



2019-2020

ANNUAL PROGRAM REPORT

**Counselor Education and Supervision Doctoral Program
(Counselor Education Track)**

**School of Counseling
College of Health Professions
The University of Akron**

May 2020

General Information

The program collects statistics annually. Below is the program general information in 2019-2020.

Number of graduates (Summer 2019, Fall 2019, and Spring 2020)	2
Number of acceptance	0*
Pass rates on credentialing examinations	100%
Completion rates	50%
Job placement rates	100%

*Note: Due to program suspension, no new students have been admitted to the program since Fall 2019.

Program Evaluation Results

The surveys were distributed to current students, graduates, and employers/supervisors of graduates between March to May 2020. A summary of the results of each survey are provided below.

Current Students

Six students participated in the survey. All but one reported holding their professional counselor license. All were members of professional counseling organizations (e.g., American Counseling Association and its divisions, Ohio Counseling Association and its divisions) and were employed in the counseling profession. The students participated in the survey reported ranging from very satisfied to satisfied with teaching, supervision, counseling, and leadership training and somewhat satisfied to satisfied with research training provided by the program. Table 1 provides further information.

Areas of Training	Minimum	Maximum	Mean	Count
Research	3.00	5.00	3.67	6
Teaching	3.00	5.00	4.17	6
Supervision	4.00	5.00	4.50	6
Clinical Counseling	4.00	5.00	4.33	6
Leadership and Advocacy	3.00	5.00	4.00	6

In regard to the program effectiveness such as advising, faculty, and coursework, students reported, overall, they were satisfied with the program. Table 2 provides detailed information.

Areas of Program Effectiveness	Minimum	Maximum	Mean	Count
Helping you make progress toward your degree completion	4.00	5.00	4.17	6
Facilitating your professional and personal well-being	3.00	4.00	3.83	6
The use of instructional technology in training and education	4.00	5.00	4.17	6
Counselor Education faculty receiving/accepting your feedback about the program	3.00	4.00	3.83	6
Counselor Education faculty help and support when you have questions and/or concerns	4.00	5.00	4.33	6
Counselor Education faculty advising availability and effectiveness	3.00	5.00	4.33	6
Clear communication regarding guidelines, policies, and procedures	3.00	5.00	3.83	6
Program didactic coursework	4.00	5.00	4.17	6
Program clinical coursework	4.00	5.00	4.17	6
The program's ability to offering courses	3.00	5.00	3.83	6
Overall satisfaction of the UA Counselor Education and Supervision Doctoral program (e.g., if a prospective student asked you)	3.00	5.00	4.00	6

In addition, current students participated in the survey noted various positive aspects of the program including quality education and training; supportive faculty and learning environment; mentoring opportunities offered by faculty; and program's ability to offer graduate assistantships to students. Concerning program improvements, current students expressed their desire for additional scholarly and leadership activities with faculty members;

similar advising approaches among faculty; as well as different course scheduling and program completion timeline. In addition, current students commented on the program being phased out.

Graduates

Three graduates participated in the survey. All graduates completed this survey indicated that they were employed as full-time counselor educators and held independent professional counselor license. All reported they were members of professional counseling organizations (e.g., American Counseling Association and its divisions) and were employed in the counseling profession. These graduates reported ranging from very satisfied to satisfied with the following training areas provided by the program. Table 3 provides detailed information on their ratings.

Areas of Training	Minimum	Maximum	Mean	Count
Scholarly writing and publication	4.00	5.00	4.67	3
Professional presentations	4.00	5.00	4.67	3
Conducting research	3.00	5.00	4.33	3
Teaching graduate level course in counseling	5.00	5.00	5.00	3
Understanding counselor preparation and education	5.00	5.00	5.00	3
Supervising diverse trainees	4.00	5.00	4.67	3
Counseling diverse clients	3.00	5.00	4.33	3
Serving on leadership roles/positions	4.00	5.00	4.67	3
Advocating on behalf of students, clients, and the profession	4.00	5.00	4.67	3

When asked about the program effectiveness such as advising, faculty, and coursework, students reported, two graduates reported being very satisfied and one graduate reported being satisfied with the program. Table 4 provides detailed information.

Areas of Program Effectiveness	Minimum	Maximum	Mean	Count
Helping you make progress toward your degree completion	5.00	5.00	5.00	3
Facilitating your professional and personal well-being	4.00	5.00	4.67	3
The use of instructional technology in training and education	4.00	5.00	4.50	2
Counselor Education faculty receiving/accepting your feedback about the program	4.00	5.00	4.67	3
Counselor Education faculty help and support when you have questions and/or concerns	5.00	5.00	5.00	3
Counselor Education faculty advising availability and effectiveness	5.00	5.00	5.00	3
Clear communication regarding guidelines, policies, and procedures	4.00	5.00	4.67	3
Program didactic coursework	4.00	5.00	4.67	3
Program clinical coursework	3.00	5.00	4.33	3
The program's ability to offering courses	2.00	5.00	4.00	3
Overall satisfaction of the UA Counselor Education and Supervision Doctoral program (i.e., if a prospective student asked you)	4.00	5.00	4.67	3

Graduates noted that various positive aspects of the program including receiving quality training in counseling and supervision at the Clinic for Individual and Family Counseling; offering additional advanced coursework and training; and having supportive faculty. They further noted that the coursework was challenging and enhanced their knowledge and skills as counselors, supervisors, and counselor educators. For areas of improvement, one graduate noted that the program could add coursework related to pedagogy and dissertation writing. It is important to note that the program did add two required courses (5600:724 Pedagogy in Counselor Education and 5600:726 Research Proposal in Counselor Education)

to its curriculum effective Fall 2013. Therefore, students admitted prior to Fall 2013 were not required to complete those courses.

Employers/Supervisors

Three employers/supervisors participated in the survey. They reported working as counselor educators ranging from 1 to 9 years. When asked to rate the knowledge and skill level of the program interns/graduates, their responses ranged from satisfied to very satisfied in all areas. Table 5 provides additional information about each knowledge and skill area that employers/supervisors rated.

Areas of Performance	Minimum	Maximum	Mean	Count
Research	3.00	5.00	4.00	3
Teaching	4.00	5.00	4.67	3
Supervision	5.00	5.00	5.00	3
Clinical Counseling	5.00	5.00	5.00	3
Leadership and Advocacy	4.00	5.00	4.33	3
Ethics	5.00	5.00	5.00	3
Professional Identity	5.00	5.00	5.00	3
Multiculturalism and Social Justice	4.00	5.00	4.67	3
Overall Professionalism	5.00	5.00	5.00	3

In terms of quality of the program interns/graduates, sixty six percent of employers/supervisors rated the quality of the program graduates as excellent and 33% rated as extraordinary. When asked about the program's areas of improvement, one employer/supervisor expressed the desire for the program to provide additional training in research in order to be prepared graduates in this area. Another employer/supervisor commented that the program should provide additional transition from internship to employment to its students. In addition, they noted their disappointment that the program was being phased out as they believed the program recruited and produced graduates who are competitive in the counselor education job market.

Program Modifications

Based on the program evaluation results gathered from current students, graduates, and employers/supervisors, the program will increase its efforts in:

1. attending to individual student's goals and working toward helping them achieve those goals through individual advising
2. brainstorming ways to provide additional opportunities for research and leadership development to students, and
3. providing additional transition from internship to employment to students through individual advising and group meeting sessions.

Substantial Program Changes

The program did not have any substantial changes during 2019-2020 academic year.