



## Program in Clinical Psychology (M.A./Ph.D.) Fact Sheet

### Program Learning Outcomes

#### Clinical Depth Psychology Practice

- 1.1** Depth Psychological Assessment and Conceptualization: Students will demonstrate the ability to utilize depth psychological approaches to assessment of human behavior and conceptualization of clinical cases.
- 1.2** Intervention, Supervision and Consultation: Students will exhibit competency in selection and application of appropriate interventions consonant with depth psychological theoretical models, which attends to multiplicity of contexts and human experiences; will be able to identify and articulate evidence of depth psychological approaches; and will be able to utilize supervision and consultation to increase their competency.
- 1.3** Professional Behavior, Ethics, and Cultural Competence: Students will demonstrate working knowledge of ethical principles and state laws and will apply these in clinical practice and training. Students will exhibit commitment to personal growth as well as demonstrate professional interpersonal behavior across academic and clinical settings. Students will demonstrate an understanding and critical attentiveness to individual and cultural differences related to clinical practice.
- 1.4** Foundational Knowledge in Clinical Psychology Students will demonstrate working knowledge of foundational areas of clinical psychology as well as critique and integrate these areas with the depth psychological lens, including social and biological bases of behavior, cognitive and affective bases of behavior, developmental perspectives, and the historical context of the development of both the mainstream and depth psychological clinical psychology.

#### Depth Psychological Scholarly Inquiry and Research

- 2.1** Clinical Research Skills: Students will demonstrate the ability to evaluate, develop, and expand human science (qualitative) research. Students will exhibit working knowledge of quantitative and mixed methods approaches.
- 2.2** Depth Psychological Research Methods: Students will show skills in integration and application of depth psychological research approaches in their scholarly research and inquiry, including attention to personal and cultural reflexivity.
- 2.3** Multicultural and Social Constructivist Approaches to Research: Students will display an ability to integrate multicultural awareness and critical social lens in their research and scholarly inquiry

#### Social Justice and Social Action

- 3.1** Theoretical Knowledge Related to Social Justice and Social Action: Students will demonstrate the ability to evaluate, develop, and expand theoretical foundations required for social justice and social action based on psychoanalytic, social constructivist, indigenous, feminist, and post-colonial frameworks.
- 3.2** Applied Practice Related to Social Justice and Social Action: Students will show skills in integration of depth psychological and critical theories in their applied work, including their clinical depth psychological practice and depth psychological inquiry.



**Table 1. Faculty-to-Student Ratio 2022-23**

<b>Total FTE Faculty*</b>	8.3
<b>Total FTE Students**</b>	72.5
<b>Faculty/Student Ratio</b>	<b>1:8.7</b>

\* 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 2022-23 academic year, the faculty-to-student ratio was approximately one faculty member for every nine students in coursework (Table 1).

**Table 2. Persistence Counts by Matriculation Year**

		Matriculation Year (Academic Year)					Total
		2017-18	2018-19	2019-20	2020-21	2021-22	
<b>Attrition</b>	AW/AD	8	3	2	4	1	18
	W	4	10	1	3	1	19
	<b>Total</b>	<b>12</b>	<b>13</b>	<b>3</b>	<b>7</b>	<b>2</b>	<b>37</b>
<b>Persistence</b>	Graduated	1	0	0	0	0	1
	Still In Program	22	28	20	27	19	116
	<b>Total</b>	<b>23</b>	<b>28</b>	<b>20</b>	<b>27</b>	<b>19</b>	<b>117</b>
<b>Enrollment</b>		<b>35</b>	<b>41</b>	<b>23</b>	<b>34</b>	<b>21</b>	<b>154</b>

**Table 3. Persistence Rates by Matriculation Year**

		Matriculation Year (Academic Year)					Total
		2017-18	2018-19	2019-20	2020-21	2021-22	
<b>Attrition</b>	AW/AD	23%	7%	9%	12%	5%	12%
	W	11%	24%	4%	9%	5%	12%
	<b>Overall</b>	<b>34%</b>	<b>32%</b>	<b>13%</b>	<b>21%</b>	<b>10%</b>	<b>24%</b>
<b>Persistence</b>	Graduated	3%	0%	0%	0%	0%	1%
	Still In Program	63%	68%	87%	79%	90%	75%
	<b>Overall</b>	<b>66%</b>	<b>68%</b>	<b>87%</b>	<b>79%</b>	<b>90%</b>	<b>76%</b>
<b>Enrollment</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

