



DIVISION OF ACADEMIC AFFAIRS  
SCHOOL of PHARMACY & HEALTH PROFESSIONS  
**Department of Rehabilitation**

---

Program Evaluation Report 2019-2022

---

**Program Evaluation Participants**

William Talley – Department Chair  
Bryan Gere – Program Director/Evaluator  
Leslie Santos- Clinical Director/CACREP Liaison  
Hector Velazquez-Gonzalez- RSA Grant Director

## Introduction

The University of Maryland Eastern Shore (UMES) is a Historically Black College and University (HBCU), and administratively part of the University of Maryland System (USM). UMES was founded as an 1890 Land Grant Institution for the State of Maryland in 1886. The institution is situated in Princess Anne, Maryland that is centrally located on the Delmarva (Delaware Maryland, Virginia) Peninsula in Princess Anne. UMES functions as a teaching, research, and public service institution, and has a lengthy history of addressing the educational needs of traditionally underserved students (TUPs), underrepresented minority groups (URMs) and students from economically disadvantaged backgrounds and communities.

UMES provides more than 60 undergraduate, graduate, and certificate programs and concentrations. Besides its educational activities, UMES also shares its expertise with individuals, businesses, educational and governmental and nongovernmental organizations to facilitate the technological and socioeconomic development of eastern shore region of Maryland, the state, nation and world. It is therefore a progressive institution with a strong commitment to academic excellence. UMES is fully accredited by the Middle States Commission on Higher Education (MSCHE).

The UMES Masters in Rehabilitation Counseling (MSRC) program is one of only two CACREP-accredited Rehabilitation Counseling programs in the state of Maryland; the second program is offered nearly 2.5 hours away in Baltimore and only as a traditional, on-campus program. The UMES program is the only CACREP-accredited Rehabilitation Counseling program on the eastern shore of Maryland, Delaware, and Virginia. The MSRCP was first accredited under CORE (Commission on Rehabilitation Education) in 2004, and most recently, after CORE

---

merged, with the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The program is fully accredited by CACREP 2017-2024. As part of accreditation, requirements with CACREP, UMES MSRC conducted a self-evaluation, for the following academic years: 2016-2017, 2017-2018, and 2018-2019.

As of Fall 2020, the program is being offered as a 60-credit program. The program is currently offered in hybrid format which makes it accessible to students who live outside of the eastern shore area, and is an attractive option for non-traditional students whose personal or professional demands prohibit them from pursuing a traditional, on-campus program. The Masters in Rehabilitation Counseling program at the University of Maryland Eastern Shore has persisted despite the COVID-19 pandemic. Although enrollment has been significantly affected, the program continues to admit new cohorts of students with the hybrid and online delivery of academic courses. Below are some of the program highlights.

### **Program Faculty**

As indicated, UMES has four full-time faculty dedicated to the M.S. in Rehabilitation Counseling program. For this reason, qualified adjunct faculty are also used to supplement teaching responsibilities in the program. For the academic years 2018-2022, the program has undergone some changes in terms of faculty retirements. Dr. Clayton Faubion officially retired in 2019 and Dr. Maryam Rahimi retired in 2021, after teaching in the program for three decades. In 2019, we hired Dr. Bryan Gere, who currently serves as the Graduate Program Director. In 2021, we hired Dr. Hector Velazquez-Gonzalez. In Fall 2023, our newest hire, Dr. Veronica Umeasiegbu, will join our graduate faculty.

