Counselor Education Program Annual Report

AY 2025 – 2026

(Fall 2025, Spring 2026 & Summer 2026)

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Applicants 3
Characteristics of Applicants 3
Enrollment 3
Characteristics of Current Students in Counselor Education 4
Graduates from Counselor Education Program 4
Characteristics of Students Who Graduated from the Counselor Education Program 4
Graduation Rate 4
Program Applicant, Admission, Enrollment, and Graduation Trends by Academic Year 5
Internal/External Exam and Passing Rates 5
Fieldwork Placement Rate 6
Enrolled While Working 6
Employment After Graduation and Employment Rates 6
Evaluation Results 7
I. Academic dispositions evaluation (from faculty advisors) 7
II. Fieldwork dispositions evaluation (from clinical site supervisors) 7
III. Practicum performance midterm and final evaluations (from clinical site supervisor) 8
IV. Internship performance midterm and final evaluations (from clinical site supervisor) 8
V. Exit Survey (from alumni students in Counselor Education) 8
Community Partner Engagement And Accountability 9
I. Alumni survey for graduates 9
II. Fieldwork Site Supervisors 9
III. Employers of Program Gradautes 10
Personnel Changes 10
Fieldwork Outcomes and Advisory Board Feedback 11
I. Fieldwork Completeion Issues 11
II. Program responses 11
III. Advisory board feedback 12
Counselor Education Program Modifications 12

Applicants

NOTE: Entry level refers to Clinical Mental Health Counseling (CMHC) and Rehabilitation Counseling (RC)

Students.

Entry level (Master's Program)

- 150 applicants in AY 2025-2026; 10 (6.7%) in RC specialization, and 140 (93.3%) in CHMC specialization.
- 129 applicants were admitted to Counselor Education program (CED); 7 (5.4%) in RC specialization, and 122 (94.6%) in CMHC specialization.

Doctoral level

- 0 doctoral applicants in AY 2025-2026.
- 0 applicants were admitted to the program.

Characteristics of Applicants

NOTE: The proportion of applicants has increased from last year.

Entry level (Master's Program)

Among 150 applicants,

- 121 (80.7%) White/European Americans, 15 (10%) Black/African Americans, 5 (3.3%) Hispanic/Latino/a, 1 (0.67%) Asian/Asian Americans, 6 (4%) multiracial, 2 (1.3%) not specified.
- 106 (70.6%) females, and 42 (28%) males.

Doctoral level

No applicants in AY 2025-2026

Enrollment

NOTE: Enrollment in the CMHC (Clinical Mental Health Counseling) specialty has been increasing over the last two years.

Entry level (Master's Program)

- 2237 students enrolled in AY 2025-2026; 20 in RC, and 203 in CMHC.

Doctoral level

- 4 doctoral students

Characteristics of Current Students in Counselor Education

Entry level (Master's Program)

Among 223 enrolled students,

- 162 (72.6%) identified as White/European Americans, 29 (13%) Black/African Americans, 14 (6.3%) Hispanic/Latino/a, 2 (0.9%) Asian/Asian Americans, 14 (6.3%) multiracial, and 2 (0.9%) not specified.
- 162 (72.6%) were females, and 59 (26.5%) were males.

Doctoral level

Among 4 current students,

- 2 White/European American females and 2 Nonresident females (1 from India and 1 from Nigeria).

Graduates from the Counselor Education Program

Entry level (Master's Program)

- 75 graduates; 10 in RC, and 65 in CMHC

Doctoral level

- 0 graduate.

Characteristics of Students Who Graduated from the Counselor Education Program

Entry level (Master's Program)

Among 75 graduates,

- 51 (68%) were White/European Americans, 11 (14.7%) were Black/African Americans, 5 (6.7%) were Hispanic/ Latino/a, 2 (2.7%) were Asian/Asian Americans, and 6 (8%) were Multiracial.
- 54 (72%) were females, and 21 (28%) were males.

Doctoral level

- 0 graduates in AY 2025-2026.

Graduation Rate

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

Entry level (Master's Program)

- Among 85 students enrolled in the program in AY 2023-2024, 75 of them graduated. The graduation rate was 88.2%.

Doctoral level

- Among 4 students enrolled in the program in AY 2025-2025, there were no student graduates. The graduation rate was 0%.

