



**UNIVERSITY OF MARYLAND
EASTERN SHORE**

ENGAGE. LEARN. GROW. ADVOCATE

COUNSELOR EDUCATION

ANNUAL REPORT 2023 -2024

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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.

PROGRAM OVERVIEW

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

PROGRAM OBJECTIVES AND OUTCOME GOALS

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

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.

STATISTICS FOR PROGRAM SPECIALTY AREAS: Clinical Mental Health Counseling 2023-2024 Statistics

Credit Hours	60	
Students Currently Enrolled	Fall 2023: 5	Spring 2024: 5
New Students this Academic Year	0	
Number of Graduates this Academic Year	2	
Completion Rate (5 yr. completion rate for students admitted during the 2015-2016 academic year)	100% (n=3)	
Pass Rate for Credentialing Exams (1st attempt)	100% (n=1)	
Job Placement Rate	100%	

School Counseling 2023-2024 Statistics

Credit Hours	60	
Students Currently Enrolled	Fall 2023: 12	Spring 2024: 12
New Students this Academic Year	4	
Number of Graduates this Academic Year	5	
Completion Rate (5 yr. completion rate for students admitted during the 2015-2016 academic year)	100% (n=5)	
Pass Rate for Credentialing Exams (1st attempt)	N/A (No credentialing exam required for Maryland School Counselor Licensure)	
Job/Doctoral Program Placement Rate	60% School counselor (n=2); Related job: EC Teacher (n=2); Doctoral program (n=1)	

PROGRAM OUTCOMES

SECTION 1 – Applicant Data

Tables 1 provides data on the demographic and other characteristics of applicants to the Counselor Education program for the 2023-2024 academic year.

Table 1:
Demographics of Applicants 2023-2024
Demographics of Applicants for Clinical Mental Health Counseling and School Counseling

Demographic Characteristics	Clinical Mental Health Counseling Applicants N=5	School Counseling Applicants N=9	Total Applicants N=14
Gender			
Female	5 (100%)	6 (67%)	11 (79%)
Male	0	3 (33%)	3 (21%)
Racial/Ethnic Identity			
Black or African American	3 (60%)	6 (67%)	9 (64%)
White	1 (20%)	0	11 (7%)
Hispanic or Latino/Latina	0	0	0
Biracial/Multiracial	0	1 (11%)	1 (7%)
Native American	0	0	0
Asian/Pacific Islander	0	1 (11%)	1 (7%)
Unkown	1 (20%)	1 (11%)	2 (14%)
Residency			
Maryland Resident	5 (100%)	8 (89%)	13 (93%)
Out of State Resident	0	0	0
International	0	1 (11%)	1 (7%)

SECTION 2 – Enrollment Data

Table 2 provides demographic information on the demographics and other characteristics of enrolled students for the 2023-2024 academic year.

Table 2
Demographic and Other Characteristics of Enrolled Students
2023-2024

Demographic Category	Clinical Mental Health Counseling Students N=6	School Counseling Students N=15	Total Enrolled Students N=21
Gender			
Female	5 (83%)	12 (80%)	17 (81%)
Male	1 (17%)	3 (20%)	4 (19%)
Racial/Ethnic Identity			
Black or African American	3 (50%)	9 (60%)	12 (57%)
White	3 (50%)	3 (20%)	6 (29%)
Hispanic or Latino/Latina	0	0	0
Biracial/Multiracial	0	1 (7%)	1 (5%)
Native American	0	0	0
Asian/Pacific Islander	0	2 (13%)	2 (10%)
Full Time/Part Time Student Status			
Full Time (9+ credit hours)		13 (87%)	
Part Time (below 9 credit hours)		2 (13%)	
Residency			
Maryland State Resident	6 (100%)	11 (73%)	17 (81%)
Out of State Resident	0	2 (13%)	2 (9%)
International	0	2 (13%)	2 (9%)

SECTION 3- Student Outcome Assessment Results

Summary Narrative of Program Evaluation Results

We assessed student learning in eight core curriculum areas and two specialty areas using data from Canvas, along with comprehensive exams, observations, and internship evaluations. 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:

The reflective portfolio showed proficient use of reflective self-assessment of counselor competencies and linking those self-assessments to a professional development plan. All students are members of professional organizations, and most students engage in regular professional development opportunities, due in part to grant-funded and university-funded opportunities for our students to attend professional conferences and workshops, as well as the program requirement to maintain professional memberships, which provide free professional development opportunities to student members. In addition, site supervisors consistently rate our students as proficient or advanced in their adherence to ethical, legal and professional standards of practice.

