



**UNIVERSITY OF MARYLAND  
EASTERN SHORE**

**ENGAGE. LEARN. GROW. ADVOCATE**

**COUNSELOR EDUCATION**

**ANNUAL REPORT 2020 -2023**

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## Mission Statement

The mission of the Counselor Education Program at the University of Maryland Eastern Shore is to prepare professional counselors in the Clinical Mental Health Counseling and School Counseling specializations with the knowledge, skills, and dispositions needed to develop professional counseling relationships that empower diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. We achieve this by empowering candidates to “Engage, Learn, Grow, and Advocate” throughout their program in order to become professional, reflective, innovative, effective professional counselors who value diversity and advocate for social justice. An emphasis on social justice is an integral part of what we value, teach, and model. By recognizing the assumptions of the world, its people, and norms, our program curriculum engages our students to develop a knowledge of diversity issues, self-awareness of their own identity, and biases, resulting in a commitment to equitable delivery of services.

### Counselor Education Program Objectives and Outcome Goals

Education Department Framework		Counselor Education Program Objectives
<b>P</b>	Professionalism	Prepare candidates with a strong professional identity
<b>R</b>	Reflection	Prepare candidates who reflect on their practice for continuous professional and personal development
<b>I</b>	Innovation	Provide instruction in innovative, evidence-based practice
<b>D</b>	(valuing) Diversity	Prepare candidates who value diversity and advocate for social justice for clients/students
<b>E</b>	Effectiveness	Prepare candidates who are effective at empowering diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals

## Program Overview

We prepare counselors with PRIDE! Our program objectives based on the PRIDE framework and measurable outcomes are outlined below:

### **PROFESSIONAL**

1. Prepare candidates with a strong professional identity.

Outcome 1a. Candidates will develop a strong professional counselor identity as evidenced by assumption of a variety of appropriate roles and functions of professional counselors, as defined by professional counseling organizations.

Outcome 1b. Candidates will be involved in national and/or state or local professional counseling organizations such as the American Counseling Association, American Mental Health Counselors Association, American School Counseling Association, Maryland Counseling Association, Maryland School Counselor Association, etc. Involvement is evidenced by memberships, conference/training/webinar attendance, presentations, publications, leadership roles, and/or committees.

Outcome 1c. Candidates will apply professional ethical codes and laws to case studies and clinical practice.

### **REFLECTIVE**

2. Prepare candidates who reflect on their practice for continuous professional and personal development.

Outcome 2a. Candidates will reflect on their individual and small group counseling and other interventions and use reflections to improve their practice.

### **INNOVATIVE**

3. Provide instruction in innovative, evidence-based practice.

Outcome 3a. Candidates will identify theoretical and evidence-based rationales for their interventions.

Outcome 3b. Candidates seek out opportunities for continuous learning inside and outside the classroom.

### **VALUE DIVERSITY**

4. Prepare candidates who value diversity and advocate for social justice for clients/students.

Outcome 4a. Candidates will use social justice strategies to advocate for all clients/students and address institutional and societal barriers to access to services and equitable outcomes for clients/students.

Outcome 4b. Candidates will reflect on their own biases in order to ensure non-discriminatory and inclusive, affirming practice.

## **EFFECTIVE**

5. Prepare candidates who are effective at empowering diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.

Outcome 5a. Candidates will demonstrate content knowledge in professional counseling orientation and ethical practice, social and cultural diversity, human growth and development, career development, counseling and helping relationships, group counseling and group work, assessment and testing, and research and program evaluation.

Outcome 5b. Candidates will demonstrate growth in mastery of individual and group counseling skills and skills specific to their specialty area.

Outcome 5c. Candidates will display professional dispositions identified by the UMES Education Department and the Counselor Education program during classroom and clinical experiences.

The Counselor Education program offers two specializations, Clinical Mental Health Counseling and School Counseling (MD State Approved).

