



Counselor Education and Supervision Program Annual Letter of 2021

The counseling program at Kent State University (KSU) originated in 1946 and was the first counselor education program in Northeast Ohio. After 75 years of training counselors, KSU offers master's degree programs in Clinical Mental Health Counseling, Clinical Rehabilitation Counseling, and School Counseling, and a doctoral program in Counselor Education and Supervision. The three master's degree programs and doctoral degree program are nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). All CACREP accredited programs are housed within the overall area titled "Counselor Education and Supervision" (CES).

Student Enrollment

Program	Fall 2019	Spring 2020	Summer 2020	Fall 2020	Spring 2021	Summer 2021
Clinical Mental Health Counseling	136	140	113	150	161	115
Clinical Rehabilitation Counseling	12	10	6	8	7	9
School Counseling	58	61	36	52	59	28
Counselor Education & Supervision	50	49	32	45	47	37

Graduates

Program	Summer 2020	Fall 2020	Spring 2021
Clinical Mental Health Counseling	8	12	28
Clinical Rehabilitation Counseling	0	1	0
School Counseling	0	0	24
Counselor Education & Supervision	1	0	2

General Graduate Data

Program	Credentialing Pass Rates	Estimated Completion Rates	Estimated Job Placement Rates
Clinical Mental Health Counseling	90.04%	80%	95%
Clinical Rehabilitation Counseling	100%	90%	100%
School Counseling	75%	80%	75%
Counselor Education & Supervision	N/A	70%	100%

Response to the Pandemic

The Covid -19 pandemic that begun in March of 2020 required adjustments to each of our Counselor Education and Supervision programs. In a response to the pandemic, the following alterations were made:

- All courses transitioned from in-person to completely remote / on-line.
- In the spring of 2021, the program adopted Tevera which is an online system that tracks all paperwork for practicum and internship, as well as keep track of Key Performance Indicators (KPI's).
- Emergency funding became available and provided to students to help offset the cost of Tevera.
- Students could opt for a pass/fail grade rather than a standard letter grade during the Spring 2020 and Summer 2020 terms.
- All graduate assistants provided their duties remotely.
- Doctoral comprehensive examinations were conducted remotely with the same three-day format.
- All faculty meetings in the CES Program have been conducted remotely. Faculty meetings remained at the same duration and frequency as before the pandemic (ie., biweekly for three hours).
- Interviews for admissions for all programs were conducted remotely, including our group doctoral interview day.
- New student orientations were conducted remotely.
- Academic dismissals were suspended for the Spring 2020, Summer 2020, Fall 2020 semesters.

Social, Cultural, Racial, and Diversity Happenings

In addition to the pandemic, this last year has shed more light on the level of social, cultural, racial, and diversity disparaging atmosphere in the United States. The CES program has dedicated special emphasis on such issues. Below are a sample of actions taken by the CES program:

- The CES program sent 150 letters to the program coordinators of HSI's and HBCU's about KSU's doctoral program.
- Each faculty meeting begins with a "Diversity Matters" topic. Faculty are led through exercises, discussion topics, readings, counseling practices, etc. pertaining to a multitude of diversity topics.
- During the summer of 2021, the CES faculty were tasked to revise the programs Diversity Statement
- During the spring of 2021, the leadership of the College of Education, Health and Human Services developed the college's diversity statement.

- During the summer of 2021, faculty were surveyed to identify where and how topics of skills of broaching are included in CES coursework.
- Individual CES faculty have also committed to leading diversity initiatives, such as leading Open Conversations for students to discuss issues of social unrest in spring 2021.
- CES Faculty and Alumni served on the KSU Anti-Racism Taskforce
- CES Faculty, Alumni and Students have developed a standing committee for our CSI Chapter specific to Social Justice and Advocacy.

CES Core Faculty

Within our four CACREP accredited programs, the following Core Faculty shape the policy and procedures, curriculum, and vision of the CES Program:

- Dr. Janice Byrd (See Note 1)
- Dr. Josh Castleberry (See Note 2)
- Dr. Jane Cox
- Dr. Jenny Cureton
- Dr. Adrienne Erby (See Note 3)
- Dr. Marty Jencius, CES Doctoral Program Practicum and Internship Coordinator
- Dr. Mykal Leslie, Coordinator of the Clinical Rehabilitation Counseling Program
- Dr. Jason McGlothlin, CACREP Liaison & Tevera Administrator
- Dr. Lynne Guillot Miller
- Dr. Alma Moore, Coordinator of the Clinical Mental Health Counseling and School Counseling Programs
- Dr. Cynthia Osborn
- Dr. Steve Rainey, CES Master's Programs Practicum and Internship Coordinator
- Dr. Phil Rumrill (See Note 4)
- Dr. Mark Savickas
- Dr. Cassie Storlie, Coordinator of the CES Doctoral Program
- Dr. Jenn Waugh, Assistant Director of The Counseling Center

Note 1: Dr. Byrd will unfortunately be leaving the CES program after the summer 2021 term.

Note 2: Dr. Castleberry began his career in the CES program in the Fall 2020 term.

