, Department of Psychology, Counseling, and Behavioral Health, alumni, the Maryland Commission on Individuals with Disabilities, and law enforcement. The panel was held 10/26/23. Students have continued to participate in and attend panel discussions designed to share information on mental health and disabilities during the month of October.



3. Program Outcomes

The CMHC Program offers the Master's in Clinical Mental Health Counseling and the Post-Master's in Professional Counselor Licensure. For students interested in applying to the CMHC Program, the deadlines for submission of all materials are May 15 for the fall semester, and October 15 for the spring semester. The program admits an average of 12 students per cohort in both the fall and spring semesters.

Currently the CMHC Program has an enrollment of 54 students in the Spring 2025 semester. The program has three (3) full-time faculty and seven (7) very committed, dedicated, and credentialed parttime faculty. The instructor to student ratio in the CMHC Program is 1:12. For the Internship and Practicum courses the ratio is 1:8. Students must maintain a 3.0 GPA each semester to remain in good academic standing.

Graduates from the CMHC Program was 12 students for May 2024, and 12 students for May 2025.

The CMHC Program offers a Post Master's in Professional Counselor Licensure Certificate Program, which is fully approved by the Maryland Higher Education Commission and the University Systems of Maryland for those students seeking this professional status.

Students completing the CMHC Program at CSU qualify to sit for the NCE and CRC exam. Students are required to complete a total of 100 practicum hours, and 600 internship hours as well as the required coursework of the curriculum.

For information on the CRC application requirements, refer to the [Commission on Rehabilitation Counselor Certification](#) (CCRC) website.



CMHC Program students may elect to take a Comprehensive Examination, the NCE, or the Certified Rehabilitation Counselor (CRC) exam. The comprehensive exam is offered twice a year and the current passing rate for CMHC Program students is approximately 93%.

Information on the NCE may be obtained on the National Board for Certified Counselors website: <https://nbcc.org/exams/nce>

Information on the CRC exam may be obtained from the [Commission on Rehabilitation Counselor Certification](#) website.



CMHC PROGRAM STUDENT EMPLOYMENT STATUS UPON GRADUATION COPPIN STATE UNIVERSITY			
CONTACT METHOD	2022	2023	2024
Postgraduate Questionnaire	0	0	3
Telephone Contacts	0	5	0
E-Mail	3	0	2
Undocumented			
TOTAL	3	5	5

From the postgraduate questionnaires, telephone contacts, and emails received from 2022-2024, thirteen (13) of the CMHC students reported having paid employment upon graduation. This data is based on a review of questionnaires, telephone contacts, and emails received by the CMHC Program Coordinators.

A total of 18 students graduated from 2022-2024. A 72% response rate was received. Five (5) students from the CMHC Program have not yet responded for the reported time frame. Once the students officially report their status, the total report from this time frame will increase to 18. Currently, the reported student employment rate is 100% based on the students that responded. Once we are officially informed of the remaining students' employment statuses the chart will be updated.



COUNSELOR EDUCATION COMPREHENSIVE EXAM COPPIN STATE UNIVERSITY

COMPREHENSIVE EXAM RESULTS

SEMESTER	#STUDENTS	PASS	FAIL	PASS RATE
2022 SPRING	3	3	0	100%
2022 SUMMER	2	2	0	100%
2022 FALL	0	0	0	
2023 SPRING	5	5	0	100%
2023 FALL	5	5	0	100%
2024 SPRING	6	6	0	100%
2024 FALL	6	5	1	83%
TOTAL	30	28	2	93%

NATIONAL COUNSELOR EXAM (NCE) COPPIN STATE UNIVERSITY

NCE RESULTS

YEAR	#STUDENTS	PASS	FAIL
2022	3	3	0
2023	5	5	0
2024	6	6	0
TOTAL	14	14	0

The National Counselor Examination (NCE) is a 200-question multiple-choice exam used to assess a counselor's knowledge, skills, and abilities for effective practice. It's a requirement for counselor licensure in the State of Maryland and is also used for the National Certified Counselor (NCC) certification. The NCE evaluates a candidate's understanding of core counseling principles, ethical practices, human development, and other essential areas of the profession. The State Board of Professional Counselors & Therapist License verification website: (<https://mdbnc.health.maryland.gov/PCTVerification>) was used to verify the status of licensure reported by students. The student's date of graduation was verified through the University's Eaglelinks system for a review of transcripts.