Program Applicant, Admission, Enrollment, and Graduation Trends by Academic Year

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Applicants				64	60	105	148	150
Admit						88	146	129
Enrollment	119	110	106	63	65	114	177	223
Graduates	46	40		23	18	24	34	75

Internal/External Exam and Passing Rates

Entry level (Master's Program)

- 57 students took fieldwork exams (28 in Fall 2025, 29 in Spring 2026); 57 passed; 4 in RC, and 53 in CMHC. The passing rate was 100%.
- 26 students took internal program final exams and passed; 4 students in RC, and 21 in CMHC. The final exam passing rate was 100%.
- 8 students took Certified Rehabilitation Counselor (CRC) in 2025-2026; 7 passed and 1 failed. The CRC passing rate was 87.5%.
- 50 students took the National Counselor Examination (NCE); 41 passed, 5 failed and 4 did not report the results. The NCE passing rate was 82%.

Doctoral level

- 0 doctoral students took the preliminary exam.
- 0 doctoral students took the qualifying exam.
- 1 doctoral student completed the dissertation defense in Fall 2025. The passing rate of the dissertation defense was 100%.

Fieldwork Placement Rate

Entry level (Master's Program)

- Students were primarily responsible for locating their fieldwork site placements. Our placement for fieldwork sites was 100%.

Enrolled While Working

Entry level (Master's Program)

Among 41 students who resported their working status while enrolled in the CED program,

- 38 (92.7%) of students indicated working while enrolled in the program; 4 RC students, and 34 CMHC students
- 3 students (7.3%) indicated not working while enrolled; no RC students, and 3 CMHC students.
- Among 38 students working while enrolled in our program, 26 (68.4%) of them worked full-time, and 12 (31.6%) worked part-time.
- Among 4 RC students working while enrolled in the program, all of them worked in Divisions of Vocational Rehabilitation settings.
- Among 34 CMHC students working while enrolled, 3 students worked in hospitals and rehabilitation centers, 3 worked in a behavioral health outpatient setting, 2 worked at outpatient mental health and substance abuse disorder facilities, 3 worked at a community-based agency, 7 worked in private practice settings, 5 worked in other types of agencies, and 11 worked in non-clinical mental health positions.

Doctoral level

- Among the 4 doctoral students, 3 were enrolled full-time, and 1 was enrolled part-time while employed.

Employment After Graduation and Employment Rates

Entry level (Master's Program)

- Among 38 students who reported their employment status after graduation, 100% of working students stayed in their current job placement after graduation. The employment rate was 100%.
- Among 3 students not working while enrolled in the program, 2 of them obtained a job offer from their internship sites after graduation. The employment rate was 66.7%.

Doctoral level

- No student graduated. The employment rate was 0%.

Evaluation Results

I. Academic dispositions evaluation (from faculty advisors)

Entry level (Master's Program)

- Among 189 entry-level students [20 (10.6%) in RC, and 169 (89.4%) in CMHC] were assessed on March 16, 2026. 177 students received no comments for improvement, and 1 student received a remediation plan for academic disposition improvement from their faculty advisors. The student who received the remediation plan successfully completed it and demonstrated the required improvement in academic disposition.
- 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.

Doctoral level

- Four doctoral students were evaluated on professional disposition. Across all categories, all students were rated as "meet requirements" or "exceeds requirements". Specifically, in the areas of Ethics, 2 students exceeded and 2 met requirements; Professionalism 3 met and 1 exceeded requirements; Self-awareness & Self-understanding 2 exceeded and 2 met requirements; Emotional stability & Maturity 2 exceeded and 2 met requirements; Motivation to learn and grow as a professional 1 exceeded and 3 met requirements; Cultural sensitivity & awareness 2 exceeded and 2 met requirements; Openness to feedback 3 exceeded and 1 met requirements; and Professional and personal boundaries 1 exceeded and 3 met requirements.

II. Fieldwork dispositions evaluation (from clinical site supervisors) [a]

Entry level (Master's Program)

- The 48 entry-level students (5 RC, and 43 CMHC) received their practicum dispositions evaluation in AY 2025-2026. The practicum disposition evaluation tended to be "consistent demonstration of capacity that needed minimal support" (mean = 4.77/5).
- The 50 entry-level students (4 RC, and 46 CMHC) received their internship dispositions evaluation in AY 2025-2026. The internship dispositions evaluation tended to be "consistent demonstration of capacity that needed minimal support" (mean = 4.87/5).
- 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 were not rated on fieldwork dispositions, but only for academic dispositions.

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

Entry level (Master's Program)

- The 46 entry-level students received their practicum midterm evaluations. Their core performances were 4.38 out of 5, as "Average demonstration of this dimension; student requires limited support" to "Consistently appropriate demonstration of this dimension; student requires minimal support."
- The 34 students received the practicum final evaluations. Their final practicum performances reported by their site supervisors were consistently appropriate that requires minimal support (mean = 4.78/5).