---

**Table 1. Faculty Demographics, Experience/ Expertise**

Name	Year Service Began at UMES	Year tenured	Current Academic Rank	Ethnicity	Gender	Experience/Expertise
Leslie M. Santos	2016	2022	Associate Professor/ Clinical Coordinator	Hispanic/Latino	F	Traumatic brain injury (TBI) and post-traumatic stress disorders (PTSD), and individuals with neuropsychological disorders.
Bryan Gere	2019	2022	Associate Professor	Black/AA	M	Vocational rehab, health disparities & Mental Health
Hector Gonzalez	2021	2020	Associate Professor	Black/AA	M	Trauma, Suicide prevention, vocational rehab, psychosocial aspects of disabilities
Veronica Umeasiegbu	Expected Start Date 08/2023	2020	Associate Professor	Black/AA	F	Health disparities, -Human rights and social justice
Lisa Zheng	2011	2017	Associate Professor	Asian American	F	Psychiatric rehab, Statistics Health disparities
Maryam Rahimi	1997	2002	Professor (Retired/Adjunct)	Asian American	F	Traumatic Brain injury and vocational rehab
William Talley	2001	2007	Professor	Black/AA	M	Multicultural, private sector & mental health rehab

**Table 1b. Faculty Credentials, Roles and Responsibilities**

Faculty Member	Credit hrs. taught	Terminal Degree & Major	Teaching focus	Professional Memberships	Licenses/ Certifications	Nature of Involvement in Program
Bryan Gere	18	PhD, Rehabilitation, specialty in Administration and Counseling	Professional Counseling Orientation and Ethical Practices  Career Counseling  Rehabilitation Counseling Foundations	ACA	Licensed Graduate Professional Counselor (LGPC)  Certified Rehabilitation Counselor (CRC)	Program Coordinator  Faculty  Advisor

Faculty Member	Credit hrs. taught	Terminal Degree & Major	Teaching focus	Professional Memberships	Licenses/ Certifications	Nature of Involvement in Program
			Rehabilitation Counseling Contextual Dimension			
Leslie Santos-Román	15	PhD, Counselor Education and Supervision	Counseling and Helping Relationship Rehabilitation Counseling Practice (Practicum and Internship) Social and cultural diversity	ACA	Licensed Graduate Professional Counselor (LGPC) Certified Rehabilitation Counselor (CRC)	Clinical Coordinator CACREP Liaison Faculty Advisor
Héctor José Velázquez-González	18	PhD, Clinical Psychology	Professional Counseling Orientation and Ethical Practices Counseling and Helping Relationship Assessment and Testing Rehabilitation Counseling Foundations Rehabilitation Counseling Contextual Dimension	ACA ARCA APA APA-Rehabilitation Psychology	PR- Licensed Rehabilitation Counselor PR- Licensed Clinical Psychologist Certified Rehabilitation Counselor (CRC) Board Certified Telehealth Practitioner II (B-CTP-II)	RSA LTT-Grant Coordinator Faculty Advisor

Faculty Member	Credit hrs. taught	Terminal Degree & Major	Teaching focus	Professional Memberships	Licenses/ Certifications	Nature of Involvement in Program
Veronica Umeasiegbu	9	PhD, Rehabilitation Counseling Education, Research and Policy	Rehabilitation Counseling Foundations  Rehabilitation Counseling Contextual Dimension	ACA	TX- Licensed Professional Counselor  Certified Rehabilitation Counselor (CRC)  Graduate Certificate in Assistive Technology  Graduate Certificate in Neurodevelopmental Disabilities	Faculty

**Table 1c. Non-core Faculty**

Faculty Member	Credit hrs. thought	Terminal Degree & Major	Teaching focus	Professional Memberships	Licenses/ Certifications	Nature of Involvement in Program
William Talley	6	PhD, Rehabilitation	Counseling and Helping Relationship  Group Counseling and Group Work		Certified Rehabilitation Counselor (CRC)	Chair to the Department  Adjunct Faculty
Xi (Lisa) Zheng	6	PhD, Rehabilitation Psychology	Research and Program Evaluation		Certified Rehabilitation Counselor (CRC)	Adjunct Faculty
Maryam Rahimi	3		Human Growth and Development		Certified Rehabilitation Counselor (CRC)	Adjunct Faculty
Kutressa Lankford-Purnell	6	MS, Rehabilitation Counseling		Counseling and Helping Relationship	Licensed Clinical Alcohol and Drug Counselor (LCADC)	Adjunct Faculty