From 2022-2-2024 fourteen (14) students have successfully passed the NCE Exam.

CERTIFIED REHABILITATION COUNSELOR (CRC) STATEMENT

COPPIN STATE UNIVERSITY

The Commission on Rehabilitation Counselor Certification (CRCC) releases the Outcome Data Report to universities and colleges that meet the minimum requirement of 5 or more students/graduates who have sat for the exam for the first time during any given academic cycle. The CRC is a nationally accredited program, and this policy protects anonymity of students and graduates and aligns with CRCC's accreditation policy.

Once the CMHC Program has reached the required threshold, the CRCC will be able to provide the data report. From 2022–2024 no CMHC students have reported taking the CRC exam.

4. Enrollment/Retention/Graduation Efforts

The CSU media department has completed a photo session with the CMHC Program to begin developing marketing material. The marketing material will be distributed to local colleges, regional colleges, community businesses, etc. to promote the program. Having funding for students has continued to be an effective recruitment tool. Maintaining a strong collaboration with the DORS has also been beneficial with program recruitment and retention efforts. Providing placement assistance for the CMHC Program students has positively impacted retention. Maintaining the CACREP standard student/faculty class ratio positively impacts recruitment and retention in addition to taking the time to listen and provide individualized advisement to students as required during office hours and on an extended basis, as needed. The CMHC Program has a very committed Advisory Council which has continued to include the discussion on recruitment and retention as an agenda item. Alumni and current students of the CMHC Program are invited to an annual Meet-and-Greet, which includes providing panel discussions for current students. Some of the continued suggestions made for recruitment and retention include:

- a. Continue to have alumni as part of a panel and speak to current students about their experiences and opportunities in the field. Sessions have taken place during the Fall 2024 and Spring 2025 semesters;
- b. have alumni serve as marketing resources for current students, providing them with valuable information to enhance and cultivate their interest in the field; and,
- c. have alumni to serve as mentors to current students and to assist them with developing research interests and career directions.



Students enrolled in the CMHC Program come from diverse backgrounds: urban, suburban, public and private colleges, as well as multiple religious traditions and ethnicities, and are representative of the economic spectrum including many from low to middle income families. Through grants awarded to the CMHC Program over the years by the U.S. Department of Education, many students have benefited as scholarship recipients in the CMHC Program.

CMHC-R & CMHC ENROLLMENT BY RACE/ETHNICITY COPPIN STATE UNIVERSITY SPRING 2024 - SPRING 2025

Race/Ethnicity	S24	F24	S25
Unknown	3	1	1
Black/ AA	98	51	42
Hispanic / Latino	5	1	1
White	3	0	1
International	5	6	7
Multi-Race	1	2	2
TOTAL	115	61	54

CMHC-R & CMHC MEAN STUDENT AGE COPPIN STATE UNIVERSITY SPRING 2024 - SPRING 2025

SPRING 2024	FALL 2024	SPRING 2025
43	41	39

CMHC-R & CMHC ENROLLMENT BY STATUS COPPIN STATE UNIVERSITY SPRING 2024 - SPRING 2025

STATUS	S24	F24	S25
Full-Time Students	61	45	40
Part-Time Students	54	16	14
TOTAL	115	61	54

CMHC-R & CMHC ENROLLMENT BY GENDER COPPIN STATE UNIVERSITY SPRING 2024 - SPRING 2025			
Gender	S24	F24	S25
Men	24	12	10
Women	91	49	44
TOTAL	115	61	54

CMHC-R & CMHC FALL TO FALL RETENTION RATES COPPIN STATE UNIVERSITY FALL 2023 – 2024	
	Fall 2023 – 2024
Retention Rate	62%

CMHC-R & CMHC FALL TO SPRING RETENTION RATES COPPIN STATE UNIVERSITY SPRING 2024 - SPRING 2025		
	Fall 23 – Spring 24	Fall 24 – Spring 25
Retention Rate	79%	75%

