



Counseling Psychology Program (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.
- 1.2 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.
- 1.3 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.



Data Tables

Table 1. Faculty-to-Student Ratio 2025-26

Full-time Faculty FTE*	3.1	Full-time Faculty Count	4.0
Adjunct Faculty FTE*	3.4	Adjunct Faculty Count	9.0
Student FTE**	36.0		
Faculty/Student Ratio	1 : 5.5		

* 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 2025-26 academic year, the faculty-to-student ratio was approximately one faculty member for every five to six students in coursework (Table 1).

Table 2. Attrition and Persistence Counts by Matriculation Year

		Matriculation Year (Academic Year)							Total
		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	
Attrition	AW/AD			3	2	1	2	-	8
	W			3	3	4	3	3	22
	Overall			6	5	5	5	3	30
Persistence	Graduated			14	-	-	-	-	14
	Still In Program			5	11	11	9	7	43
	Overall			19	11	11	9	7	57
Enrollment				25	16	16	14	10	87

Table 3. Attrition and Persistence Rates by Matriculation Year

		Matriculation Year (Academic Year)							Total
		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	
Attrition	AW/AD			12%	13%	6%	14%	-	10%
	W			12%	19%	25%	21%	30%	20%
	Overall			24%	31%	31%	36%	30%	30%
Persistence	Graduated			56%	-	-	-	-	17%
	Still In Program			20%	69%	69%	64%	70%	53%
	Overall			76%	69%	69%	64%	70%	70%
Enrollment				100%	100%	100%	100%	100%	100%

- Seventy percent of students who matriculated between academic years 2021-22 and 2025-26 either completed the program or remained actively enrolled (Tables 2 and 3).
- Among students in the inaugural 2021-22 cohort, 56 percent completed the program and 20 percent remained enrolled, resulting in a 76 percent persistence rate.



- Fourteen students from the inaugural cohort completed the Counseling PsyD degree, while five additional students remained enrolled at the time of reporting.

Table 4. 2024-25 Course Evaluation Results

Survey Statement	Average Rating (Four-point scale converted to rate, where 4.0 = 100%)				
	Fall 2024	Winter 2025	Spring 2025	Summer 2025	Terms Overall
The instructor respected the ideas and opinions of others.	97%	98%	92%	100%	96%
The instructor was reasonably accessible either in person, by phone, or by e-mail.	95%	99%	93%	98%	96%
The instructor is knowledgeable about the topic.	99%	100%	91%	100%	97%
The instructor provided clear feedback on assignments or discussions.	97%	95%	90%	98%	95%
The instructor was adequately prepared to teach the course.	100%	100%	89%	100%	97%
The instructor was skillful at maintaining focus throughout the course.	98%	98%	89%	98%	96%
The instructor was passionate about the course and materials.	98%	99%	91%	100%	97%
The course encouraged reflection on cross-cultural material, multi-cultural perspectives, global issues, or community issues.	98%	99%	86%	98%	95%
The course encouraged me to think creatively or more deeply about the topic.	98%	98%	90%	98%	96%
Courses	14	15	15	12	56
Enrolled	177	177	158	112	624
Responded	43	32	40	21	136
Response rate	24%	18%	25%	19%	22%

- Course evaluations for academic year 2024-25 were highly positive across all dimensions, with overall ratings ranging from 95 percent to 97 percent of the maximum score (Table 4).
- The items “The instructor is knowledgeable about the topic,” “The instructor was adequately prepared to teach the course,” and “The instructor was passionate about the course and materials” received the highest overall ratings, each earning 97 percent of the maximum score.



Table 5. Graduation Counts by Student Characteristics (Data collected 7/6/2026)*

	Characteristics	Graduation Year		Overall
		2024-2025	2025-26	
Gender	Female	-	-	5
	Male	-	5	6
	Unknown	-	-	3
Ethnicity	Two or more	-	-	4
	Undeclared	-	-	2
	White	-	5	8
Age Group		-		
	31-40		-	4
	41-50	-	-	9
	Over 50	-	-	-
Overall		3	11	14

*Counts fewer than 5 are suppressed to protect student privacy. Results based on small sample sizes should be interpreted with caution and are best interpreted using the overall totals rather than year-to-year comparisons.

Table 6. Graduation Rates by Student Characteristics*

	Characteristics	Graduation Year		Overall
		2024-2025	2025-26	
Gender	Female	-	-	36%
	Male	-	45%	43%
	Unknown	-	-	21%
Ethnicity	Two or more	-	-	29%
	Undeclared	-	-	14%
	White	-	45%	57%
Age Group				
	31-40	-	-	29%
	41-50	-	-	64%
	Over 50	-	-	-
Overall		100%	100%	100%

*Rates are based on total graduates within each year or overall cohort. Counts fewer than 5 are suppressed to protect student privacy. Results based on small sample sizes should be interpreted with caution.

- Fourteen students from the inaugural 2021-22 cohort completed the Counseling PsyD degree by Summer 2026 (Table 5).
- Graduation outcomes reported in Tables 5 and 6 establish the program's first baseline for monitoring completion patterns across student groups as additional cohorts graduate (Tables 5 and 6).



Table 7. Median Time-to-Degree Completion (Years)

Degree	Graduation Year			Overall
	2023-24	2024-25	2025-26	
Counseling PsyD Years*		4.9	4.5	4.5
Institute All Doctoral Years	5.0	5.7	5.6	5.6
Counseling PsyD Count		3	11	14
Institute All Doctoral Count	21	25	57	103

* Counseling PsyD 100 percent time-to-degree length is published as 48 months (4.0 years).

**The [National Science Foundation \(NSF\)](#) median time to doctorate in psychology is 6.9 years from start of graduate school and 5.9 years from start of doctoral program.

- Fourteen students from the inaugural Counseling PsyD cohort completed the degree, with a median time-to-degree of 4.5 years (Table 7).
- The median time-to-degree for Counseling PsyD graduates was below both the Institute-wide doctoral median of 5.6 years and the National Science Foundation benchmark of 5.9 years for psychology doctoral programs.



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 who withdraw, were administratively withdrawn, or were 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.