Faculty Member	Credit hrs. thought	Terminal Degree & Major	Teaching focus	Professional Memberships	Licenses/ Certifications	Nature of Involvement in Program
				Rehabilitation Counseling Contextual Dimension	Certified Rehabilitation Counselor (CRC)	

### Program Highlights

- The substantive change application has been successfully approved by the Maryland Higher Education Commission (MHEC) and the Middle States for a 60-credit hour program as required by CACREP.
- The MSRC program is a recipient of the Rehabilitation Long Term Training Grant - \$ 1 million for the 2020-2025 period.
- The program has a memorandum of understanding with Spinal Cord Injury Inc. Manitoba, Canada for the completion of coursework required for Commission on Rehabilitation Counselor Certification (CRCC) certificate
- Faculty and students have attended and presented at local and national conferences (e.g., The National Council on Rehabilitation Education).
- Students are inducted into the National Honor Society by the Chi Sigma Iota Association.

<b>UMES Masters in Rehabilitation Counseling Program</b> 60 Credit Hour Program
4 Rehabilitation Counseling Core Faculty 3 Rehabilitation Counseling None-Core Faculty
<b>Average Class Size</b> Academic Courses: 16 Clinical/Field Experience: 12

Program Completion Rate 2018-2022= 98%	Job Placement Rates 2018-2022 =100%
Comprehensive examinations passage rate=95% CRC certification / NCE licensure exam =95%	Employment rate after graduation =100% Employment settings: <ul style="list-style-type: none"> <li>• (Division of Rehabilitation Services [DORS])</li> <li>• Peninsula Regional Medical Center,</li> <li>• Maryland Department of Health [MDH]</li> <li>• University of Maryland Eastern Shore</li> <li>• Licensed Vocational/Mental Health/Substance Abuse</li> <li>• Counselors in Private Sector Rehab</li> </ul>

### Program Objectives

1. Recruit and retain students of diverse backgrounds to be competent within the scope of practice of the rehabilitation counseling profession, offering them a well-rounded curriculum that integrates theory and practice to develop the attitudes, knowledge, values, and skills required to become a highly qualified rehabilitation counseling professional.
  2. Develop in our graduate's knowledge, skills, and dispositions grounded in ethical and culturally sensitive practice in rehabilitation counseling, consistent with the Commission on Rehabilitation Counselor Certification (CRCC) Code of Professional Ethics and Scope of Practice, the Council for Accreditation of Counseling & Related Educational Programs (CACREP), and the applicable laws and regulations for the counseling professionals.
  3. Prepare professionals capable of conceptualizing the rehabilitation counseling process from a bio-psycho-socio-spiritual framework, to deliver services in a variety of settings within the public and private sector working with diverse people with disabilities.
  4. Develop in our graduates a professional worldview framed in social responsibility,
-



equality, and justice, to become active leaders in the community and the rehabilitation counseling guild.

### Program Assessment

The table below shows how the UMES MRC assessment measures align with program transition points as well as state as well as national standards.

#### RC program Assessments, Standards and Transition Points

Transition Points	Assessment Measure	UMES MRC Program Standards (State & National)				
		K	S	D	CACREP	LPC
Entry	Undergraduate GPA of 2.75 or higher	X	X			
	Personal Interview		X	X		
	3 Acceptable Recommendation letters					
Midpoint	Successful completion of 18 credits with no more than two grades of "C"					
	Comprehensive Examination passage					
	Successful admission to Practicum					
	Successful Admission to Internship					
Completion	Internship Experience Evaluation					
	Clinical Supervisor Evaluation					
	Exit Conference (chair)					
Follow-Up Studies	Graduate Survey					
	Employer/Advisory Board Survey					

## Program Evaluation

In addition, the table below shows the evaluation elements and the frequency with which they will be monitored.