### **CLINICAL MENTAL HEALTH COUNSELING**

Credit Hours: 60

Students Currently Enrolled: 6

New Students this Academic Year: 2

Applicants in the Past Year: 0

Graduates in the Past Year: 1

Job Placement Rate in Field: 100%

### **SCHOOL COUNSELING**

Credit Hours: 60

Students Currently Enrolled: 14

New Students this Academic Year: 4

Applicants in the Past Year: 7

Graduates in the 2021-2022: 4

Graduates in Current Year- 1

Job Placement Rate in Field: 100%

## **SECTION 1- Applicant Data**

Tables 1, 2, and 3 provide data on the number of students who applied and were accepted to the Counselor

Education program for the academic years 2020-2021, 2021-2022, and 2022-2023.

**Table 1:**  
**Demographics of Applicants 2020-2021**  
**Demographics of Applicants for Clinical Mental Health Counseling and School Counseling**

<b>Demographic Characteristics</b>	<b>Clinical Mental Health Counseling Applicants N=4</b>	<b>School Counseling Applicants N=5</b>	<b>Total Applicants N=9</b>
<b>Gender</b>			
Female	3 (50%)	4(80%)	7 (77%)
Male	1 (50%)	1 (25%)	2 (22%)
<b>Racial/Ethnic Identity</b>			
Black or African American	4(100%)	4 (80%)	8 (88%)
White	0	0	0
Hispanic or Latino/Latina	0	0	0
Biracial/Multiracial	0	0	0
Native American	0	0	0
Asian/Pacific Islander	0	1 (20%)	1 (11%)
<b>Residency</b>			
Maryland Resident	3(75%)	3 (60%)	6 (66%)
Out of State Resident	1(25%)	2 (20%)	3 (33%)
International	0	0	0

**Table 2**  
**Demographics of Applicants 2021-2022**  
**Demographics of Applicants for Clinical Mental Health Counseling and School Counseling**

<b>Demographic Characteristics</b>	<b>Clinical Mental Health Counseling Applicants N=1</b>	<b>School Counseling Applicants N=7</b>	<b>Total Applicants N=8</b>
<b>Gender</b>			
Female	0	5(71%)	5 (62%)
Male	1 (100%)	2 (28%)	2 (37%)
<b>Racial/Ethnic Identity</b>			
Black or African American	0	3 (42%)	3 (37%)
White	1(100%)	4 (57%)	5 (62.5)
Hispanic or Latino/Latina	0	0	0
Biracial/Multiracial	0	0	0
Native American	0	0	0
Asian/Pacific Islander	0	0	0
<b>Residency</b>			
Maryland Resident	1(100%)	6 (75%)	7 (87%)
Out of State Resident	0	1 (20%)	1 (12%)
International	0	0	0

**Table 3**  
**Demographics of Applicants 2022-2023**  
Demographics of Applicants for Clinical Mental Health Counseling and School Counseling

<b>Demographic Characteristics</b>	<b>Clinical Mental Health Counseling Applicants N=2</b>	<b>School Counseling Applicants N=4</b>	<b>Total Applicants N=6</b>
<b>Gender</b>			
Female	1 (50%)	4 (100%)	5 (83%)
Male	1 (50%)	0	1 (17%)
<b>Racial/Ethnic Identity</b>			
Black or African American	1 (50%)	3 (75%)	4 (66%)
White	1(50%)	1 (25%)	2 (33)
Hispanic or Latino/Latina	0	0	0
Biracial/Multiracial	0	0	0
Native American	0	0	0
Asian/Pacific Islander	0	0	0
<b>Residency</b>			
Maryland Resident	2 (100%)	4 (100%)	6 (100%)
Out of State Resident	0	0	0
International	0	0	0

## SECTION 2 - Enrollment Data

Table 4, 5, and 6 provide demographic information on the total number of enrolled students for the 2020-2021, 2021-2022, and 2022-2023 academic years.