Note 3: Dr. Erby will be joining the CES core faculty in the Fall 2021 Term.

Note 4: Dr. Rumrill unfortunately left the CES program during the Fall 2020 term.

Evaluative Measures in the CES Program

A primary component in providing excellent counselor education is continual and extensive evaluation. The CES program has created a multifaceted process to evaluate the program which consists of the following 14 points of data:



Two specific components that highly contribute to comprehensive program evaluation in the counseling programs at Kent State University are the analysis of Key Performance Indicators and examination results from credentialing bodies. Below is a summary of the results of these two components.

Key Performance Indicators (KPI's)

According to CACREP (2016) Key Performance Indicators (KPIs) are “student learning outcomes that are connected to the required curriculum and that program faculty have chosen to represent student knowledge and skills related to program objectives.” Overall, KPI’s are the guiding force behind student learning outcomes, the program’s mission and objectives, and areas that the faculty have found to be critical in training future counselors. The following KPIs have been developed by the CES core faculty and are used as the primary construct to evaluate the programs.

Key Performance Indicators for the Master’s Programs in Clinical Mental Health Counseling, Clinical Rehabilitation Counseling, and School Counseling:

- KPI 1: Graduates will be able to understand the legal and ethical standards of the profession and practice in a legal, ethical, and professional manner.
- KPI 2: Graduates will be able to understand theories and models of multicultural counseling and practice with multicultural competence.
- KPI 3: Graduates will be able to understand the history, philosophy, and multiple roles in the counseling profession.
- KPI 4: Graduates will be able to understand and apply case conceptualization and treatment planning skills.
- KPI 5: Graduates will be able to understand and apply theories and models of counseling.
- KPI 6: Graduates will be able to understand and apply counseling skills and techniques.
- KPI 7: Graduates will be able to understand and apply group process and how therapeutic factors contribute to group effectiveness.
- KPI 8: Graduates will be able to understand diagnoses and multiple factors that affect human development and behavior.
- KPI 9: Graduates will be able to understand the importance of research in advancing the counseling profession including how to critique research to inform counseling practice.
- KPI 10: Graduates will be able to work with crisis, trauma, suicide and at-risk clients/students.
- KPI CMHC 1: Graduates will be able to understand and apply diagnostic processes including differential diagnosis and current diagnostic classification systems.
- KPI CRC 1: Graduates will be able to understand and apply assessments related to Clinical Rehabilitation Counseling.
- KPI SC 1: Graduates will be able to design and evaluate school counseling programming

Key Performance Indicators for the Doctoral Program in Counselor Education and Supervision:

- KPI CES 1: Graduates will be able to understand and apply legal and ethical standards and multicultural competencies.
- KPI CES 2: Graduates will be able to conceptualize clients from multiple theoretical perspectives.
- KPI CES 3: Graduates will be able to understand and apply methods for evaluating counseling effectiveness.
- KPI CES 4: Graduates will be able to use theories of supervision in their clinical application.
- KPI CES 5: Graduates will be able to understand and apply evaluative, gatekeeping, and remediation practices in clinical supervision.
- KPI CES 6: Graduates will be able to understand and apply pedagogical and teaching methods in CES.
- KPI CES 7: Graduates will be able to understand and apply instructional and curriculum design, delivery, and evaluation methods of teaching.
- KPI CES 8: Graduates will be able to understand and apply research designs appropriate for quantitative and qualitative research questions.
- KPI CES 9: Graduates will be able to understand and apply best practices for professional writing.
- KPI CES 10: Graduates will be able to understand and apply leadership theory and skills in CES.
- KPI CES 11: Graduates will be able to understand and critically evaluate current issues in CES.

Analysis of Master's Level Key Performance Indicators (KPI's)

In multiple places throughout the program, students are evaluated on their skill and knowledge in their progress toward each KPIs. Below are the summarized results of KPI data for the Summer 2020, Fall 2020, Spring 2021. Student's KPI's are rated on a 0-2 scale where 0 indicates "Does Not Meet Expectations", a 1 indicates "Meets Expectations" and a 2 indicates "Exceeds Expectations". Grayed out areas represent that KPI's were not assessed based on the courses offered during that semester.

Point of Evaluation	Mean KPI Score												
	1	2	3	4	5	6	7	8	9	10	CMHC 1	CRC 1	SCON 1
Summer 2020	1.97	1.92	1.85	1.87	1.91	1.95	1.93	1.95	1.84	1.96	1.96		2
Fall 2020	1.91	1.94	1.93	1.94	1.88	1.96	1.94	1.93	1.84	1.92	1.83	2	2
Spring 2021	1.93	1.89	1.84	1.87	1.89	1.87	2	1.98	2	2	1.85		2
2021 TOTAL Mean	1.94	1.92	1.87	1.89	1.89	1.93	1.96	1.96	1.89	1.96	1.88	2	2
2019 TOTAL Mean	1.87	1.82	1.74	1.83	1.83	1.84	1.87	1.84	1.69	1.81	1.81	2	2

Analysis of Doctoral Level Key Performance Indicators (KPI's)

In multiple places throughout the program, students are evaluated on their skill and knowledge in their progress toward each KPIs. Below are the summarized results of KPI data for the Summer 2020, Fall 2020, Spring 2021. Student's KPI's are rated on a 0-2 scale where 0 indicates "Does Not Meet Expectations", a 1 indicates "Meets Expectations" and a 2 indicates "Exceeds Expectations". Grayed out areas represent that KPI's were not assessed based on the courses offered during that semester.

