

**Comprehensive Program Review
Department of Counseling and Psychological Services
Georgia State University
November 2021**

The following programs are critical to the institutional mission and thus MEET the institution's criteria for retention.

The Department of Counseling and Psychological Services is comprised of the following seven (7) academic programs: Clinical Rehabilitation Counseling (M.S), Clinical Mental Health Counseling (M.S.), School Counseling (M.Ed.), School Psychology (M.Ed./Ed.S. concurrent), Counseling Psychology (Ph.D.), Counselor Education and Practice (Ph.D.) and School Psychology (Ph.D.). The department does not offer degrees at the undergraduate level, although CPS undergraduate courses are requirements for the CEHD's interdisciplinary bachelors-level major.

As noted in the APR External Reviewers' summary, all seven (7) academic programs maintain strong demand for student admissions and have high retention and graduation rates. Program faculty members maintain strong relationships and active communication with local psychologists and counselors in community-based agencies, schools and school systems, hospitals, private practices, and college/university-based clinical settings. While not disaggregated by specific program, results from CPS's students' APR survey responses indicated that currently enrolled students rated the programs course offerings higher than the university average on six (6) of seven (7) items related to course quality. As indicted by the Department's self-study and its External Review Summary, graduates from all our various programs are, on average, over 90% successful in obtaining employment in a related-field. The productivity and viability of each of CPS's seven (7) degree programs is provided below.

Clinical Rehabilitation Counseling (M.S.)

The M.S. program in Clinical Rehabilitation Counseling prepares students to help persons with cognitive, physical, sensory, psychiatric, and other disabilities from all cultures, races, and backgrounds. Rehabilitation counselors assist people with disabilities to become more independent, increase their access to education and employment, and ensure they are respected members of society. Student enrollment for this CACREP-accredited program was 16 students in Fall 2016, 19 in 2017, 17 in 2018, and 15 in 2019. This program is rooted in a full-time, cohort-based model where the average time to degree-completion is 2 years. The three-year retention/graduation rates for students in the Clinical Rehabilitation Counseling Program based on the Fall 2016 cohort were over 92%. Graduates of the Clinical Rehabilitation Counseling Program are successful in finding employment in State Vocational Rehabilitation Counseling Programs, hospitals, substance abuse treatment settings, and private practices.

Applicable Action Steps: 1a; 3a; 3b; 3c; 3d; 4a; 4b; 4c; 4d

Clinical Mental Health Counseling (M.S.)

The M.S. program in Clinical Mental Health Counseling meets the educational requirements for professional licensure as a counselor and prepares students to work with clients across the lifespan in individual, couples, and group clinical settings. This CACREP-accredited program's enrollment was 29 students in Fall 2016, 30 in 2017, 27 in 2018, and 24 in 2019. It should be noted that the decrease in enrollment in 2019, compared to previous years, was intentional and was a result of a fiscal reduction in the CPS Department's budget. The number of applicants to this program has averaged over 120 since 2016. This program is also a full-time, cohort-based model where the average time to degree-completion is 2 years. The three-year

retention/graduation rates for students in the Clinical Mental Health Counseling Program based on the Fall 2016 cohort were over 95%. Graduates of the Clinical Mental Health Counseling Program are successful in finding employment in community-based mental health agencies, hospitals, substance abuse treatment settings, schools, and private practices.

Applicable Action Steps: 1a; 3a; 3b; 3c; 3d; 4a; 4b; 4c; 4d

School Counseling (M.Ed.)

The M.Ed. program in School Counseling prepares its students to work with students, parents, teachers, and administrators at various developmental and grade levels and in diverse communities. Program graduates are meeting the challenges posed by increased mental health service delivery needs within public and private school settings. GSU's M.Ed. program in School Counseling is also recognized for its preparation of students to provide effective clinical skills to K-12 students in urban and suburban school settings. This CACREP-accredited program enrollment was 20 students in Fall 2016, 26 in 2017, 23 in 2018, and 18 in 2019. School Counseling is a full-time, cohort-based master degree model program where the average time to degree-completion is 2 years. The three-year retention/graduation rates for students in the School Counseling Program based on the Fall 2016 cohort were over 95%. Graduates of the School Counseling M.Ed. program are most often employed in public schools within metropolitan Atlanta.