**Table 4**  
**Demographic and Other Characteristics of Enrolled Students**  
**2020-2021**

<b>Demographic Category</b>	<b>Clinical Mental Health Counseling Students</b>	<b>School Counseling Students</b>	<b>Total Enrolled Students</b>
<b>Gender</b>	<b>6</b>	<b>10</b>	<b>16</b>
Female	6 (100%)	9 (90%)	15 (93%)
Male	0	1 (10%)	1 (7%)
<b>Racial/Ethnic Identity</b>	<b>6</b>	<b>10</b>	<b>16</b>
Black or African American	4 (66%)	6 (60%)	10 (62%)
White	2 (33%)	2 (20%)	4 (25%)
Hispanic or Latino/Latina	0	0	0
Biracial/Multiracial	0	1 (10%)	1 (6%)
Native American	0	0	0
Asian/Pacific Islander	0	1 (10%)	1 (6%)
<b>Full Time/Part Time Student Status</b>	<b>6</b>	<b>10</b>	<b>16</b>
Full Time (9+ credit hours)	4 (66%)	8 (80%)	12 (75%)
Part Time (below 9 credit hours)	2 (33%)	2 (20%)	4 (25%)
<b>Residency</b>	<b>6</b>	<b>10</b>	<b>16</b>
Maryland State Resident	6 (100%)	8 (80%)	14 (87%)
Out of State Resident	0	1 (10%)	1 (6%)
International	0	1 (10%)	1 (6%)



**Demographic and Other Characteristics of Enrolled Students  
2021-2022**

<b>Demographic Category</b>	<b>Clinical Mental Health Counseling Students</b>	<b>School Counseling Students</b>	<b>Total Enrolled Students</b>
<b>Gender</b>	<b>4</b>	<b>16</b>	<b>20</b>
Female	3 (75%)	13 (81%)	16 (76%)
Male	1 (25%)	3 (18%)	4 (19%)
<b>Racial/Ethnic Identity</b>	<b>4</b>	<b>16</b>	<b>20</b>
Black or African American	3 (75%)	8 (50%)	11 (55%)
White	1 (25%)	6 (37%)	7 (35%)
Hispanic or Latino/Latina	0	0	0
Biracial/Multiracial	0	1 (6%)	1 (4%)
Native American	0	0	0
Asian/Pacific Islander	0	1 (6%)	1 (4%)
<b>Full Time/Part Time Student Status</b>	<b>4</b>	<b>16</b>	<b>20</b>
Full Time (9+ credit hours)	3 (75%)	12 (75%)	15 (75%)
Part Time (below 9 credit hours)	1 (25%)	4 (25%)	5 (25%)
<b>Residency</b>	<b>4</b>	<b>16</b>	<b>20</b>
Maryland State Resident	4 (100%)	14 (87%)	18 (90%)
Out of State Resident	0	1 (.06%)	1 (5%)
International	0	1 (.06%)	1 (5%)

**Demographic and Other Characteristics of Enrolled Students  
2022-2023**

<b>Demographic Category</b>	<b>Clinical Mental Health Counseling Students</b>	<b>School Counseling Students</b>	<b>Total Enrolled Students</b>
<b>Gender</b>	<b>4</b>	<b>15</b>	<b>19</b>
Female	3 (75%)	12 (80%)	15 (78%)
Male	1 (25%)	3 (20%)	4 (21%)
<b>Racial/Ethnic Identity</b>	<b>4</b>	<b>15</b>	<b>19</b>
Black or African American	3 (75%)	9 (60%)	12 (63%)
White	1 (25%)	5 (33%)	6 (31%)
Hispanic or Latino/Latina	0	0	0
Biracial/Multiracial	0	0	0
Native American	0	0	0
Asian/Pacific Islander	0	1 (6%)	1 (5%)
<b>Full Time/Part Time Student Status</b>	<b>4</b>	<b>15</b>	<b>19</b>
Full Time (9+ credit hours)	3 (75%)	14 (93%)	17 (89%)
Part Time (below 9 credit hours)	1 (25%)	1 (6%)	2 (10%)
<b>Residency</b>	<b>4</b>	<b>15</b>	<b>19</b>
Maryland State Resident	4 (100%)	13 (86%)	17 (89%)
Out of State Resident	0	1 (6.6%)	1 (5%)
International	0	1 (6.6%)	1 (5%)