Point of Evaluation	Mean KPI Score										
	1	2	3	4	5	6	7	8	9	10	11
Summer 2020	1.96	1.96	1.96	2	2	2	2	2		2	2
Fall 2020	1.97	1.95	1.87	2	1.5	2	2	1.25	2		2
Spring 2021	1.78	1.88	1.53	1.77	1.78	1.81	1.88	1.75	2	1.88	1.75
2021 TOTAL Mean	1.90	1.81	1.79	1.92	1.76	1.94	1.96	1.67	2	1.94	1.92
2019 TOTAL Mean	1.81	1.64	1.49	1.67	1.50	1.67	1.67	1.58	1.93	1.38	1.67

Examination Results from Credentialing Bodies

CLINICAL MENTAL HEALTH COUNSELING: At Kent State University, graduates of the Clinical Mental Health Counseling program must take the National Counselor Examination (NCE) to practice as a Licensed Professional Counselor (LPC). The scope of practice for LPC's is the diagnosis and treatment of mental and emotional disorders under supervision. The second tier of counselor licensure is a Licensed Professional Clinical Counselor (LPCC). The scope of practice for LPCC's is the independent diagnosis and treatment of mental and emotional disorders. One

of the components of obtaining an LPCC in Ohio is the successful passing of the National Clinical Mental Health Counseling Examination (NCMHCE). The most recent results include the following:

- A total of 51 students from the Clinical Mental Health Counseling program at Kent State University took the NCE. Of these 51 students, 49 passed and 2 failed their first time taking the exam. This equates to a 96.1% pass rate.
- A total of 18 graduates from the Clinical Mental Health Counseling program at Kent State University reported to take the NCMHCE. Of these 18 students, 16 passed and 2 failed their first time taking the exam. This equates to an 88.9% pass rate.

CLINICAL REHABILITATION COUNSELING: At Kent State University, graduates of the Clinical Rehabilitation Counseling program are credentialed through the Commission on Rehabilitation Counselor Certification (CRCC). Information on credentialing is not obtained from the CRCC but is antidotally asked of each graduate by the Clinical Rehabilitation Counseling Program Coordinator. Such information that has been obtained is as follows:

Year	# Taken Exam	# Passed
2020	1	1
2019	4	4
2018	6	6
2017	8	7
2016	7	7
2015	9	8

SCHOOL COUNSELING: At Kent State University, graduates of the School counseling program must take the Ohio Assessment for Educator School Counselor content area licensure examination required by the Ohio Department of Education in order to become a School Counselor. The most recent exam results are as follows:

- Of the 22 people who took the exam 18 graduates passed the exam and 4 graduates failed the exam on their first try. Which is a pass rate of 69%. 2 of the students passed on subsequent tests which is a pass rate of 81.8%.

Program Modifications and Other Substantial Program Changes

In 2019, the CES program implemented Key Performance Indicators (KPI's). At that initial implementation, KPI data showed that students were doing well and succeeding in both counselor skill and knowledge. It also showed that in the master's program, KPI 3 (Graduates will be able to understand the history, philosophy, and multiple roles in the counseling profession) and KPI 9 (Graduates will be able to understand the importance of research in advancing the counseling profession including how to critique research to inform counseling practice) showed slightly lower scores compared to other KPIs. The 2021 KPI data shows marked improvement in master's KPI 3 and KPI 9 but also that KPI scores on average have increased amongst every KPI. As a result of the KPI data, no major program modifications are

required. Faculty will continue to monitor KPI data as they feel it is a vital part of overall program quality control.

Regarding examination results from credentialing bodies, the CES core faculty are pleased with the results from the credentialing exams for the Clinical Mental Health Counseling and Clinical Rehabilitation Counseling programs and do not see a reason to modify curriculum or program practices based on the results. However, faculty are concerned with the results of the graduates from the School Counseling Program on their licensure examination. Over the next two years, the School Counseling Program will migrate from the 48-semester-hour program to a 60-semester-hour program. While modifying the curriculum to reflect this increase in length, such data will be central to any program modifications.

Overall, this past year created substantial changes to the program because of the pandemic and all classes being changed from face-to-face to remote learning. Beyond that change, the next most substantial change is the adoption of Tevera. Prior to the pandemic, all practicum and internship paperwork for all CACREP accredited programs were completed and submitted in paper format. Then they were digitally scanned in a database as a PDF document. Once the pandemic began to grow, the CES faculty realized that having paper-based documents were difficult to manage. So, in the summer of 2020, the faculty began to explore different types of electronic / digital means for maintaining paperwork. The CES faculty agreed to adopt Tevera for their means to digitally manage all practicum and internship paperwork, skill evaluations for several classes, and all Key Performance Indicator Data.