Doctoral level

- One doctoral student took practicum (fieldwork) in Fall 2025.

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

Entry level (Master's Program)

- 65 entry-level students received their internship midterm evaluations. Their performances reported by their site supervisors were consistent with appropriate demonstration with minimal support (mean = 4.86/5).
- 64 students received the internship final evaluations. Their performances reported by their site supervisors were consistently appropriate demonstrations with minimal support (mean = 4.82/5).
- The site supervisor rated 27% of students having a maximal change of the performances in their final evaluations compared to their midterms, 50.8% of students having a medium change, 14.3% of students having a minimal change, and 7.9 % of students with no change.
- These entry-level students' internship performance in the final evaluation was close to those in the midterm.

Doctoral level

- Doctoral students were not required to do an internship.

V. Exit Survey (from alumni students in the Counselor Education program)

Entry level (Master's Program)

- 41 entry-level students reported always working with their clinical site supervisors

during their fieldwork (mean = 4.68/5).

- The 41 entry-level students strongly agreed with their site supervisors' support of their professional development (mean = 4.80/5).
- These entry-level students somewhat agreed they could apply their knowledge and competencies during fieldwork (mean = 4.75/5)

Doctoral level

- No doctoral students graduated in AY 2025–2026; therefore, no doctoral exit survey data were available for reporting.

Community Partner Engagement and Accountability

I. Alumni Survey for Graduates

Entry level (Masters' Program)

- Respondents: Eight alumni completed the survey in 2024: 62.5% (n = 5) from Clinical Mental Health Counseling and 37.5% (n = 3) from Rehabilitation Counseling.
- Employment: 87.5% (n = 7) of respondents reported being employed full-time (more than 35 hours per week).
- Career Preparation: 100% (n = 8) indicated that the Counselor Education Program prepared them at least adequately for their careers. Of these, 50.0% rated their preparation as Adequately, 12.5% as More than adequately, and 37.5% as Very well.
- Counseling Knowledge and Competencies: Across 21 items assessing foundational counseling knowledge, ethical and professional practice, assessment and case conceptualization, counseling skills, crisis intervention, group and tele-counseling, multicultural counseling, counselor self-awareness, and self-care, alumni reported an overall mean of 4.71 out of 5.00, indicating a high level of perceived counseling and professional competence.
- The program plans to conduct follow-up studies with our alumni at the end of 2026.

II. Fieldwork Site Supervisors

Entry level (Masters' Program)

- Continued Engagement: Of the 23 valid site supervisor's responses during AY 2025-2026, 73.9% (n = 17) of site supervisors indicated that they would work with a UK CED practicum student again.
- Student Employability: 47.8% (n = 11) would consider hiring the student immediately, and 34.8% (n = 8) would consider hiring the student after further skill development. Overall, 82.6% (n = 19) would consider hiring the student.

- Faculty–Site Collaboration: Supervisors generally reported positive experiences working with CED faculty supervisors, particularly regarding responsiveness, accessibility, communication, and support.
- Areas for Program Improvement: Supervisor comments identified a need for clearer evaluation timelines and expectations and a more efficient MOU process.
- Overall, the findings indicate positive site supervisor engagement with the CED program and favorable perceptions of students' readiness for professional employment.

III. Employers of Program Gradautes

Entry level (Masters' Program)

- Twelve employers/supervisors/directors responded an employer survey that was developed by January 31, 2022.
- These twelve employers somewhat satisfied with students' performance of their knowledge, competencies, and professionalism during their fieldwork.
- Among 12 respondents on the employer survey, 10 of them (83.3%) had the willingness to hire our students after completing their fieldwork.
- These employers somewhat agreed with the program resources and positive climate provided by the University of Kentucky to support students' professional development.
- These employers would recommend the University of Kentucky to students for their higher education attainment.
- The employers' suggestions for the Counselor Education Program were:
    - adding telehealth/tele-counseling topic in the curriculum, and
    - strengthening students' knowledge of WIOA and Pre- Employment Transition Services should be considered to increase service provision quality during fieldworks.
- The program plans to conduct follow-up studies with relevant community partners at the end of 2026.

Personnel Changes

- During AY 2024–2025, the Counselor Education (CED) program had an enrollment of 177 students. In response to program enrollment and associated faculty workload needs, the program identified the need for an additional faculty position. The search for a Special Title faculty position continued during AY 2025–2026, with interviews conducted in Spring 2026. The search has been completed, a candidate has been selected, and the new faculty member will join the program in Fall 2026.
- During AY 2025–2026, the program had six core faculty members, compared with five core

faculty members at the time of the last accreditation visit in February 2022. Of the five core faculty members employed at the time of the February 2022 accreditation visit, three remained with the program during AY 2025–2026, resulting in a full-time faculty retention rate of 60% (3/5).

