



**Counselor Education
Program Annual Report
January - December 2021**

COLLEGE OF EDUCATION
EARLY CHILDHOOD, SPECIAL EDUCATION AND COUNSELOR
EDUCATION

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Applicants

NOTE: Entry level refers to Clinical Mental Health (CMH) and Rehabilitation Counseling (RC) Students.

Entry level

- 43 applicants in FY2021; 41 in Rehabilitation Counseling (RC) and 2 in Clinical Mental Health Counseling (CMHC).^b
- Among 43 applicants, 32 (74.4%) applicants admitted in Fall 2021, 18 (41.9%) applicants enrolled, 14 (32.6%) applicants admitted but no show, 2 (4.7%) pending, and 9 (20.9%) rejected the admission by the program or the graduate school.

Doctoral level

- 1 doctoral applicant in FY2021

Characteristics of Applicants

Entry level

Among 43 applicants,

- 33 (76.7%) White/European Americans, 3 (7%) Black/African Americans, 1 (2.3%) Hispanic/Latinx, 2 (4.7%) Asian/Asian Americans, 1 (2.3%) multiracial, 2 (4.7%) nonresident alien and 1 (2.3%) unknown.^a
- 29 (67.4%) females, and 13 (30.2%) males.

Doctoral level

- 1 White/European American female.

Enrollment

Entry level

- 62 students enrolled in FY 2021; 40 in RC, and 22 CMHC.

Doctoral level

- 6 doctoral students

Characteristics of Current Students in Counselor Education

Entry level

Among 62 enrolling students,

- 40 (64.5%) identified as White/European Americans, 12 (19.4%) Black/African Americans, 7 (11.3%) Hispanic/Latinx, 2 (3.2%) Asian/Asian Americans, and 1 (1.6%) multiracial.^a
- 46 (74.2%) are females, and 16 (25.8%) males.

Doctoral level

Among 6 current students,

- 2 White/European American female, 1 South Korean female, 1 South Korean male, 1 Arab female, and 1 White/European American male who is on a leave of absence.

Graduates from Counselor Education Program

Entry level

- 32 graduates in FY 2021; 12 in RC, and 10 in CMHC

Doctoral level

- 3 graduates; 1 graduated in May 2021, and 2 graduated in December 2021

Characteristics of Students Who Graduated from the Counselor Education Program

Entry level

Among 32 graduates,

- 16 (50%) were White/European American, 9 (28.1%) Black/African Americans, 5 (15.6%) Hispanic/Latinx, and 2 (6.3%) Asian/Asian Americans.
- 24 (75%) were females, and 8 (25%) males.

Doctoral level

Among 3 graduates,

- 1 White/European US citizen female,
- 1 White/European Arabic female from Saudi Arabia, and
- 1 Asian Korean male from South Korea.

Graduation Rate

NOTE: The enrollment number reflects both part-time and full-time students enrolled in the Counselor Education Program.

Entry level

- Among 43 students who enrolled in the program in Fall 2019 and Spring 2020, 26 of them were in our accelerated program track (i.e., taking 15 credit hours per semester) graduated within 2 years. Because of our accelerated program tracks, most students (60%) graduate in two years. ^b

Doctoral level

- Among 6 doctoral students enrolling in FY 2021, three of them graduated, two of them are currently active and one is on a leave of absence. The graduation rate is 50%.

Internal/External Exam and Passing Rates

Entry level

- 28 students took fieldwork exams (22 in spring 2021, 6 in fall 2021); 24 passed, and 4 conditional pass; 20 in RC, and 8 in CMHC. The pass rate is 100%.
- 14 students took internal program final exams; 8 students in RC, and 6 in CMHC. The final exam pass rate was 100%.
- 14 students took Certified Rehabilitation Counselor (CRC) in 2021; 7 (50%) passed and 7 (50%) failed. The CRC pass rate was 50%.
- 2 students took Counselor Preparation Comprehensive Examination (CPCE); 1 (50%) passed, and 1 (50%) failed.
- 0 student took National Counselor Examination (NCE).

Doctoral level

- Three doctoral students in 2021, 2 (67%) of them passed the preliminary exam the first time, and 1 (33%) passed the second time.
- Three doctoral students passed their qualifying exams to demonstrate knowledge of content and research methodology focusing on developing the first three chapters of the dissertation.
- Three doctoral students completed their dissertation defenses.

Enrolled While Working

Entry level

Among 15 students who responded working status while enrolling in the CED program,

- 13 (86.7%) of students indicated working while enrolled in the program; 10 RC students, and 3 CMHC students
- 2 students (13.3%) indicated not working while enrolled; 1 RC student, and 1 CMHC students.
- Among 13 students working while enrolled in our program, 11 (84.6%) of them worked full-time, and 2 (15.4%) worked part-time.