### Evaluation Elements Used to Monitor Program Operations

Program/faculty	CACREP Standard	Data Collected/ Assessment Element	When collected	Who
<b>Curriculum/Program Design &amp; Effectiveness</b>	<b>AA.1 Advisory Committee Feedback Graduate/Employer Survey</b>	Quality of Program (Depth & quality of course content, admission, relevance of program and degree satisfaction)	Yearly	RC Faculty
	<b>AA.1 Student Survey</b>		Yearly	RC Faculty
	<b>Vital Statistics Report</b>		Yearly	RC Faculty
	AA.2 Graduate Survey	Program Objectives	Fall and Spring Semester	Program Evaluator/Grad Coordinator
	AA.3 Site Supervisor Evaluation	Field Experiences	Every Semester	Clinical Coordinator
	AA.4 Admissions Interview SDA	Experience/fit, potential for success	Every Semester	Admissions Committee
	AA.5 Advisory Board Committee Minutes	Feedback	Yearly	Advisory Committee
	AA.6 Annual Report BB Annual Report			

	CC Annual Report/Annual Retreat Minutes			
	DD Annual Report			
<b>Faculty Competency</b>				
	Course Evaluation	Every Semester		
	Annual Performance Review	Spring and Fall		
	Internship Supervisors Evaluation (student & Site Supervisor)	Every Semester		

## Evaluation Results

### (a) Recruitment/Enrollment

As a system, UMES has a diverse student population of more than 3,250 students drawn from 33 states in the U.S., and 55 countries. The University has an integrated and intercultural faculty and student body, and beckons students from all over the world. The general student population is culturally and linguistically diverse. UMES graduate student population is 63.5% female and 36.5% male. The majority (26.1%) of graduate students are Black or African American, 26.9% are White, 6% are Asian, 3.2% are Hispanic, 5.4% are Multi-Ethnic, 2.9% are International and 2.9% are unknown. The majority of students at UMES come from economically disadvantaged backgrounds and communities, and therefore receive financial assistance.

Our enrollment efforts focus on diversity and inclusion, consequently, our student population is diverse. The UMES MSRC receives approximately 25-30 applicants annually between Fall and Spring admissions. The program accepts on average between 7-12 students each semester. Table 2 below shows our student enrollment and demographic information.

From Fall 2017 through Fall 2019 semesters, UMES enrolled fewer students than in previous years to meet the FTE requirement for the CACREP accreditation standards. UMES did not admit students during the spring 2018 semester

**Table 2. Enrollment Demographic by Gender, Race/Ethnicity, Age and Disability Status**

	FALL 2019	FALL 2020	FALL 2021	FALL 2022
# of Applicants	40	41	42	40
# Enrolled	32	31	36	34
Gender	M=6 F=26	M=2 F=29	M=4 F= 32	M=3 F=32
Race/Ethnicity	Black/AA=20 AI=0 Asian=0 Hispanic =1 White =1 Unspecified [Unknown] = 0 Other [Incl. Two / More] =0 Native Hawaiian = 0 Foreign = 8	Black/AA=20 AI=0 Asian=1 Hispanic =1 White =4 Unspecified [Unknown] = 0 Other [Incl. Two / More] =0 Native Hawaiian = 0 Foreign = 4	Black/AA=28 AI=0 Asian=1 Hispanic =0 White =3 Unspecified [Unknown] = 0 Other [Incl. Two / More] =0 Native Hawaiian = 0 Foreign = 4	Black/AA=28 AI=0 Asian=0 Hispanic =0 White =3 Unspecified [Unknown] = Other [Incl. Two / More] =0 Native Hawaiian = 0 Foreign = 4
Age (Average)	27	25	26	25
Disability status	1	1	0	1
Average Undergraduate GPA	3.0	3.0	3.5	3.0

### (b) Retention and Graduation

Relatedly, we have also focused on ensuring that our retention rates high. As is evidenced in Table 3. Our retention rates have continued to increase and remain steady since Fall 2020. Our student retention efforts have focused on tracking students persistent across the duration of their studies. We also use financial aid (RSA grant scholarship and stipends) to target retention.