# SECTION 3- Evaluation Results

## Summary Narrative of Program Evaluation Results

Over three academic years, we assessed student learning in eight core curriculum areas and two specialty areas using data from Blackboard and Canvas, along with comprehensive exams, observations, and internship evaluations. The transition from Blackboard to Canvas in January 2022 led us to integrate and summarize assessment results across both systems.

Our data collection began in Fall 2020, and we have committed to analyzing student performance every three years to ensure robust sample sizes for meaningful analysis. Due to our small program size and infrequent course offerings, this three-year cycle was necessary.

Faculty members teaching courses with key assessments collected student performance data, which program faculty analyzed and presented in charts. Progress was reviewed each semester during faculty meetings to proactively support students needing additional guidance.

Key Findings Across Areas:

### **1. Professional Counseling Orientation and Ethical Practice:**

Ethical decision-making skills improved significantly through repeated assignments. The reflective portfolio showed proficient self-assessment and professional development, though involvement in professional organizations beyond membership was limited.

### **2. Social and Cultural Diversity:**

Performance on racial vignette analyses and internship evaluations was generally strong, though some students needed more experience advocating for equity.

### **3. Human Growth and Development:**

Candidates demonstrated proficiency in developmental assets assignments and comprehensive exam sections, showing strong understanding across theories.

### **4. Career Development:**

Clinical Mental Health Counseling (CMHC) candidates excelled in applying theories and assessments. School Counseling (SC) candidates performed well but had occasional difficulties with writing objectives and demonstrated some dispositional concerns.

### **5. Counseling and Helping Relationships:**

Basic attending and advanced counseling skills were mostly proficient, though reflecting client feelings and meanings required additional focus.

### **6. Group Counseling and Group Work:**

Candidates designed and led counseling groups effectively but struggled to apply evidence-based practices.

**7. Assessment and Testing:**

Evaluations of testing instruments and triage assessments were proficient overall, with room for growth in understanding psychometrics and cultural appropriateness.

**8. Research and Program Evaluation:**

Evidence-based research understanding was a challenge for some students. CMHC candidates were proficient in research papers, while SC candidates needed improvement in citing evidence-based practices.

**9. CMHC Specialty Area:**

CMHC candidates performed proficiently in all tasks, including reaction papers and meeting CACREP practice standards during internships.

**10. SC Specialty Area:**

SC candidates excelled in developing school counseling programs. Internship evaluations highlighted their strengths, though some skill areas, like differentiated instruction, remained underdeveloped due to lack of observation opportunities.

In summary, our data analysis indicated strengths in applying theories and professional skills, though evidence-based practice understanding and practical application in some areas need enhancement. We continue to monitor student progress closely and work to improve identified weaknesses.

## SECTION 4- Disposition Data

The final internship evaluation results from the dispositions assessment showed that most students achieved scores in the proficient to advanced range across the thirteen dispositions assessed, with the majority earning scores of 4 (advanced). On nine of the thirteen dispositions, 100% of students scored at the proficient or advanced levels. Four disposition areas showed scores of 2 (developing), received by the same two students. One of these students had completed a remediation plan to address classroom-related dispositional issues before beginning the internship.

The disposition with the lowest proficiency rate was "ability to progress toward working independently," with 83% (N=2) of students scoring proficient or advanced. Both of these students were in their initial internships in spring 2023 and will continue their development with faculty and site supervisor support in their second internships in fall 2023. Other areas where one student scored at the "developing" level included interpersonal skills, personal and professional maturity, and conscientiousness. Site supervisors noted that these dispositional challenges impacted the students' progress toward independence at their internship sites.