- Among 10 RC students working while enrolled in the program, 10 of them (100%) worked in Divisions of Vocational Rehabilitation as RC settings.
- Among 3 CMHC students working while enrolled, 1 student (33.3%) worked in private practice, 1 student (33.3%) worked in a community-based agency, and 1 student (33.3%) worked in a community-based agency collaborating with corrective system.

Doctoral level

- All of the doctoral students are full-time student and not working.

Employment After Graduation and Employment Rates

Entry level

Among 15 students who responded to their employment status after graduation,

- 100% of working students stay in their current job place after graduation.
- Among students not working while enrolled in the program, 100% of them obtain a job offer from their internship site (i.e., Division of Vocational Rehabilitation, non-profit organization) after graduation. The employment rate is 100%.

Doctoral level

Among 3 graduates, the employment rate is 100 %

- An Assistant Professor at Kentucky State University in the Department of Psychology.
- An administrative position in the Medical College at King Saudi University in Saudi Arabia to develop a program in rehabilitation/disability studies.
- A Clinical Assistant Professor at St. Cloud State University in Rehabilitation Counseling in the Department of Community Psychology, Counseling & Family Therapy.

Evaluation Results

I. Academic dispositions evaluation (from faculty advisors)

Entry level

- Among 29 entry level students [12 (41.4%) in RC, and 17 (58.6%) in CMHC] were assessed on March 14, 2022, 25 students received no comments for improvement, and 4 students received a remediation plan for academic dispositions improvement from their faculty advisors.
- Faculty commented on all students listed on the roster to conduct the annual evaluations for academic dispositions for both the CMHC and RC specializations. Most of our students did not have any comments for improvement during their Annual Evaluation of Academic Disposition. Only four students had comments noted for improvement.

Doctoral level

- From their disposition evaluations, two doctoral students were rated to exceeded requirement and demonstrated competencies and professional disposition.

II. Fieldwork dispositions evaluation (from clinical site supervisors)

Entry level

- Entry-level students' overall fieldwork dispositions in the internship are assessed higher than in practicum.
 - The practicum evaluation of dispositions of entry level students in 2021 tended to be from "average demonstration of capacity that required limited support" to "consistent demonstration of capacity that needed minimal support" (mean = 4.55/5).
 - The internship evaluation of dispositions of students in 2021 tended to be from "average demonstration of capacity that required limited support" to "consistent demonstration of capacity that needed minimal support" (mean = 4.78/5).
 - Generally, this means that our students tended to grasp and apply concepts on the job with little needed oversight from their clinical supervisors in both the practicum and internship.

Doctoral level

- Doctoral students are not rated on fieldwork dispositions, but only for academic dispositions.

III. Practicum performance midterm and final evaluations (from clinical site supervisor)

Entry level

- In general, entry level students were evaluated making adequate progress in their practicum midterm evaluation.
- Entry-level students' final practicum performance reported by their site supervisors were average demonstration to consistent appropriate demonstration (mean = 4.39/5).

Doctoral level

- Doctoral students are evaluated using a 6-point scale. Site supervisors rated their performance as high achievement (mean = 5.85/6).

IV. Internship performance midterm and final evaluations (from clinical site supervisor)

Entry level

- In general, entry level students were evaluated making adequate progress in their practicum midterm evaluation.
- Entry-level students' final practicum performance reported by their site supervisors were average demonstration to consistent appropriate demonstration (mean = 4.68/5).

Doctoral level

- Doctoral students are not required to do an internship.

V. Exit Survey (from alumni students in Counselor Education)*Entry level*

- Fifteen entry level students reported that they almost always worked with their clinical site supervisors during their fieldworks (mean = 4.96/5). The fifteen entry level students strongly agreed his/her site supervisor's support of their professional development (mean = 5/5). These entry level students somewhat agreed they could apply their knowledge and competencies during fieldwork (mean = 4.55/5, range = 4.21 - 4.79)

Doctoral level

- Three doctoral students viewed their experience as positive and the faculty as knowledgeable and the climate of the Counselor Education Program as welcoming. Also, these doctoral students saw their opportunities for growth as favorable.

VI. Employer Survey (from employers in Counselor Education)*Entry level*

- Twelve employers responded to an employer survey that was developed by January 31, 2022. These twelve employers are somewhat satisfied with students' performance of their knowledge, competencies, and professionalism during their fieldworks. Among 12 respondents on the employer survey, 10 of them (83.3%) had the willingness to hire our students after completing their fieldwork. The following is a summary of the employer's suggestions for the Counselor Education Program, (1) adding telehealth/tele-counseling topic in the curriculum, and (2) strengthening students' knowledge of WIOA and Pre-Employment Transition Services should be considered to increase service provision quality during fieldworks. Finally, employers/supervisors/directors somewhat agreed with the program resources and positive climate provided by the University of Kentucky to support students' professional development. Employers/supervisors/directors would recommend the University of Kentucky to students for their higher education attainment.¹

Doctoral level

- Currently developing an employer survey for doctoral students.