**Table 3. Enrollment, Retention and Graduation**

	<b>Number Enrolled</b>	<b>New Students</b>	<b># Retained</b>	<b>Graduates</b>
Fall 2019	30	12	7(58%)	12(40%)
Fall 2020	33	18	16(88%)	12(36%)
Fall 2021	37	12	12(100%)	12(32%)
Fall 2022	22	12	12(100%)	9(41%)

Between Fall 2019 and Fall 2022, 45 students graduated from our Masters in Rehabilitation Counseling program. Completion rates are difficult to calculate because students are allowed 5 years to complete the 60-hour program. However, most of the students complete the program in 2 1/2 to 3 years. Our program completion rate for Fall 2018-2022=98%. Prior to completing the program, our students take a comprehensive examination. These exams which mirrors the National Counselor Examination (NCE) and the Certified Rehabilitation Counselor Certification (CRCC) examination is intended to prepare, and motivate students to take either the NCE examination or the CRCC examination in order to obtain their licensure or certification

---

post completion of the master's program. Table 4 below shows the passage rate of students in the comprehensive examination.

**Table 4. Comprehensive examination passage rate**

	Attempted	Passed	Pass Rate
Fall 2019	12	12	100%
Fall 2020	12	12	100%
Fall 2021	12	12	100%
Fall 2022	22	9	100%

### (c). Alumni and Student Survey Responses

#### Post-program Employment

- 94% of respondents are currently employed.

#### Program Faculty and Learning Environment

- Throughout my program, I found program faculty to be accessible. 100% Strongly Agree/Agree. The learning environment (in and out of class) created by the program faculty provided me with the opportunity to work collaboratively and cooperatively with fellow students. 100% Strongly Agree/Agree.
- My plan of study and information related to program requirements were clear to me.

**100% Agree**

---

- The faculty in my graduate program provided me with constructive feedback regarding my growth and performance (e.g., academic learning, counseling skills, professional development, clinical performance, and writing skills. 100% Strongly Agree/Agree.
  - Program faculty demonstrate a high degree of commitment to diversity in and out of the classroom **100% Agree**
  - Program faculty demonstrate a high consideration for diverse learning styles by providing various opportunities for students to demonstrate their knowledge through both didactic and applied learning. 100% Strongly Agree/Agree
  - I feel that I received a high-quality education that prepared me for entrance and advancement in the profession. 100% Strongly Agree/Agree.
  - The amount of work required in the program was appropriate. **100% Agree**
  - Throughout my program of study, I found my faculty advisor to be willing to assist me in meeting my individual advising needs. 100% Strongly Agree/Agree.
  - **Educational Coursework**
  - Based on your experiences in the program, how satisfied are you with your ability to conduct group counseling? **75% Very satisfied, 25% Other** (*Comment: There should be more emphasis on skill building and techniques*)
  - Based on your experiences in the program, how satisfied are you with conducting individual counseling? **75% Very Satisfied, 25% Other** (*Comment: There should be more*
-

*opportunities to discuss therapeutic elements such as how to do reflective listening and questioning (i.e., vignettes and examples). Overall, more practice and skill building.)*

