

# COUNSELOR EDUCATION

ANNUAL REPORT 2020-2021

## VITAL STATISTICS



### CLINICAL MENTAL HEALTH COUNSELING

Credit Hours: 60

Students Currently Enrolled (Spring 2021): 10

New Students this Academic Year: 4

Applicants in the Past Year: 5

Graduates in the Past Year: 4

Completion Rate (for students admitted 2015-2016 academic year, N=2): 100%

Licensure Exam Pass Rate (1st attempt): 75%

Job Placement Rate in Field: 100%

### SCHOOL COUNSELING

Credit Hours: 60

Students Currently Enrolled (Spring 2021): 6

New Students this Academic Year: 5

Applicants in the Past Year: 5

Graduates in the Past Year: 2

Completion Rate (for students admitted 2015-2016 academic year, N=10): 40%

Licensure Exam Pass Rate: N/A No exam required for certification in MD

Job Placement Rate in Field: 100%



# DEMOGRAPHIC CHARACTERISTICS 2020-2021

The Counselor Education team reviewed 2020-2021 program data on demographic and other characteristics of applicants, enrolled students and graduates to inform programmatic decisions.

## GENDER DIVERSITY

### Applicants

**Clinical Mental Health Counseling** applicants in 2020-2021 were 75% female/25% male. Our **School Counseling** applicants were 80% female/20% male.

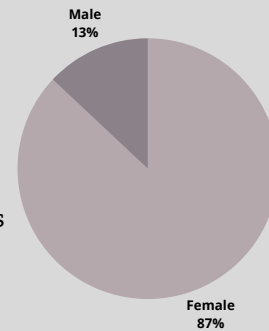
### Enrolled Students

The students enrolled in **Clinical Mental Health Counseling** were 75% female/25% male in fall 2020 and 80% female/20% male in spring 2021. The students enrolled in **School Counseling** were 100% female in fall 2020 and 90% female/10% male in spring 2021.

### Graduates

We graduated two female students (67%) and one male student (33%) in **Clinical Mental Health Counseling** and two female students in **School Counseling** (100% female).

## CHARTS SHOW SPRING 2021 DATA FOR ENROLLED STUDENTS, BOTH SPECIALIZATIONS COMBINED



## RACIAL/ETHNIC DIVERSITY

### Applicants

Applicants for the **Clinical Mental Health Counseling** specialization were 100% African American.

Applicants for the **School Counseling** specialization were 80% African American and 20% Asian/Pacific Islander.

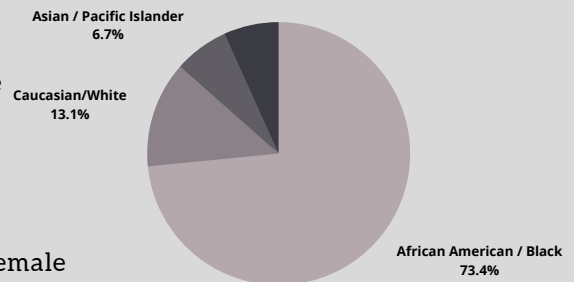
### Enrolled Students

The students enrolled in **Clinical Mental Health Counseling** were 75% female/25% male in fall 2020 and 80% female/20% male in spring 2021.

The students enrolled in **School Counseling** were 100% female in fall 2020 and 90% female/10% male in spring 2021.

### Graduates

We graduated two African American students (50%) and two White students in **Clinical Mental Health Counseling**, and two African American students (100%) in **School Counseling**.



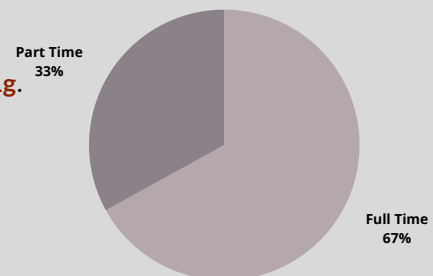
## FULL TIME/PART TIME STATUS

### Applicants in 2020-2021

Two-thirds (67%) of our students were enrolled full time, and one-third (33%) were enrolled part time in spring 2021.

### Enrolled Students in 2020-2021

Five out of six (83%) of our 2020-2021 graduates were full time students.