2. Social and Cultural Diversity:

Performance on racial vignette analyses and internship evaluations was generally strong.

3. Human Growth and Development:

The key performance indicators for this curriculum area were changed for the 2023-2024 academic year. Candidates demonstrated proficiency in knowledge of human development theories and concepts in a reflective paper where they explained the concepts with personal illustrations from their own lifespan development. Then, in their reflective portfolio, students showcased how they applied lifespan development concepts to clients at different levels of development during their clinical experiences. Students in the school counseling specialization were able to provide especially detailed, concrete, applied examples of how they used the concepts to delivery developmentally appropriate interventions.

4. Career Development:

Clinical Mental Health Counseling (CMHC) candidates showed proficiency in applying theories and assessments to their own career development. School Counseling (SC) candidates all scored at the proficient level or above in identifying a gap between the achievement of a sub-group of students and the general student population on a college or career readiness measure, and designing an evidence-based intervention to reduce or close the gap. The rubric item the students

had the most difficulty on was identifying a research base for the intervention they selected.

5. Counseling and Helping Relationships:

Students were mostly at the proficient level in basic counseling skills such as nonverbal counseling skills, simple reflections of content and feelings, and summarizing. At the beginning level in CNED 604 (Theories and Techniques of Counseling) as well as at the advanced level in CNED 606 (Clinical Applications of Counseling), students needed additional development in complex reflections.

6. Group Counseling and Group Work:

In the group design assignment, students demonstrated proficiency in designing the structure, focus, plans, and activities or interventions for counseling groups, but needed additional development in applying evidence-based group interventions.

7. Assessment and Testing:

Evaluations of testing instruments and triage assessments were in the proficient range or above, with less consistent proficiency among students in understanding and explaining psychometric properties of assessments.

8. Research and Program Evaluation:

Scores on evidence-based research understanding as demonstrated in research papers improved from the previous year, possibly as a result of intentional increased attention to evidence-based practice in lectures based on the previous year's student outcomes in the area. However, this is still an area for continued improvement.

9. Clinical Mental Health Counseling Specialty Area:

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

10. School Counseling Specialty Area:

SC candidates excelled in developing components of school counseling programs such as vision, mission and beliefs statements, annual student outcome goals, annual calendars, and large and small group and individual counseling plans. Internship evaluations indicated strengths across the board for all students in self-reflection, self-care, and case conceptualization skills. All students were rated at the proficient or advanced level for all skills assessed in the internship evaluations. Two students who were in elementary internship placements were rated as "not observed" for the skills of administering developmentally appropriate career interventions and assessments, approaches to increase promotion and/or

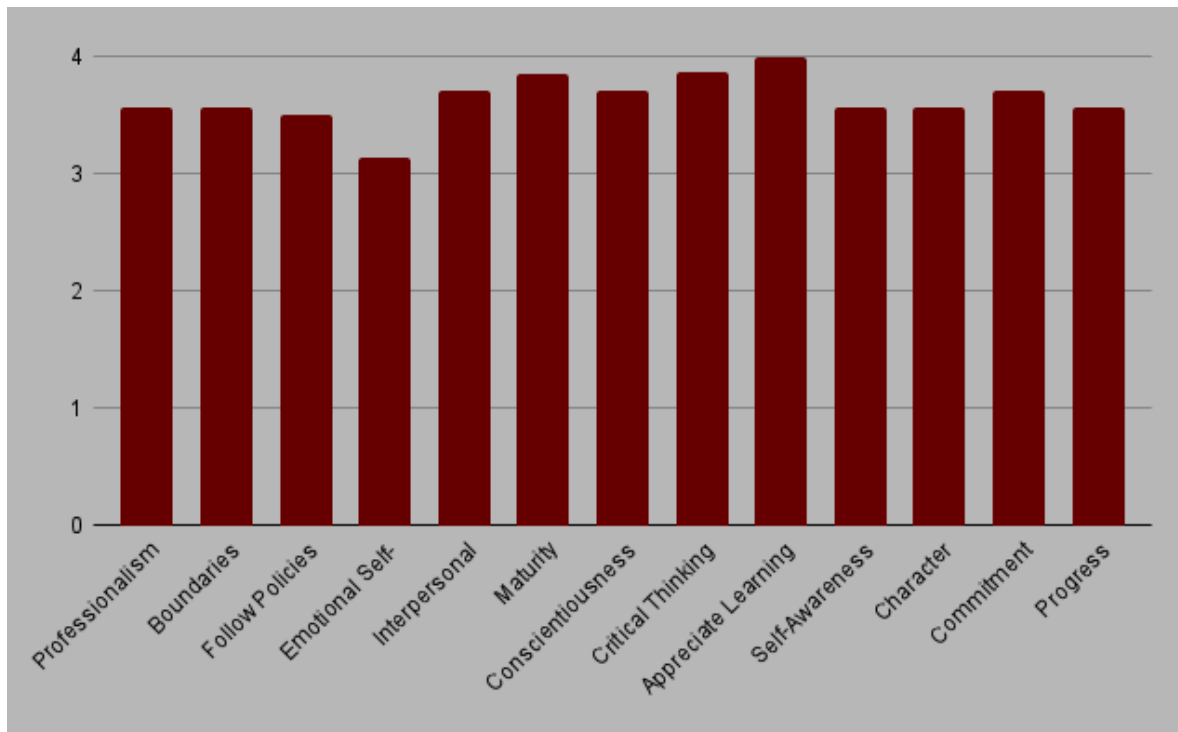
graduation rates, interventions to promote college and career readiness, and strategies to promote equity in student achievement and college access. It may be that these elementary school counselors did not focus on college and career readiness at the elementary level, although academic success and college and career readiness are ideally student outcome goals that are addressed developmentally at every grade level.

