

## **Doctoral Program Counselor Education and Supervision Annual Report - January, 2024**

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The University of Arizona's PhD Program in Counselor Education and Supervision (CES) is evaluated annually in order to determine whether it is meeting its objectives, to provide information about the students enrolled in the program, and to determine whether changes to the program are needed to ensure that our students are receiving a preparation that is consistent with our program's mission, goals and objectives.

In fall of 2023, there were 12 doctoral students enrolled in the Counselor Education and Supervision (CES) PhD Program. Since becoming accredited in 2021, the overall completion rate has been 89.5% with 17 of the 19 admitted students continuing to matriculate toward degrees. A total of two students have chosen to be discontinued from the program for personal reasons, and the program has had five graduates.

### **Student Outcomes – 2022-2023**

During the 2022-2023 academic year, two doctoral students graduated from the program and obtained employment as faculty in institutions of higher education. The job placement rate has remained 100% with five out of five graduates obtaining employment at institutions of higher education since the program became accredited in 2021. The high employment trend of our graduates reflects not only our curriculum but the larger need for faculty trained in counselor education and supervision.

Faculty monitor students' performance on a regular basis throughout coursework and annual reviews.

- **Program Milestones** – Students have committees of four or more faculty members who provide feedback on the students' performance on the program milestones of the Qualifying Exam, Comprehensive Exam, and Dissertation Defense.
  - Three doctoral students completed their qualifying exam, and all three exceeded the mark of 3/5 across all final assessment items.
  - Three doctoral students completed their comprehensive exam, and all three exceeded the mark of 3/5 across all final assessment items.
  - Two students graduated and exceeded the mark of 3/5 on all final assessment items.
- **Applied Experience** – Students complete applied experiences in the core areas of counseling, teaching, supervision, and research. For each core area, students work with a faculty member, who serves as their supervisor.
  - Three students completed SERP 694: Advanced Practicum. The three students exceeded the mark of 3/5 on the supervision ratings of their clinical skills.
  - One student completed SERP 793: Internship in Supervision. This student exceeded the average score of 2/4 on every item in the final assessment.

- One student completed SERP 793: Internship in Teaching. This student exceeded the average score 2/4 on every item in their final assessment.
- **Key Performance Indicators** – Students complete a structured set of 7 core courses. Each course is offered every other year and has a KPI:
  - SERP 635 Advanced Theory and Practice - 6 first-year doctoral students completed SERP 635, including the theory integration project. All 6 students exceeded the mark of 85% on the theory integration presentation.
  - SERP 640: Clinical Supervision and Teaching - 6 students completed the course SERP 640, including their final paper. Of these, 5 exceeded the standard for the final paper, and 1 student met the standard.
  - IA 697: Teaching - Six students completed IA 697a, and all three completed scores of 3/5 on their microteaching observations.
- **Graduation Survey** – Graduates complete a 9-item survey that uses a 5-point Likert response ranging from 1 (*not at all*) to 5 (*absolutely satisfied*).
  - Items included “How satisfied were you with the overall quality of the program” as well as satisfaction with mentoring, support, and diversity in the program. All items were rated as 5 (*absolutely satisfied*).
  - Items asked graduates how well the program prepared them to engage in the five doctoral core areas (counseling, teaching, supervision, research and scholarship, leadership and advocacy). All items were rated as 5 (*absolutely satisfied*).

### **Student Demographics – 2022-2023**

A total of 12 applicants applied to the PhD program in 2023-2024, and two were admitted. The faculty are careful to admit the number of students based on tuition remission and faculty availability to be mentors. The demographics of currently enrolled doctoral students in the CES PHD program:

- Gender
  - 10 students identify as female
  - 2 students identify as male
- Race/Ethnicity
  - 4 students identify as White
  - 3 students identify as Middle Eastern (born in India, Turkey, and Iran respectively)
  - 2 students identify as Hispanic
  - 2 students identify as Black/African American
  - 1 student identifies as Asian

The University of Arizona is designated as a Hispanic Serving Institution (HSI), and we continue to recruit a pool of well-qualified students from diverse backgrounds to ensure a diverse demographic representation of counselors that can meet the population's needs. Our recruitment plan moving forward is to continue to focus on Arizona

counselors, and hopefully recruit more Latinx students.

### **Accomplishments**

We are proud to report that all five of the graduates of our program have obtained employment in higher education. These include a variety of tenure-track and career-track positions at institutions across the southwest U.S. Our graduates and matriculating students are engaged in numerous professional associations as well as publishing research in flagship journals such as *Counselor Education and Supervision* and *Rehabilitation Counseling Bulletin*.

### **Program Changes**

The program has continued to refine the curriculum and structure opportunities for more mentorship collaborations between faculty and students. In fall 2023, we developed two mentorship activities for doctoral students. This has included discussions with faculty and students about the nature of mentoring, and how it can overlap yet be distinct from academic advising. One event focused on bringing together faculty and students around identity development and networking. The second involved an end of the semester celebration. The goal is to create more opportunities for community building and networking between faculty and students.