Applicable Action Steps: 1a; 3a; 3b; 3c; 3d; 4a; 4b; 4c; 4d

School Psychology (M.Ed./Ed.S. Concurrent Degree Program)

The School Psychology concurrent M.Ed/Ed.S. program trains students in the major disciplines of education and psychology. Graduates from this program are well suited to work with K-12 students, teachers, administrators, parents, and community-based referral sources in providing psychological services for the purposes of improving individual performance and adjustment. In the M.Ed./Ed.S. concurrent degree program, students are equipped with a knowledge base about schools, instructional designs, research methods, learning acquisition, and development over the lifespan. Students also develop application skills in cognitive and achievement assessment, interviewing and teacher/parent consultation. Members of this program's faculty are currently seeking accreditation from the National Association of School Psychology. Enrollment in this program was 12 students in 2016, 11 in 2017, 12 in 2018, and 13 in 2019. This program is based on a full-time, cohort-based model where the average time to degree-completion is three (3) years. The four-year retention/graduation rates for students in the School Psychology M.Ed./Ed.S. concurrent program, based on the Fall 2016 cohort, were 100%. Recent graduates of the School Psychology M.Ed/Ed.S. program are most often employed in public school systems within Georgia or are currently seeking a Ph.D. in School Psychology .

Applicable Action Steps: 1a; 3a; 3b; 3c; 3d; 4a; 4b; 4c; 4d

Counseling Psychology (Ph.D.)

The primary training focus of the Department's doctoral program in Counseling Psychology includes preparing students to provide multiculturally-based, outcome-driven clinical services to individuals throughout the lifespan, families, and groups. A second training focus is to prepare its graduates to obtain faculty positions. Demand for this program ranks near the top of all graduate programs within the CEHD. For the past 4 years, the Counseling Psychology doctoral program has received an average of nearly 150 applications. The average number of admittees into this program for the past four years is 3.5, while the mean number of graduates during this time frame is 4 students. Graduates from the Department's Ph.D. program in Counseling Psychology have a 100% placement/hiring rate following completion of their academic pursuits. Since 2016, nearly 60% of all graduates locate employment in clinical settings, while the remaining 40% have been hired as faculty members in academic settings. All students enrolled in their first 4 years of their academic program are guaranteed a minimum of \$12,000 annual stipend, including a full tuition waiver for Fall, Spring, and Summer semesters/session. It is noteworthy that students in the Counseling Psychology program have been awarded 4 prestigious CEHD Dean's Research Fellowships since 2016. These fellowships cover 4 years and include a \$27,000 stipend per year.

Applicable Action Steps: 1a; 1b; 1c; 2a; 2b; 2c; 3a; 3b, 3d

Counselor Education and Practice (Ph.D.)

The primary teaching focus of the Department's doctoral program in Counselor Education and Practice is to train students to become faculty members in School Counseling, Mental Health Counseling, Rehabilitation Counseling, and Counselor Education doctoral programs. Demand for admission into this program has averaged close to 30 applicants each year for the past 4 years. The average number of admittees into this program for the past four years is 3 students, while the mean number of graduates during this time period is also 3 students. Graduates from the Department's Ph.D. program in Counselor Education and Practice have a 100% placement/hiring rate following completion of their academic pursuits. All students enrolled in their first 4 years of their academic program are guaranteed a minimum of \$12,000 annual stipend, including a full tuition waiver for Fall, Spring, and Summer semesters/session. It is significant that students in the Counseling Education and Practice doctoral program have been awarded 3 prestigious CEHD Dean's Research Fellowships since 2016. These fellowships cover 4 years and include a \$27,000 stipend per year.

Applicable Action Steps: 1a; 1b; 1c; 2a; 2b; 2c; 3a; 3b, 3d

School Psychology (Ph.D.)

The primary teaching focus of the Department's doctoral program in School Psychology is to train students to become faculty members in university-based School Psychology programs. A secondary emphasis is to train students to serve as leaders of school-based mental health assessment and service delivery interdisciplinary teams. Demand for admission into this program doubled from 2016 to 2019, with 27 persons applying in both 2018 and 2019. The average number of admittees into this program for the past four years is 3 students, while the mean

number of graduates during this time period is also 3 students. Graduates from the Department's Ph.D. program in School Psychology have a 100% placement /hiring rate following completion of their academic pursuits. All students enrolled in their first 4 years of their academic program are guaranteed a minimum of \$12,000 annual stipend, including a full tuition waiver for Fall, Spring, and Summer semesters/session. Students in the School Psychology doctoral program have been awarded 3 prestigious CEHD Dean's Research Fellowships since 2016. These fellowships cover 4 years and include a \$27,000 stipend per year.