SECTION 4- Disposition Data

1. Professionalism
2. Personal and Professional Boundaries
3. Following policies and procedures of the setting
4. Emotional stability and self-regulation
5. Interpersonal skills
6. Personal and professional maturity
7. Conscientiousness
8. Critical thinking
9. Appreciation of learning
10. Self-awareness
11. Character
12. Commitment and purpose
13. Ability to progress toward working independently

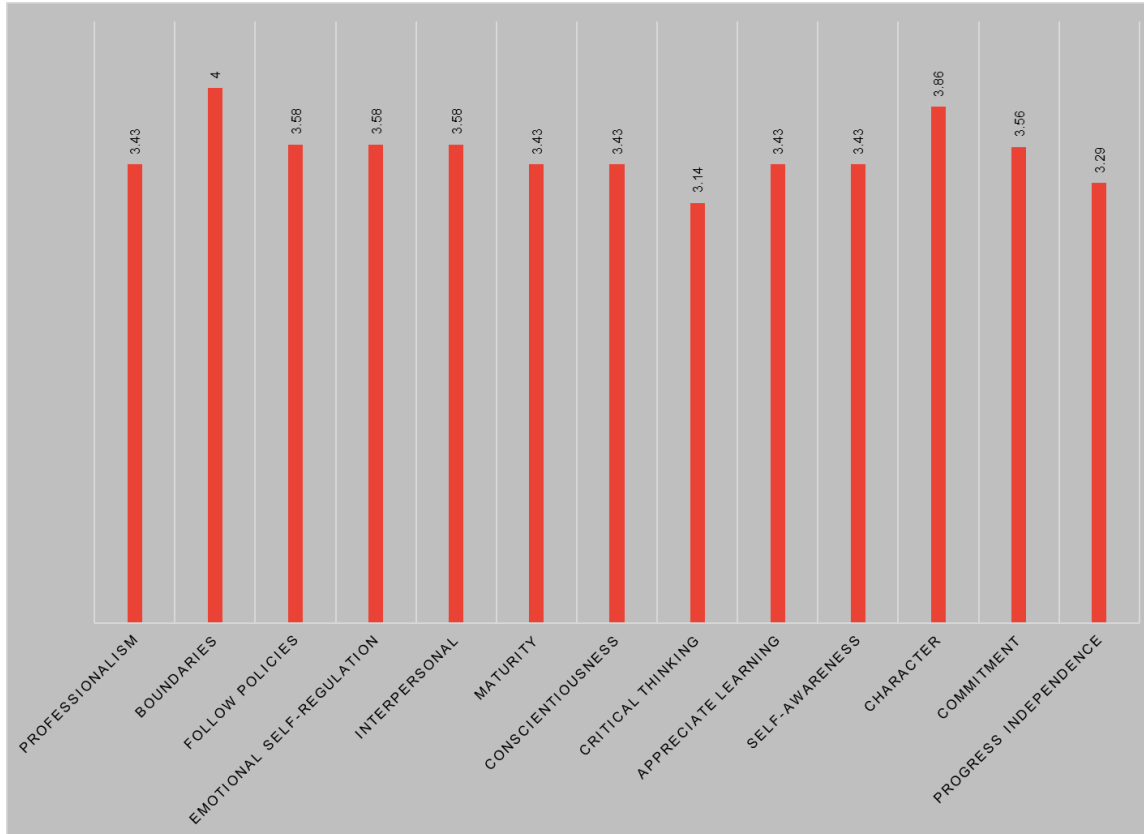
Student Self-Assessment of Professional Dispositions