- Based on your experiences in the program, how satisfied are you with your ability to conduct family counseling? 75% Very Satisfied/Satisfied. **25% Dissatisfied,**
  - Based on your experiences in the program, how satisfied are you with your knowledge of and use of Vocational Assessments/Evaluations? **75% Very Satisfied, 25% Neutral**
  - Based on your experiences in the program, how satisfied are you with your knowledge of and use of Counseling Theories? **75% Very satisfied, Other 25%** (*Comment: There should be more information taught in this area so students can have a clear picture and can differentiate between them and use them in session*).
  - Based on your experiences in the program, how satisfied are you with Completing Intake, Developing Treatment /intervention plans, and Writing Progress/Case Notes? **75% Very Satisfied, Other 25%** (*Comment: There is a need for more lessons in this area; especially how to write progress notes, verbiage etc*).
  - Based on your experiences in the program, how satisfied are you with your knowledge and application of ethical and legal standards? **75% Very Satisfied, 25% Satisfied**
  - Based on your experiences in the program, how satisfied are you with your knowledge and application of evidence-based research? **75% Very Satisfied, 25% Neutral**
-



- *Based on your experiences in the program, how satisfied are you with your knowledge of Social Justice, client advocacy and empowerment, and appreciation of individual differences and diversity issues? **75% Very Satisfied, 25% Satisfied***
- Based on your experiences in the program, how satisfied are you with your knowledge and application of the professional role, identity, and professional development? **75% Very Satisfied, 25% Satisfied**

### **Overall Program Satisfaction**

- Overall indicate your level of satisfaction with the level of preparation you received from the Masters in Rehabilitation Counseling program at UMES? **75% very satisfied, 25% satisfied.**
- Please provide your feedback on areas of strengths and weaknesses or improvements in the Masters of Rehabilitation Counseling program at UMES
  - *A strength of the program is the increased ability and willingness to seek and provide internship opportunities to non-traditional students.*
  - *Allowing everyone an equal opportunity to participate in the simulation counseling sessions and increased opportunities to practice*

### **(d). Advisory Board Survey**

- Please indicate your level of satisfaction with the Masters of Rehabilitation Counseling Program in meeting its mission, goals, and objectives. **100% Very Satisfied**
-

- To what extent are you satisfied with the curriculum in meeting the mission, goals, and objectives of the Masters in Rehabilitation Counseling program? **100% Very Satisfied**
- To what extent are you satisfied with the curriculum in meeting the certification and licensure needs of graduates from the Masters in Rehabilitation Counseling program? 100% Strongly Very Satisfied /Satisfied.
- To what extent are you satisfied with the Masters in Rehabilitation Counseling program in developing effective community partnerships? **100% Very Satisfied**

Please select the TOP TEN issues that you feel are most important for the Masters in Rehabilitation Counseling program to address with students.

- Communication skills
- Cultural sensitivity
- Self-awareness and emotional stability
- Interpersonal skills
- Conscientiousness
- Professionalism
- Multicultural competence
- Professional ethics
- Professional behavior
- Openness to feedback

**What is our Masters in Rehabilitation Counseling program doing well?**

- They are doing very well in getting us prepared for practicum, internship, and building networks
- Provide individuals the opportunity to grow within the field to obtain/gain access to a program that helps them accelerate.

**How could our Masters in Rehabilitation Counseling program improve?**

---

- I believe the program can benefit and be beneficial to its students by attending more in-person conferences and also providing software that allows students to mock documenting clinical sessions and manage caseloads
- A more effective network of connectivity with others in the program for communication and support.

### **Challenges and Areas of Opportunities**

In the past five years, enrollment of diverse students in the program has been challenged by the onset of COVID 19 pandemic and immigration policies related to international students. Also, the UMES MSRC program is located in a rural setting. This presents a challenge in securing clinical sites with qualified (CRCC, LCPC, LCHC) supervisors to supervise our students' placements. However, because the program is delivered in a hybrid/online format, our students have access to a significant number of qualified clinical supervisors that are resident even outside of the Eastern Shore. Also, although we are located in a rural setting, students taking the program via hybrid/online can find activities/workshops closer to where they are located. Relatedly, since the reinstatement of the Chi Sigma Iota Chapter, students now have greater networking opportunities. The program is also working on ensuring that UMES MSRC program has a robust framework for data collection to inform program administration and improvement.