## RESIDENCY/GEOGRAPHIC DIVERSITY

### Applicants in 2020-2021

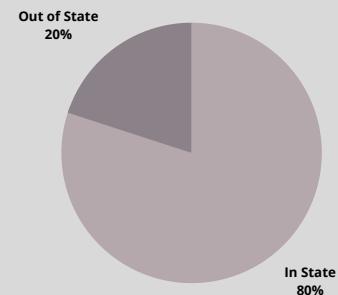
Of the nine applicants for the 2020-2021 academic year, six (two thirds, approximately 67%) were Maryland residents and two (one third, approximately 33%) were from other east coast states (New York and Virginia). There were no international applicants.

### Enrolled Students in 2020-2021

Our student population in spring 2021 was 80% Maryland residents and 20% out of state students.

### Graduates in 2020-2021

All six of our 2020-2021 graduates were Maryland Residents.



# PROGRAM MODIFICATION PLAN

In reviewing the data 2020-2021 program data on demographic and other characteristics of applicants, enrolled students and graduates the following recommendations were made:

## MODIFICATION PLAN FOR APPLICANTS (RECRUITMENT):

### GENDER DIVERSITY

GOAL 1: Recruit male applicants into the program.

Program modifications include:

- a. consulting with our colleague who is in charge of a recruitment program for Black males of color for the UMES Education Department to facilitate recruitment opportunities for our program
- b. visually depicting men on the program website and in program and recruitment materials
- c. highlighting male student success stories on our website, social media platforms, and in program recruitment materials.
- d. creating an advertising campaign targeting male applicants and highlighting the need for male counselors in the job market and how they can contribute to the profession,
- e. marketing the graduate counseling program to undergraduate students enrolled in traditionally male-dominated majors and to male-oriented extracurricular organizations (sports teams, fraternities, etc.).
- f. seeking input from current male students and recent male alumni on ideas for recruiting male students
- g. engaging male students in recruitment efforts such as helping staff tables and speaking with prospective students at graduate fairs and in undergraduate classrooms
- h. collaborating with faculty at our own and feeder institutions to promote the program
- i. promoting our financial aid, including scholarships and graduate assistantships, to all prospective students, including males.

### RACIAL/ETHNIC DIVERSITY

GOAL 2: Recruit a more racially/ethnically diverse applicant pool to our program

Program modifications include:

- a. visually depicting people from diverse racial and ethnic backgrounds on the program website, social media, and in program and recruitment materials
- b. highlighting success stories of racially and ethnically diverse students on our website, social media platforms, and in program recruitment materials.
- c. emphasizing the multicultural diversity of UMES in recruitment materials to communicate that while UMES is a Historically Black University, it is multicultural and encourages all students to apply to our program.
- d. speaking in undergraduate courses in subjects that would feed well into our program (psychology, sociology, rehabilitation psychology, child development, education, etc.).
- e. engaging racially and ethnically diverse students in recruitment efforts such as helping staff tables and speaking with prospective students at graduate fairs and in undergraduate classrooms
- f. creating an advertising campaign which communicates a welcoming and inclusive learning environment and targets potential Hispanic/Latino/Latina applicants and their families in the local area, since research shows that proximity to home, perception of a welcoming environment, and family input into career decision making are salient factors in selecting an institution of higher education among Latinx students (Lara & Nava, 2018).
- g. promoting our financial aid, including scholarships and graduate assistantships, to all prospective students, including students from diverse racial and ethnic backgrounds.

## MODIFICATION PLAN FOR ENROLLED STUDENTS (RETENTION THROUGH TO GRADUATION):

### GENDER DIVERSITY

GOAL 3: Create a learning environment where male students feel welcome, supported, and empowered to engage, learn, grow, and advocate in the program.

Program modifications include:

- a. developing curriculum materials focused on counseling men and boys
- b. seeking input from current male students and recent male alumni on their experiences and perceptions of opportunities, barriers and supports, as well as their ideas and strategies for creating a welcoming learning environment for male students

### RACIAL/ETHNIC DIVERSITY

GOAL 4: Create a learning environment where racially/ethnically diverse students feel welcome, supported, and empowered to engage, learn, grow, and advocate in the program.

- a. continue to be intentional in creating and implementing multicultural learning activities that are inclusive of all racial and ethnic groups' issues in counseling
- b. seeking input from racially and ethnically diverse students and recent alumni on their experiences and perceptions of opportunities, barriers and supports, as well as their ideas and strategies for creating a welcoming learning environment for ethnically diverse students