- Faculty staffing and workload were also discussed with the program's advisory board on November 10, 2025. Advisory board members noted that several faculty members were carrying multiple roles and responsibilities and recognized the importance of adding faculty to support the program's continued growth. The discussion also emphasized the importance of maintaining adequate faculty capacity and continuity of program leadership. The addition of the new faculty member in Fall 2026 will help address these identified staffing and workload needs.

Fieldwork Outcomes and Advisory Board Feedback

I. Fieldwork Completion Issues

During Summer 2025, the program identified concerns regarding students' timely completion of fieldwork requirements. Of the 30 students enrolled in CED 710 Practicum, 28 completed the practicum within the semester, resulting in a 93.3% one-semester completion rate.

A greater concern was identified in CED 730 Internship. Of the 17 students enrolled in Summer 2025, five completed the internship within the semester, while 12 received Incomplete grades, resulting in a 29.4% one-semester completion rate. The program's subsequent review also identified three students from Spring 2025 who continued to have outstanding internship requirements. Consequently, 15 students entered Fall 2025 with incomplete internship requirements.

Further review showed that 12 of these 15 students (80%) had completed fewer than 300 of the required 600 internship hours during the 12-week summer term. One student was unable to complete the internship because of pregnancy and difficulty securing an internship site. The remaining 14 students with outstanding internship requirements were reassigned for Fall 2025, with eight enrolled in CED 730-201 and six enrolled in CED 730-202.

Based on fieldwork instructors' observations and review of student progress, two primary factors were identified as contributing to delayed internship completion:

1. Students' full-time employment and other responsibilities created scheduling conflicts with internship requirements.
2. Some internship sites had limited availability of client cases and direct-service opportunities, requiring students to obtain hours across multiple sites.

II. Program Response

The program identified strategies to support timely fieldwork completion. Students will be required to develop a detailed plan at the beginning of practicum or internship outlining how they intend to obtain the required direct-service and total hours within the semester. Fieldwork instructors will more closely monitor students' accumulation of hours, provide ongoing follow-up, and intervene early when students are not progressing at a rate sufficient for timely completion. The program is also reviewing fieldwork documentation and handbook information to ensure that fieldwork requirements and expectations are clearly communicated to students and site supervisors.

III. Advisory Board Feedback

The fieldwork completion concern was also discussed with the program's advisory board during the meeting on November 10, 2025, as part of the program's ongoing evaluation and improvement process. Advisory board members affirmed the challenges identified by the program and provided additional perspectives on potential strategies to support timely fieldwork completion.

The advisory board discussion highlighted differences among clinical settings in their capacity to provide sufficient client contact and fieldwork hours. Members noted that some agency settings may provide more consistent opportunities for students to accumulate required hours than some private-practice settings.

The advisory board further emphasized the importance of balancing CACREP fieldwork requirements, available program resources, student needs, and timely progression through the program. Recommendations included clarifying fieldwork requirements and expectations for students and site supervisors, reviewing fieldwork policies and procedures, examining supervision resources and faculty-to-student ratios, and considering program-level changes that may facilitate timely fieldwork completion while maintaining accreditation requirements and appropriate clinical preparation.

The program will incorporate advisory board feedback, fieldwork outcome data, and faculty observations into its continued review of fieldwork policies and procedures to support timely student progression, program sustainability, and appropriate preparation for the counseling workforce.

Counselor Education Program Modifications

a. During AY 2025–2026, the CED program transitioned its fieldwork data collection and management to Watermark, including student time logs, site supervisor contact information, and fieldwork evaluations. During this transition, the program continued to use Qualtrics as a supplemental data collection method for fieldwork evaluations, students’ experiences at their fieldwork sites, and exit surveys when Watermark access or technical issues occurred.

   In addition, Watermark’s rubric design functionality has limited flexibility, which restricts

the program's ability to collect certain types of evaluation data. For example, some items previously included in the program's evaluations could not be incorporated effectively into Watermark, such as site supervisors' overall assessment of a student's practicum performance, their assessment of changes in the student's performance from the midterm to final evaluation, and whether they would consider hiring the student after completion of fieldwork. Consequently, some of these data may be missing when data are analyzed solely from Watermark.

Given the transition between data collection systems, occasional Watermark access or technical issues, and limitations in its rubric design functionality, minor data discrepancies or missing data may exist in the practicum and internship midterm and final evaluations, as well as the professional disposition evaluations, for AY 2025–2026.