5. Recruitment

The Recruitment Plan will cover the following three main topics:

- Development of a weekend program and offering of additional weekend courses
- Develop in-service training opportunities
- Distribution of CMHC Program information to advertise the program locally and nationally
- Continue to share program information at special events and conferences

6. Program Goals

- Work with the CSU Marketing Department to submit surveys to ranking outlets such as the US News Best Health Schools and other ranking sources on behalf of the CMHC Program
- Work with NBCC to have NCE offered at Coppin State University.



students to be trained on programs with the State agencies, and community

to receive a federal grant Administration's Ticket-approved Employment

7. Exclusivity

- CSU's CMHC Program offers exclusive opportunities for campus through collaborative of Maryland, schools, businesses.
- CSU is one of two universities to operate the Social Security to-Work Program as an Network (EN). The program provides students with the opportunity to gain federal suitability clearance, expanding their employment potential within the federal government. Interested students are provided with the skills and knowledge to assist clients with becoming economically self-supporting.
- CSU is the first recipient of the Governor's grant to offer the Comprehensive Transition Project (CTP). This project offers paid internships to students within the CMHC Program.
- Through the Baltimore Transition Connection (BTC) CSU is one of three State of Maryland higher education institutes to provide opportunities for Baltimore City Public Schools students with disabilities to spend five days per week on campus to complete their high school education and receive the college experience. CMHC students can complete practicum and internship hours in service to the BTC.



8. Summary of Program Evaluation

SUMMARY OF PROGRAM EVALUATION

Aggregate Student Data	Results/ Pertinent Findings	Curriculum and Program Improvement
<p>A) Demographic variables from students admitted and enrolled in the CMHC program</p>	<p>Seventy (70%) of students enrolled in the CMHC program (Fall 2021-Fall 2023) are between the ages of 30 - 63 years with predominant ages of students within the 40–64-year range (more than 60% of enrolled students). The majority of students are African Americans and first generation. A rise in the enrollment of international students was noted (Fall, 2022).</p>	<p>Results underscored the importance of integrating an andragogical way of teaching within the CMHC program given the predominance of adult learners.</p> <p>To accommodate the needs of adult learners (who often have other responsibilities such as work and family), most courses are offered in the evenings (after work hours); on Saturdays and online. Consistent with the need to offer online courses, all core faculty have been approved at the University level to teach online. CMHC students have access to a wide array of support services (including Technology, Financial, Accessibility and International support).</p>
<p>B) Assessments of Key Performance Indicators (KPIs) Students will receive a passing grade (A, B or C) on the KPI assignment(s).</p> <p>At least 80% of students will receive passing grades of As, Bs, for the courses taken.</p> <p>Students' evaluations by their site supervisors and the grades that are received in the practicum and Internship courses (CORH 621, 622 & 623).</p>	<p>A review of the KPIs assignment data showed that two courses (CORH 627 and 619) had 70% and 74.4% pass rates on Quiz #1 and Quiz #2 respectively.</p> <p>Further review of these 2 courses (Spring 2024 data) indicated that most students received passing grades of As and Bs - 92% (CORH 627) and 84% (CORH 619).</p> <p>- A recent review of all courses taught (Spring 2024 grades) indicate that 90% of students received passing grades and of those 87% received grades of As and Bs indicating that the program is meeting this benchmark.</p>	<p>If a student receives a grade less than C on a KPI assignment, it is the expectation that each faculty member will discuss the grade with the student and agree upon ways to improve performance.</p> <p>Faculty advisors are responsible for tracking students' progress through the program.</p> <p>Syllabi are reviewed and updated by faculty members at the start of each semester and are submitted to the Chair.</p> <p>The program coordinators review the grades of all courses taught to determine if benchmarks are being met. Based on the results of the review, program coordinators will meet</p>

