

M.A./Ph.D. in Depth Psychology with Emphasis in Community Psychology, Liberation Psychology, & Ecopsychology (CLE)

Program Goals and Student Learning Outcomes

1. Critically analyze, integrate, and effectively communicate (orally and in scholarly writing) multiple theoretical and applied approaches to depth psychology. *
2. Apply, evaluate, integrate and create various depth psychological research methodologies to address intrapsychic, interpersonal, somatic, group, cultural, community, and/or ecological issues, integrating diversity considerations. *
3. Critically apply depth psychological sensibilities: capacity to identify, analyze, and interpret images, symbols, metaphors, somatic states, psychological complexes and other unconscious dynamics; capacity for self-reflection and engagement in intrapsychic, interpersonal, and collaborative dialogues. *
4. Critically analyze, integrate, and evaluate diverse community psychology, liberation psychology, and ecopsychology theories and methodologies with regard to improving and sustaining holistic individual, community, cultural, and ecological well-being.
5. Practice participatory action research, program and organizational evaluation, group approaches to cultural and ecological fieldwork, and community counseling and advocacy skills, applying ethical considerations that address social justice and responsibility, including issues of power and privilege.
6. Utilize effective scholarly and diverse popular education communication and dissemination venues to engage diverse audiences in order to contribute to the solution of community, cultural, and ecological problems and the creation of sustainable and holistic individual, community, cultural, and ecological well-being.

** These goals are common to all Depth Psychology specializations.*

Time to Completion is a measure that is monitored by the Department of Education (DOE) to ensure that students are completing the requirements of the degree in a reasonable time frame. The analysis and summary are updated annually.

[MA/PhD Completion Rates 2015-2016](#)

Capstones with Transition Points

Capstone evaluations and any gateway transition points provide key evaluations throughout the program. Here students demonstrate individual achievement of the learning outcomes.

1. Written Comprehensive Exam - Spring Year 2
2. Oral Comprehensive Exam - Spring Year 3
3. Concept Paper - Summer Year 3
4. Dissertation Proposal - Year 4+
5. Dissertation Final - Year 4+

Faculty Council members evaluate the effectiveness of the program through Capstone Review Reports that aggregate individual scores into an annual summary. Planning that may include curriculum or teaching adjustments is then developed from any areas that indicate the need for more attention.

NB: The first cohort for CLE entered in 2010; these students were evaluated with their first capstone at the end of year 2 (with some of the 2012-13 results presented below). The remainder of the capstones will not start to be administered until 2014.

CLE Overall Retention

As of 11/9/2017

		Entering (Matriculation) Year																
		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Total		
		Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	
Depth Psych Comm Liberation Ecopsych	Enrollment	19		27		17		17		16		20		27		143		
	Attrition	Total Attrition	8	42.1	13	48.1	9	52.9	9	52.9	5	31.2	7	35.0	3	11.1	54	37.8
	Retention	Graduated	7	36.8	1	3.7	1	5.9	0	0.0	0	0.0	0	0.0	0	0.0	9	6.3
		Still In Program	4	21.1	13	48.1	7	41.2	8	47.1	11	68.8	13	65.0	24	88.9	80	55.9
	Total Retention	11	57.9	14	51.9	8	47.1	8	47.1	11	68.8	13	65.0	24	88.9	89	62.2	

CLE Written Comprehensive Exam 2016

The Written Comprehensive Examination consists of 4 questions each worth a maximum of 40 points.

Students are required to pass all 4 questions in order to continue in the program. A minimum score of 26 (out of 40) is required for a Ph.D.-pass. A minimum score of 18 is required for an M.A.-pass.

The grading rubric comprised three domains: Knowledge and Understanding of Material (worth 24 points); Thoroughness of Response (worth 8 points); and Organization and Clarity (worth 8 points).

Thirteen students took the CLE Written Exam in 2016. Twelve of the 13 students achieved a Ph.D.-pass score on all four questions and qualified to continue towards a Ph.D.. One student achieved a Ph.D.-pass score on three questions and an M.A.-pass on one question.

Nine of the 13 students achieved a Ph.D.-pass on all 4 questions on the first reading of their exams.

Two students received M.A.-passes on the first two readings of one question on the examination and then achieved a Ph.D.-pass upon a retake of the question.

One student received a no-pass on the first reading of one examination question, M.A.-passes on the second and third readings of the question, and a Ph.D.-pass on the retake of the question.

One student received a no-pass on the first reading of one examination question, and M.A.-passes on the second and third readings of the question.

The average scores (out of 40 possible points) for each of the 4 examination questions are displayed below:

	Question 1	Question 2	Question 3	Question 4
% of Maximum Possible Score	84%	86%	87%	89%

CLE 2016 Written Exam Question Score Averages

The score averages for all 4 questions fell within a very narrow range and were substantially higher than the minimum score for a Ph.D.-pass (65% of the maximum possible score) indicating consistent student mastery of the examination material.

The average grading rubric scores across all 4 exam questions are displayed below:

	Knowledge and Understanding of Material	Thoroughness of Response	Organization and Clarity
% of Maximum Possible Score	86%	85%	88%

CLE 2016 Written Exam Rubric Score Averages

The score averages for the rubrics also fell in a very narrow range and were substantially higher than the minimum score for a Ph.D.-pass (65% of the maximum possible score) indicating consistency of student performance across grading rubrics.

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