Applicable Action Steps: 1a; 1b; 1c; 2a; 2b; 2c; 3a; 3b, 3d

Provost/VPAA Signature and Date _____

---OR---

Provost/VPAA's Designee Signature and Date Michael Galchinsky 11/10/2021

Appendix: 2021 APR Action Plan
Department of Counseling and Psychological Services
Georgia State University

Status of Action Items from Prior Review

The department's previous Action Plan was approved by Provost Risa Palm in December, 2015. Updates to the following seven (7) action items that were identified in this previous strategic review process are provided below:

Goal 1: The CPS Department will enhance research productivity through increased external funding. Met: We completed a staff reorganization in order to create an internal grants award manager embedded in the department, created an incentive structure for faculty members to keep a portion of indirect costs returned to the department, emphasized mentoring of tenure-track assistant professors in the area of grants, increased external funding from nearly \$1 million in FY2015 to \$1.6 million in FY20, and elevated our scholarly index ranking (as evidenced by Academic Analytics) to one of the top five Counseling/Counseling Psychology departments in the country.

Goal 2: The CPS Department will increase graduate student funding. Met: In FY2015, nearly 80% (n = 35) of our total number of doctoral students enrolled in our three (3) Ph.D. programs were being funded through the department. In FY 22, the percentage of doctoral students being funded through the department has decreased to 35% (n = 18). This sharp decrease is a direct result from an increase in external funding and faculty members funding doctoral students via grants.

Goal 3: The CPS Department will expand enrollment in its Rehabilitation Counseling and School Counseling programs. Partially Met: While CPS's Rehabilitation Counseling has maintained an average of 16 students per cohort during the last three years, the department's School Counseling Program has increased its average cohort size from 19 students to 24 students over the past three years.

Goal 4: The CPS Department will build on and establish new international collaborations. Partially Met: Dr. Don Davis traveled to Israel and met with key community stakeholders to establish a new study abroad program. News of the creation of this new initiative were shared with students and dates for travel were being discussed with department and college leadership. Due to the rising violence in Israel and the raising of travel restrictions to this country, this endeavor was not implemented. More recently, COVID-related restrictions have curtailed additional efforts to establish international collaborations.

Goal 5: The CPS Department will improve collaborations with community agencies and schools. Met: CPS faculty implemented multiple training grants (DOE's MINRS Training Grant and DOE's Rehabilitation Counseling Long Term Training Grant) involving counselors and psychologists in community agencies and schools, held annual community advisory board meetings with key community leaders, and conducted multiple Continuing Education workshops in the areas of ethics, play therapy, and trauma-related psychotherapies and interventions.

Goal 6: The CPS Department will enhance relationships with its alumni. Partially Met: The CPS department has reorganized its staff so that a Senior Administrator is tasked with maintaining an active social media presence. This modification has allowed CPS to communicate more effectively and more often with our alumni through such platforms as Facebook, Instagram, and twitter. Efforts to build an alumni data base remain ongoing.

Goal 7: The CPS Department will include undergraduates taking CPS courses in department research. Met: The department faculty has expanded its SONA-like platform to increase research productivity with GSU's undergraduate student population via our online undergraduate courses and CPS 2500.

Major Findings in Current Review

A prioritized list of the major findings resulting from the department's Self-study, External Reviewers' Evaluation, Dean's Office Evaluation, and the report from the University Senate's Academic Program Review Committee is provided below:

1. CPS faculty members are nationally recognized for their high-quality research and other scholarly activities and have strong national reputations within their associated professions.
2. Although members of the review process did not view the Department's external funding totals as lacking, the CPS faculty has recognized a desire to expand its grant portfolio in the future. This expansion in external funding will be pivotal in increasing the enrollment in our three doctoral programs.
3. There exists a strong sense of community in the department, characterized by high levels of transparency and communication by its leadership, clearly defined job roles by staff, low "turnover" in its staff and faculty, and collegiality.
4. All academic programs, which are full-time and cohort-based, have strong enrollments and retention/graduation rates. Nearly 100% of CPS's graduates find employment in their respective fields.
5. CPS programs are accredited by their respective professional accrediting bodies. It is notable that the School Psychology program, in addition to its existing APA accreditation, is seeking accreditation from the National Association of School Psychologists (NASP) currently.
6. The CPS Department has been successful in its recent attempts to diversity its faculty by hiring African American, Asian, and bi-racial candidates in four (4) of its last five (5) faculty searches.
7. CPS masters students enrolled in the department's Doctoral Prep Track Program have been extremely successful in being accepted into Ph.D. programs across the country.
8. Increased funding for doctoral students is needed to recruit national and international students to GSU and to grow the student enrollment in CPS's three (3) doctoral programs. A source of this increased funding will continue to be external grants.