	Students are consistently rated above average and excellent. In addition, 96% of students in clinical placement sites have received grades of A or B (N= 75), with the predominant grade being A (95%) (Spring 2023- Spring 2024 data)	with the Chair to discuss findings and explore ways to improve the curriculum and/or make changes to course structure and delivery.
C). Annual Clinical Formative and Summative Assessments.		
1. Students' Grades (as captured through Blackboard) All students are expected to complete graduate classes with grades of As or Bs, with a minimum score of 80%.	A recent review of all courses taught (Spring 2024 grades) indicate that 90% of students received passing grades (As, Bs and Cs) and of those 87% received grades of As and Bs indicating that the program is meeting its benchmark.	The program will continue to track pass rates of courses on an annual basis. Grades of Cs or Fs are handled consistent with graduate studies policies.
2. Midterm and End of Semester evaluations of interns	A review of both the midterms and end of semester evaluations in the following courses: CORH 621 (Practicum) CORH 622 (Internship 1) CORH 623 (Internship II consistently demonstrated that students were rated in the "good" (4) to "excellent range."	The CMHC program utilizes various modalities to evaluate students' learning in their internship experiences (case presentations, field experience logs, in class case study review, journal articles), along with both student and agency supervisor evaluations to assess learning outcomes. If there is a need for remediation, the CMHC program will follow the procedure as outlined in the Remediation Policy from Student Handbook (Appendix K).
3. Use of the Counselor Education Comprehensive Exam (CECE) which captures the 8 core domains for CACREP accredited programs. The criterion for evaluating this domain is that at least 80% of students will successfully pass on <u>the first attempt</u> .	The CECE has been utilized in the CMHC program for the past 4 years. Results demonstrate that the majority of students have successfully passed this exam. A recent review of the scores for the 6 students who completed the comprehensive exam (Fall 24) indicates that 5 out of the 6 students scored within 1 standard	In addition to reviewing pass rates on the CCE to evaluate the program's effectiveness, the program also looks at the individual domains on the CECE to make improvements in program delivery: For example, a review of the data in 2023 yielded poor performance in the Assessment and Testing domain and this was used as an impetus to restructure

<p>For the CMHC program, a passing score is one that falls between one SD below and above the mean where 68% of all scores fall on a normal Gaussian curve.</p>	<p>deviation of the mean, which is considered a pass. The lowest score was -1.53 SD below the mean, which puts this student outside the passing range. Previous review has yielded 100% pass rates. The program has been meeting its objectives with 83% - 100% of students passing on their first attempt.</p>	<p>the content of the Statistics in Research course (CORH 627). Subsequently a decision was made to teach Statistics in Research (CORH 627) in a face-to-face format or in a hybrid format as it was recognized that students required face-to-face time to master the contents of this course. This course is now offered in a hybrid format.</p> <p>The CMHC will continue to break down each exam into each of the 8 CACREP domains so that the results can be used to make program improvements as well as to better prepare students for NCE, and CRC national exams in pursuit of the NCC and LCPC, and or CRC credentials</p>
<p>4. CCS-R (Counselor Competencies Scales - Revised)</p> <p>This scale uses a Likert scale with the following guidelines:</p> <p>5 = exceeds expectations/ demonstrates competencies</p> <p>4 =meets expectations/ Demonstrates competency</p> <p>3= near expectations/ developing towards competencies</p> <p>2= below expectations/ insufficient/ unacceptable</p> <p>1= Harmful</p>	<p>It is anticipated that the full implementation of the CCS-R will occur in September 2025. No data is yet available.</p> <p>The use of this scale will provide the CCS-R committee with an opportunity to track students' disposition and counseling skills. It is anticipated that at least a total of 80% of students will meet or exceed expectations by scoring 4s and 5s in both domains: <i>Counseling Skills and Therapeutic Conditions</i> 48 or above; maximum score = 60) and <i>Counseling Deposition and Behavior</i> (44 or above; maximum score = 55).</p>	<p>The assessment of professional dispositions will be assessed on two occasions, by the practicum or internship instructor and two other faculty members who make up the CCS-R committee. The CCS-R will be completed following CORH 624 Counseling Techniques and following CORH 621 Practicum. There will be a third administration of the CCS-R for any student scoring lower than 3 on any item. The committee will be responsible for developing an individualized remediation plan.</p>

