Program in Counseling Psychology (Psy.D.) Fact Sheet

Program Learning Outcomes

Applied Practice with Depth Psychology Emphasis Domain

1.1 *Psychological Diagnosis, Testing, and Case Formulation*. Students will demonstrate the ability to utilize diverse approaches to diagnosis and conceptualization of mental health concerns and will be able to utilize psychological tests and other diagnostic tools in their case formulation.

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1.3 *Professional Behavior, Ethics, and Cultural Competence.* Students will demonstrate working knowledge of ethical principles and state laws regarding the practice of applied psychology, and will consistently and reflexively apply these in clinical practice and training.

1.4 *Foundational Knowledge in Applied Counseling Psychology.* Students will demonstrate working knowledge of foundational areas of counseling psychology and their relation to depth psychology, including social and biological bases of behavior, cognitive and affective bases of behavior, developmental pathways, and the historical context of the development of counseling psychology with an emphasis on depth psychological and psychodynamic traditions.

Scholarly Inquiry and Research Domain

2.1. *Applications for Clinical Research.* Students will demonstrate the ability to select, critique, and apply clinical research, including qualitative and quantitative scholarship to address clinical needs of diverse individuals and communities.

2.2. *Reflexivity and Intersubjectivity in Research*. Students will understand and be able to discuss and narrativize their own ideational, emotional, and unconscious relationship to research inquiry and research material, and to be able to document how their own involvement as a researcher with a particular subject may influence, act upon and inform that research.

Community Engagement, Social Justice, and Beneficence Domain

3.1. *Foundations of Community Mental Health*. Students will demonstrate the ability to understand the roles and processes central to community mental health and community engagement through attention to history and current context of community mental health provision, role of public policy, conscious and unconscious group dynamics, implicit organizational structures, and interprofessional approaches to mental health care.

3.2 *Social Justice*. Students will demonstrate commitment to the need for social change, particularly with and on behalf of individuals and groups of people who are vulnerable, oppressed, and/or realistically imperiled because of systemic inequities involving racism, gender inequality, poverty, unemployment, discrimination, and other forms of social injustice.

3.3. *Beneficence and Benevolence*. Students will exhibit personal qualities of kindness, sensitivity, and protectiveness towards others, evidenced by dispositions and actions with the goal of benefiting or promoting the good of other persons, the community, or the world, including actions taken to prevent or remove possible harms

Table 1. Faculty-to-Student Ratio 2023-24

Total FTE Faculty*	6.3
Total FTE Students**	47
Faculty/Student Ratio	*1:7.5*

* Full-time Equivalent (FTE) was calculated by dividing the total credit hours for the academic year by 18 (the number of credit hours/full-time contract).

** Full-time Equivalent (FTE). Part-time students counted as 0.5 FTE and full-time students counted as 1.0 FTE.

- In the 2023-24 academic year, the faculty-to-student ratio was approximately one faculty member for every eight students in coursework (Table 1).

Table 2. Attrition and Persistence Counts by Matriculation Year

This program began in AY2021-22; therefore, no graduates are expected until Fall 2025.

		Matriculation Year (Academic Year)					
		2019-20	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**Overall**
Attrition	AW/AD			2	1		3
	W				1	3	4
	Total			**2**	**2**	**3**	**7**
Persistence	Graduated						
	Still In Program			16	14	11	41
	Total			**16**	**14**	**11**	**41**
Enrollment				**18**	**16**	**14**	**48**

Table 3. Attrition and Persistence Rates by Matriculation Year

		Matriculation Year (Academic Year)					
		2019-20	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**Overall**
Attrition	AW/AD			11%	6%	0%	6%
	W			0%	6%	21%	8%
	Overall			**11%**	**13%**	**21%**	**15%**
Persistence	Graduated			0%	0%	0%	0%
	Still In Program			89%	88%	79%	85%
	Overall			**89%**	**88%**	**79%**	**85%**
Enrollment				100%	100%	100%	100%

- As of Fall 2024, 85% of the 48 students who started the program between the academic years 2021-22 and 2023-24 were still in the program (Tables 2 and 3).
- Among students who started in academic year 2021-22, 11% left the program by the beginning of the fourth year.
- Enrollment in this program has dipped slightly since it began in 2021.

Table 4. Graduation Counts and Rates

Graduation Rates		
Matriculation Year	Cohort Count	Percentage
2022-23	14	N/A
2023-24	10	N/A

Table 5.Time to PsyD Completion

Time to Completion		
Graduation Year	Graduate Count	Years
N/A	N/A	N/A
N/A	N/A	N/A

- This program began enrolling students in the 2021-22 academic year. No students are expected to graduate until 2025.

Table 6. 2022-23 Course Evaluation Results

Items	Fall 2022 (9 courses)	Winter 2023 (9 courses)	Spring 2023 (8 courses)	Summer 2023 (8 courses)
The instructor respected the ideas and opinions of others.	96%	93%	97%	93%
The instructor was reasonably accessible either in person, by phone, or by e-mail.	97%	96%	94%	95%
The instructor is knowledgeable about the topic	97%	98%	100%	92%
The instructor provided clear feedback on assignments or discussions.	89%	95%	95%	90%
The instructor was adequately prepared to teach the course.	95%	96%	95%	92%
The instructor was skillful at maintaining focus throughout the course.	88%	95%	93%	88%
The instructor was passionate about the course and materials.	97%	98%	98%	90%
The course encouraged reflection on cross-cultural material, multi-cultural perspectives, global issues, or community issues.	87%	92%	95%	89%
The course encouraged me to think creatively or more deeply about the topic.	94%	95%	97%	89%
Average Response Rate	**40%**	**47%**	**38%**	**37%**

- Course evaluations for the academic year 2022-23 were very positive across all dimensions, with quarterly ratings ranging between 87% and 100% of the maximum score (Table 6).
- The item "The instructor is knowledgeable about the topic" was one of highest rated (92%-100%) in the Fall 2022, Winter 2023, and Spring 2023 quarters.
- The quarterly response rate increased from the previous academic year, ranging from 37 to 47%.

Glossary

Term	Definition
Academic Disqualification (AD)	Academic disqualification refers to a student being disqualified for academic reasons.
Administrative Withdrawal (AW)	An administrative withdrawal occurs after a program time limit has expired, or a student leave of absence has expired, and the student has been inactive for more than a quarter.
Attrition	This category includes students administratively withdrawn or academically disqualified.
Persistence	This category combines students who graduated and those who are still enrolled in the program at a "census date" (specified snapshot date).
Still In Program	This category includes students in the coursework or dissertation phase. Students who are on leave of absence are considered still in the program.
Withdrawal (W)	This status indicates a student's voluntary withdrawal.