Students complete a self-assessment of their professional dispositions at the beginning of the program, during the introduction to counseling courses. Results of the students' self-assessments show that students generally rate themselves as proficient or advanced in all thirteen of our program's professional dispositions. Only one student rated themselves as "developing" in a few areas. The disposition students self-rated the highest was "appreciation of learning". The lowest rated are was "emotional stability and self-regulation". All dispositions averaged at the proficient level (3) or above.



Faculty Evaluation of Professional Dispositions

After getting to know students the first semester, faculty members assess students' professional dispositions that they observe in the classroom setting. The dispositions rated highest by faculty were "personal and professional boundaries" and "character", and the lowest rated area was "critical thinking". All dispositions averaged at the proficient level or above.



Evaluation of Professional Dispositions in the Clinical Site by Site Supervisors

The final internship evaluation results from the dispositions assessments in fall 2023 and spring 2024 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 eleven of the thirteen dispositions, 100% of students scored at the proficient or advanced levels. Two disposition areas showed scores of 2 (developing), received by the same student.

The dispositions rated as developing (below the proficient level) for the student were "conscientiousness" and "ability to progress toward working independently". This was the second internship placement for the student, who had some difficulties with the first internship placement the prior semester.

The dispositions with the highest mean scores were "emotional stability and self-regulation" and "self-awareness". This result is encouraging, because our program emphasizes reflection, self-awareness, self-care and the importance of the counselor's own mental and interpersonal functioning in order to become effective helpers.

Table 3
Aggregate Student Assessment Data: Dispositions
from Internship Final Evaluations - Fall 2023 - Spring 2024

Dispositions	Advanced 4	Proficient 3	Developing 2	Not Yet 1	Mean	Proficiency
Professionalism	4	1	0	0	3.67	100%
Personal and Professional Boundaries	4	1	0	0	3.67	100%
Following policies and procedures of the setting	4	1	0	0	3.67	100%
Emotional stability and self-regulation	5	0	0	0	3.83	100%
Interpersonal skills	5	0	0	0	3.67	100%
Personal and professional maturity	4	1	0	0		100%
Conscientiousness	3	1	1	0	3.33	83%
Critical Thinking	3	2	0	0	3.5	100%
Appreciation of Learning	3	2	0	0	3.5	100%
Self-Awareness	5	0	0	0	3.83	100%
Character	4	1	0	0	3.67	100%
Commitment and purpose	4	1	0	0	3.67	100%
Ability to progress toward working independently	3	1	1	0	3.17	83%

SECTION 5 – Stakeholder Survey Results

Because of the nature of our small program, we have been surveying our graduates, site supervisors, and employers of our graduates on a three year cycle in order to analyze input from a larger group of stakeholders at one time and to avoid too-frequent survey requests from the same small pool of stakeholders.

Stakeholder surveys in the past have yielded low response rates, and the construction of the surveys have cause some confusion. We will be revising the surveys during the 2024-2025 academic year to improve the clarity of the rating scales and add opportunities for open responses for ideas and suggestions from our stakeholders for program improvement.

CONTINUOUS IMPROVEMENT PLAN

Continuous Improvement Plan 2020-2023

Program Modifications Recommended	Evidence	Met/ In Process/ Not Met	Improvement Plan	Who	Target Date
Realign Curriculum with CACREP 2024 Standards	Matrix of standards by courses	In process	Create matrix of standards taught in courses across the curriculum	All faculty	Fall 2025
Realign Course syllabi and assignment rubrics with CACREP 2024 Standards	Syllabi and assignment rubrics	In process	Update syllabi and assignment rubrics with 2024 standards.	All faculty	In place Fall 2025
Revise stakeholder surveys	Stakeholder surveys	In process	Update surveys to eliminate confusion in rating system and elicit qualitative data	Clinical Experiences Coordinator	Spring 2025