**Table 3**  
**Aggregate Student Assessment Data: Dispositions**  
**from Internship Final Evaluations - Fall 2020 - Spring 2023**

Dispositions	Advanced 4	Proficient 3	Developing 2	Not Yet 1	Mean	Proficiency
<b>Professionalism</b>	10	2	0	0	3.83	100%
<b>Personal and Professional Boundaries</b>	10	2	0	0	3.83	100%
<b>Following policies and procedures of the setting</b>	9	3	0	0	3.50	100%
<b>Emotional stability and self-regulation</b>	10	2	0	0	3.83	100%
<b>Interpersonal skills</b>	11	0	1	0	3.83	92%
<b>Personal and professional maturity</b>	10	1	1	0	3.75	92%
<b>Conscientiousness</b>	9	2	1	0	3.66	%
<b>Critical Thinking</b>	9	3	0	0	3.50	100%
<b>Appreciation of Learning</b>	9	3	0	0	3.83	100%
<b>Self-Awareness</b>	10	2	0	0	3.83	100%
<b>Character</b>	10	2	0	0	3.83	100%
<b>Commitment and purpose</b>	10	2	0	0	3.83	100%
<b>Ability to profess toward working independently</b>	9	1	2	0	3.58	83%

## Graduate Survey Results 2020-2023

In Spring 2022, data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates were collected and analyzed. Each group were asked questions which aligned to our program objectives.

Results were analyzed for total (both specializations) respondents, school counseling graduate respondents, and clinical mental health counseling graduate respondents. Mean responses fell within the positive (agree) to neutral range for all items for the total respondents (both specializations). School counseling specialization graduates (n=4) had a more positive overall mean rating (2.28) than clinical mental health counseling respondents (n=2; 2.69), with both falling in the positive (agree) range.

We believe there may have been some confusion with the way the survey was constructed, with the most positive responses (strongly agree) associated with the lowest number (1) on the left, progressing to the most negative responses (strongly disagree) associated with the highest number (5) on the right. This may have resulted in some respondents going down the entire form rating every item a 5 (“strongly disagree”) without looking closely, thinking they were giving the most positive rating because it was the highest number. Because we did not have any open-response questions, we did not collect feedback on what could be done to improve the items that were rated “disagree” or “strongly disagree”. This would have provided more valuable information about reasons for their ratings and would have also given us information about whether respondents were scoring the items as they intended.

# SECTION 5- Continuous Improvement Plan

## Continuous Improvement Plan 2020-2023

	Evidence	Met	Unmet	Improvement Plan For 2024-2025 Year
<b>Substantial Program Modifications</b>	<p>State Approval for MD State Department of Education-School Counseling</p> <p>Maryland Higher Education Commission Approval for 60 Credits</p> <ul style="list-style-type: none"> <li>• School Counseling</li> <li>• Clinical Mental Health Counseling</li> </ul> <p>Realignment to CACREP 2024 standards</p>	<p>Met</p> <p>Met</p>	  <p>Unmet</p>	<p>Spring 2024-2025 ay, curriculum mapping to realign to new CACREP standards</p>
<b>Analyzation of Data</b>	Three-year reporting cycle 2020-2023	Met		Faculty plan to report yearly with explanation about small class size
<b>Professional Development and Involvement</b>	<p>Counselor Education students</p> <p>Counselor Education Faculty</p>		Unmet	<p>Beginning 2022, students were introduced to workshops, webinars, in-person trainings, and conferences</p> <p>Encouraging students to become involved in volunteer and leadership positions in counseling organizations.</p> <p>Will attend at least one conference a year and submit to present at local, regional or national conferences.</p>
<b>Use of Evidenced Based Practice</b>	Assignments throughout the program indicate challenges in using and demonstrating evidence-based practices in school counseling.		Unmet	Course mapping will involve modifying lectures and assignments.