Despite these challenges, the UMES Masters in Rehabilitation Counseling program has received \$1 million from the U.S. Department of Education. The money will underwrite stipends for roughly 14 graduate students annually, serving as an incentive for prospective students from underserved communities, as well as those who are planning to make career changes to

---

choose UMES as the place to pursue a master's degree. This is in addition to Federal Stimulus Funds (Higher Education Emergency Relief Funds-HEERF). Similarly, the program has generated a lot of interest from practitioners in the field, as well as adult students. This portends increased enrollment of students in the coming years.

The MSRC program is offered in the School of Pharmacy and Health professions, which provides students the opportunity to engage in interdisciplinary learning experiences with other health programs at UMES and Salisbury University. Additionally, many of the program faculty are members of the Eastern Shore Collaborative for Interprofessional Education (ESCIPE). This collaborative is an inter-institutional, interprofessional team and includes 18 faculty representatives from 9 health disciplines with administrative support to prepare practice-ready graduates through effective IPE curricular and co-curricular activities and to serve as a resource for interprofessional education, research and scholarship initiatives for faculty. Activities include educational programs such as an emergency preparedness point-of-dispensing drill, patient management lab simulation, geriatric assessment interdisciplinary team workshop, medical missions as rotation and service-learning program, rural health fair, and an annual university health festival for community outreach. The ESCIPE has also facilitated interprofessional faculty assessment and development, research and scholarship opportunities.

### **Proposed Modifications Based on Evaluation**

1. Ensure that recruitment and retention efforts are intensified and sustained to ensure that program objectives related to recruitment, retention and graduation are sustained.
-

2. Develop robust framework that can assist the program in collecting quantitative and qualitative data on students learning and outcomes, which helps decision making and program improvements.
3. Expand the pool of partnerships with community organizations to improve the pool of clinical sites for students.

### **Dissemination of Results and Continual Improvement**

Results of an annual program assessment are distributed to all stakeholders and relevant parties: Faculty, Department Chair, Dean, Provost and Advisory Committee members. The report is also posted to the website for future and current student access as well as site supervisor access. The Department of Rehabilitation is dedicated to continual improvement. Faculty meet for an annual retreat where matters of the department are discussed. Some topics that are included in these retreats include: 1) faculty presentation of recent course materials and discussion of course development; 2) long-term planning for department goals; 3) individual faculty goals and professional aspirations; and 4) assessment results and ideas for pragmatic improvement.

A retreat was held in Spring 2023 where the faculty discussed curriculum development and necessary changes suggested by the ongoing programmatic assessment. The self-study planned for a summer 2023 submission was discussed. The department has an Advisory Board that meets annually. The Advisory Board contains 8 members within and outside the state of Maryland with working in the areas of vocational rehabilitation and mental health counseling. The board comprise current practitioners in the field with expertise in vocational rehabilitation, mental health as well as marriage and family counseling. Some of these individuals work in the

---

State/Federal Vocational Rehabilitation (VR) program, Veteran Administration, School Settings. At each Advisory Board meeting, annual assessment results are discussed, and the Advisory Board suggests possible improvements. The most recent meeting was April 2023. The Department Clinical Team is made up of two faculty, the Assistant Clinical Coordinator, and the Clinical Coordinator. This team meets once during the academic year to assess the clinical coursework, placements, and remediation concerns (as necessary). This committee also discusses the assessment report outcomes that specifically relate to clinical placements (e.g., supervisor evaluation and student evaluation of site).

#### Next Steps

We are currently changing our assessment and evaluation process. We have adopted Watermark Student Learning & Licensure (formerly Via), which is a modern and flexible platform that offers innovative tools to drive student learning assessment, portfolios, and field experiences. We are hopeful that this platform will help us to collect, analyze, report, organize our program outcomes and assess their consistency with program objectives. This will help to track student growth, increase the effectiveness of our programming in line with CACREP requirements for program quality and effectiveness.

---