Student Satisfaction Assessment Data	Results / Pertinent Findings	Curriculum and Program Improvement
<p>1. Individual Course Evaluations (of Faculty member)</p> <p>The completed evaluations measure the faculty as compared with the department's faculty and the university faculty in general.</p>	<p>Managed by the Office of Planning and Assessment, copies of the evaluations are provided to the Chair of the Department and not to the Program.</p>	<p>All program faculty receive an annual performance evaluation from the Chair and the process includes reviewing feedback from course evaluations. Areas for growth and improvement are addressed collaboratively.</p> <p>The CMHC coordinators meet with the Chair to discuss students' concerns, faculty concerns, and program development.</p> <p>At the monthly departmental meetings, CMHC coordinators provide monthly program updates to the department and solicit input on program direction.</p>
<p>2. Assessment of Clinical Experiences</p> <p>The interns' evaluation report includes questions related to the internship experience, perceptions of the program supervisors, and the site itself as providing adequate service.</p>	<p>Each semester during the Round Table or Site Study presentations, students are invited to share information on the strengths and weaknesses of their sites, and answer questions of faculty and other students. Students are asked whether they would recommend their placement to others. This assignment includes both a paper and an in-class presentation and discussion.</p>	<p>At the end of each semester the practicum and internship instructors meet with the Program Coordinator to discuss students' feedback on the field sites, as shared in class and in the evaluation forms.</p> <p>Sites are reviewed each semester, and decisions are made to determine which sites will remain partners and which, if any, may be discontinued. Reasons for discontinuation may include factors such as the inability to provide a sufficient number of clients, or lack of responsiveness to the CMHC program.</p> <p>The University maintains student professional liability insurance for each student, facilitated through the Office of Procurement and the Maryland State Department of the Treasury.</p>
<p>3. Assessment of Site Supervisor</p> <p>The Interns Evaluation Report addresses the relationship between the site supervisor and the CMHC program, and</p>	<p>An analysis of this data has demonstrated that overall, students are very satisfied with their site supervisors, with at least 80% of responses indicating "very good" to "excellent" experiences.</p>	<p>The program is proactive in assuring positive experiences for students at their field sites. We confirm the training and experience of site supervisors prior to placing students with</p>

information specific to the quality of the supervision at the site.		<p>them; students are also provided with ongoing opportunities to discuss any concerns that arise, such as the Round Table assignment. Students regularly discuss their internship experiences in the weekly class meeting.</p> <p>In general, students are encouraged to advocate for themselves if there are minor conflicts at their clinical sites. Both the program coordinator and the clinical supervisor have intervened, as appropriate, to ensure that students are having positive experiences and receiving adequate supervision.</p>
<p>4. Graduating Student Surveys</p> <p>This provides an assessment of the overall effectiveness of the program as well as gathering data on employment.</p>	<p>An analysis of the data has shown that most students lean towards letting faculty members know via email how they have done in terms of NCE examination and employment status. Of the 18 students who graduated from the program from 2022- 2024, twelve (13) students completed the questionnaire. The return rate for the survey is 72%. All of the students who provided the information were 100% employed.</p>	<p>To increase the response rate of the graduate questionnaires, the program coordinator has begun the process of developing an electronic version of the questionnaire which will be accessible from the website. Currently, the form (along with a congratulatory letter) is emailed to students upon graduation.</p>
<p>5. Student comment Dropbox</p> <p>Feedback on the effectiveness of the CMHC program is solicited through drop boxes which are available in Rooms 353 and 223.</p>	<p>Dropboxes remain available and are monitored, but they are not often used. Increasingly, students provide feedback and suggestions via electronic communication or in person.</p>	<p>The CMHC program has been utilizing students' feedback to improve the program. For example, based on feedback from students indicating a desire to take the National Board of Counselor's exam and a goal to eventually become licensed clinical professional counselors (LCPC), the CMHC program is exploring the possibilities of establishing a partnership between CSU and NBCC where CSU will become a testing site.</p> <p>To further increase the integration of students' and alumni's</p>

		feedback into program improvement, the CMHC Student Feedback form is now available on the program's website.
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