Action Steps for the Coming Cycle

1. CPS faculty will expand its annual external funding portfolio to over \$2 million by FY2024.
 - a. Starting in the 2021-22 academic year, all tenure-track faculty in the Department will be required to meet with the CEHD's assigned pre-award grants manager at least once per year to discuss research interests, potential funding opportunities, and strategies for collaboration.
 - b. By Spring 2022, 100% of early career tenure-track faculty in the CPS Department will be matched with a senior, grant-active faculty mentor within the department to enhance potential for identifying and obtaining external funding.
 - c. By the end of the AY2022-23, 100% of early career faculty members within the Department, with collaboration from their research faculty mentor, will apply for at least one GSU's internal grant award.
 - d. Starting in AY2021-22, the Department's Indirect Fund Distribution Policy (50% of the Department's Indirect Funds are returned to the PI) will be reviewed by the Department Chair in order to assess impact on incentivizing the pursuit of external funding. Results will be shared by the Department Chair with the CPS Department faculty by the end of CY2022.

2. The CPS Department will increase its funding of doctoral students and enrollment of our three Ph.D. programs.
 - a. By the start of AY2023-2024, the Department will increase all doctoral student stipends to \$15,000 annually through increases in grant activity and department budget redirection.
 - b. Starting in AY2021-22, faculty and staff will allocate time during its Department's meetings to identify, share, and strategize alternative funding sources (e.g. grants, fellowships, and scholarships) to assist with the funding of doctoral students.
 - c. By the beginning of AY 2023-24, the Department's three doctoral programs will expand their per year cohort enrollment from an average of three (3) Ph.D. students each to an average of four (4) students.
 - d. As a result of expanded external funding (See Action Step #1), the CPS Department by the start of AY2023-24 will decrease the percentage of doctoral students being funded via State Funds (Dean's Fellowships excluded) from approximately 44% to 30%.
 - e. Starting in AY2021-22, the Department will apply for and receive at least one new CEHD Dean's Research Fellowships each year for its most highly competitive first year doctoral students.

3. The CPS Department will continue to recruit, hire, and retain tenure-track faculty members from ethnically diverse/underrepresented groups.
 - a. Starting in AY2021-22, the Department Chair, in collaboration with members of the Department's committee on diversity and inclusion, will identify publication outlets that will enhance the marketing of faculty searches to potential applicants from diverse ethnic/cultural backgrounds.

- b. Starting in AY2021-22, the Department Chair will collaborate with the CEHD's HR Office in order to advertise faculty search information in targeted publication outlets (see 3a).
 - c. By the end of 2021, the Department will highlight its varied research accomplishments on topics of racial injustice, marginalized identities, and social justice on its webpage and via its varied social media outlets.
 - d. Starting in AY2021-22, the Department will collaborate with the Dean's Office to hire diverse tenure track faculty members, especially at the rank of advanced Assistant or Associate Professor through targeted recruitment.
 - e. For our four (4) recent faculty hires who come from ethnically diverse/underrepresented groups, each faculty member will be required by the Department Chair to enroll and participate in the CEHD's newly developed faculty mentoring program by the end of CY2021.
4. Provide greater resources and recognition to clinical faculty members in the CPS department who serve in critical Program Coordinator positions.
- a. Starting in AY2021-22, all clinical faculty members serving in Program Coordinator roles will receive the same annual travel budgets than tenure track faculty members.
 - b. Starting in AY2021-22, all clinical faculty members will participate in a meeting with the department chair at least once per semester to discuss and review promotion opportunities for clinical faculty.
 - c. Starting in Summer 2022, all program coordinators will receive a summer stipend for their year-long contributions to program management and leadership.
 - d. The Department, commencing in AY2021-22, will nominate at least one Clinical Faculty member for both college and university-level awards for outstanding service and teaching.

Signatures:



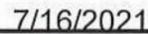
Dr. Brian J. Dew
Chair, Department of Counseling & Psychological Services



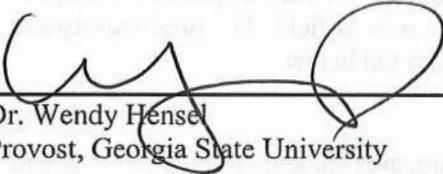
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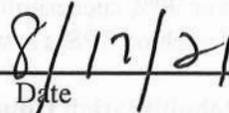
Dr. Paul Alberto
Dean, College of Education and Human Development



Date



Dr. Wendy Hensel
Provost, Georgia State University



Date