

M.A./Ph.D. in Depth Psychology with Emphasis in Jungian & Archetypal Studies (DJA)

Program Goal 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 situate, analyze, evaluate, and critique Jungian and archetypal studies in historical and cultural contexts, and articulate an ongoing scholarly revision and extension of the field through writing, publication, and presentation.
5. Understand, evaluate, and apply Jungian and archetypal theories and practices as they pertain to one's personal psychology, and identify the collective themes, symbols, and archetypes living within and being expressed through one's life, with the intention of creating a more authentic life for oneself and fostering the same in others.
6. Design and create extensions, new applications, and practices for working with the personal, interpersonal, intergroup, community, organizational, cultural, ecological, and spiritual psyche informed from Jungian and archetypal perspectives with special attention to issues of diversity and ethics.

** 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. Research Paper—Middle of Year 1 in *Foundations for Research* Course (Transition Point)
2. Mini Concept Paper—End of Year 1 in *Reflective Studies I* Course (Transition Point)
3. Written Comprehensive Exams—End of Year 2 in *Reflective Studies II* Course (Key Evaluation)
4. Publishable Scholarly Paper—End of Year 2 in *Reflective Studies II* Course (Transition Point)
5. Concept Paper—Middle to End of Year 3 in *Dissertation Development* or *Reflective Studies III* Course (Transition Point)
6. Oral Comprehensive Exams—End of Year 3 in *Reflective Studies III* Course (Key Evaluation)
7. Dissertation Proposal—Years 4+ in *Dissertation Writing* Course (Transition Point)
8. Final Dissertation—Years 4+ in *Dissertation Writing* Course (Capstone)
9. Dissertation Oral Defense—Post-Dissertation Completion (Capstone)

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 DJA began 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.

DJA Overall Retention

As of 11/10/2017

		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 Jungian Archetypal Studies	Enrollment	44		47		40		33		30		32		45		271			
	Attrition	Total Attrition		23	52.3	26	55.3	18	45.0	27	81.8	14	46.7	7	21.9	7	15.6	122	45.0
	Retention	Graduated		8	18.2	3	6.4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	11	4.1
		Still In Program		13	29.5	18	38.3	22	55.0	6	18.2	16	53.3	25	78.1	38	84.4	138	50.9
		Total Retention		21	47.7	21	44.7	22	55.0	6	18.2	16	53.3	25	78.1	38	84.4	149	55.0

DJA Second-Year Written Comprehensive Exam 2016

The DJA Second Year Exam is a program capstone which involves assessment of all the program's goals.

The Written Comprehensive exam comprises 4 questions. Students are asked to answer any 3 of them. Each of the exam questions is evaluated on a 50-point scale. There are dual criteria for passing the exam. A Ph.D.-pass requires a minimum score of 40 points (80% of the maximum possible) from each of two faculty evaluators on each of three questions. An M.A.-pass requires a minimum score of 35 points (70% of the maximum possible) from each of two faculty evaluators on each of three questions. Students who did not achieve a Ph.D.-pass on all questions were allowed to have their examination re-read.

Nineteen students – 15 from track N and 4 from track ZZ – took the Written Comprehensive exam during the 2015-16 academic year.

Of the 15 track N students, 11 passed all three exam questions at the Ph.D. level on the first two readings. Of the other 4 N track examinees, three had one of their questions – Question #2 in each case - re-read and re-graded. Upon re-grading, two of these students passed the exam at the Ph.D. level while one received an M.A.-pass. One N track student, who did not have re-readings, also achieved an M.A.-pass.

Of the 4 track ZZ examinees, two passed at the Ph.D. level, one passed at the M.A. level, and one did not pass the exam. None of the four ZZ track examinees had their exams re-read.

Overall, of the 19 DJA second-year examinees, 15 received a Ph.D.-pass, 3 received an M.A.-pass, and one did not pass.

The total score averages (expressed as percentages of the maximum possible score) for the 4 questions are presented below.

Q 1	Q 2	Q 3	Q 4
83%	86%	84%	85%

The question score averages are very similar, ranging between 83% and 86% of the maximum score.

NB: One student did not pass the exam due to administrative reasons. The student's scores were not representative of a reasonable attempt at the exam. As a result, this student's scores were not used in the above calculation.

Program Goals

Four of DJA's Program Goals were related to the exam questions as follows:

Q1	Q2	Q3	Q4
PG 1	PG 3	PG 2	PG 4
83%	84%	86%	84%

Again, the program goal score averages fell within a high and narrow range (83% - 86%) indicating that the examinees appeared to demonstrate sufficient mastery of Program Goals #1-4 in their performances on the Second-Year examinations.

Assessment Domains

The second-year examination rubric uses 4 assessment domains to calculate the total exam score. The assessment domains are:

- Knowledge and Understanding of Relevant Material
- Depth Psychological Sensibility
- Organization and Clarity of Argument
- Program Learning Outcomes.

The rubrics for the 15 N track examinees were available to calculate the assessment domain averages (as percentages of the maximum possible score) across the 4 examination questions:

Knowledge and Understanding of Relevant Material	Depth Psychological Sensibility	Organization and Clarity of Argument	Program Learning Outcomes
87%	84%	81%	85%

As with the question score averages and Program Goal score averages, the assessment domain score averages fell in a narrow range around 85% indicating consistent student achievement across the 4 assessment domains.

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