Personal Change

- Dr. Levine left UK for University of Iowa in August 2021.
- Dr. Chao joins the faculty as an assistant professor in December 2021.
- One clinical position (Dr. Rogers, retired) needs to be filled.^{e,f}

- The CED Program no longer have a designated staff assistant. Because of recent retirements and other personnel changes in the college, the CED Program has two staff assistants with different responsibilities to the program. This change has led to some existing challenges for the Counselor Education Program.

Counselor Education Program Modifications

- a. The CED program used the demographic data of applicants, current students, and graduates to justify, submit, and get approval for UK grant to recruit diverse students. A National Association Multicultural Rehabilitation Concerns (NAMRC) flyer from 2021 annual conference was attached to recruit new students from underrepresented backgrounds.
Grant: UK Online Marketing Grant: Counselor Education – MS. University of Kentucky, Teaching, Learning, & Academic & Innovation Center [Awarded \$5,000].
- b. Due to difficulties of collecting applicants' specializations and awarded degree, The CED program director requested the graduate school to add two specialization options, Rehabilitation Counseling and Clinical Mental Health Counseling in the application system on January 12, 2022. This has been an ongoing discussion with the Graduate School for over two years. This information was recently added in February 2022. Thus, some data (two data points) cannot be broken down into specializations and only appear in aggregate form.
- c. The CED program developed an annual Academic Disposition evaluation for entry level students to continuously evaluate students' progress in dispositions. The annual Academic Disposition evaluation was completed on March 14, 2022. The annual evaluation reports have been sent out to students by individual advisors and are saved in students' electronic folder. Students needing more guidance meet with their advisors. This annual student evaluation will be once a year.
- d. To efficiently manage students' fieldwork documentation, the Counselor Education Program is evaluating options for an external electronic record system. The program met with representatives from Tevera March 16, 2022. Finally, the program is currently expected to view details of an electronic system recently put in place by the College of Education to evaluate as well.
- e. The Counseling Education Program will begin teaching CED 750 (research course) again in fall 2022. Two years ago, our entry-level students took this course outside of the CED to facilitate timely matriculation of students.
- f. Because CACREP requires that programs have five full-time faculty associated with both an entry-level and doctoral program, we are finally looking to hire the final faculty member by fall 2022. Making the total number of full-time faculty in the program is five.
- g. Because the CED Program will have 5 full-time faculty members in the fall 2022, the program will facilitate timely degree completion for our students with offering courses more than once a year.

Curriculum Area for Improvement and/or Implementation from the Counselor Education Program

1. According to the site supervisors' feedback in employer survey and a requirement of Arkansas's licensed board, telehealth knowledge and skills are being incorporated into CED 660 Counseling Techniques.
2. CED 750 Research in Counseling and Program Evaluation will be taught by the program in Fall 2022 instead of EPE 557 to cover CACREP standards related to counseling research. The course will meet all of the required content, as it did before students were permitted to take the course outside the counselor education program.
3. Class Survey: More Synchronous or Asynchronous Classes?

The Counselor Education Program will add more synchronous courses to the curriculum starting Fall 2023. A survey taken November 15, 2021 in CED 530 yielded that the majority of the classes wanted to have more synchronous classes in the program. 49 (38 attended) students were enrolled in the class. Approximately 29 answered the question with a YES, 3 students reported a NO to more synchronous classes, and the remaining 6 students had no response to the question. In the CACREP meeting with students, the team leader also added that students reported wanting more synchronous courses taught in the curriculum.

Faculty Honors and Award

- Dr. Harley received the Bobbie Atkins Researcher of the Year Award from the National Association of Multicultural Rehabilitation Concerns (NAMRC) in 2021.
- Dr. Wilson received American Counseling Association (ACA) Fellow Award in 2022.

External and Student Members of the Advisory Board of Counselor Education Program

Rehabilitation Counseling field (n = 12)

- Edwards, Susie
- Dean Ray
- Kenyata Johnson
- Christina E. Bard
- Holly Dye
- Holly Hendricks
- Harold Kleinert
- Dana Elbert
- Kathy Sheppard-Jones
- Phillip Rumrill
- Marilyn Sanders (student member)
- Mary Rue (student alternate)

Clinical Mental Health Counseling field (n = 7)

- Frances Howard
- Alyssa Vatali
- Aime Kune
- Shonnon Purcell
- Tierra Freeman
- Danika Lippert (student member)
- Deborah Lyneard (student alternate)