- As of September 2, 2022, 37 (24%) of the 154 students who started the program between the academic years 2017-18 and 2021-22 left the program without completing it (Tables 2 & 3). Among students who started in the academic year 2021-22, 2 out of 21 students (10%) left the program by the beginning of the second year.
- As of September 2, 2022, one of the 35 2017-18 students (3%) had graduated, and 22 students (63%) were still in the program.



**Table 4. Graduation Rates, Count, and Time to Ph.D. Completion**

Graduation Rates			Time to Ph.D. Completion		
Matriculation Year	Cohort Count	Percentage	Graduation Year	Graduate Count	Time to Completion
2014-15	30	40.0%	2020-21	17	6.1
2015-16	27	44.4%	2021-22	15	6.6

- Of the students who started in the 2014-15 academic year, 40% graduated, and of those who started in the 2015-16 academic year, 44.4% graduated, by the spring of 2023 (Table 4).
- Students who completed the programs in the 2020-21 to 2021-22 academic years took between 6 and 7 years on average to complete their Ph.D. (Table 4).

**Table 5. 2021-22 Course Evaluation Results**

% of Maximum Score	Fall 2021 (27 Courses)	Winter 2022 (28 Courses)	Spring 2022 (35 Courses)	Summer 2022 (11 Courses)
The instructor respected the ideas and opinions of others.	97%	91%	90%	95%
The instructor was reasonably accessible either in person, by phone, or by e-mail.	95%	95%	90%	93%
The instructor is knowledgeable about the topic.	95%	94%	95%	89%
The instructor provided clear feedback on assignments or discussions.	90%	90%	86%	90%
The instructor was adequately prepared to teach the course.	97%	91%	89%	87%
The instructor was skillful at maintaining focus throughout the course.	95%	88%	85%	85%
The instructor was passionate about the course and materials.	98%	96%	90%	89%
The course encouraged reflection on cross-cultural material, multi-cultural perspectives, global issues, or community issues.	93%	90%	86%	86%
The course encouraged me to think creatively or more deeply about the topic.	96%	89%	91%	85%
<b>Response Rate</b>	<b>15%</b>	<b>26%</b>	<b>21%</b>	<b>13%</b>
<b>Number of Evaluations</b>	<b>66</b>	<b>127</b>	<b>93</b>	<b>28</b>

- Course evaluations for the academic year 2021-22 were very positive on all dimensions, with quarterly ratings ranging between 85% and 98% of the maximum score (Table 5).
- The item “The instructor was skillful at maintaining focus throughout the course” was the lowest rated (85%-88%) across the Winter, Spring, and Summer 2022 quarters.
- The item “The instructor was passionate about the course and materials” was the highest rated (96%-98%) both in the Fall 2021 and Winter 2022 quarters.
- The quarterly response rate ranged between 13% (Summer 2022, 28 evaluations) and 26% (Winter 2022, 127 evaluations).



**Table 6. Clinical Licensure – CPLEE and EPPP Pass Rates 2021**

	N All Candidates	N Passed	% Passed
CPLEE	12	12	100%
EPPP	32	8	25%

- In 2021, 12 graduates from Pacifica attempted the CPLEE and all passed it (100% success rate, Table 6).
- On the other hand, only eight of the 32 candidates from PGI (25%) passed the EPPP in 2021 (Table 6).

### Glossary

Term	Definition
<b>Academic Disqualification (AD)</b>	Academic disqualification refers to a student being disqualified for academic reasons.
<b>Administrative Withdrawal (AW)</b>	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.
<b>Attrition</b>	This category includes students administratively withdrawn or academically disqualified.
<b>CPLEE</b>	California Psychology Laws and Ethics Examination
<b>EPPP</b>	Examination for Professional Practices in Psychology
<b>Persistence</b>	This category combines students who graduated and those who are still enrolled in the program at a “census date” (specified snapshot date).
<b>Still In Program</b>	This category includes students in the coursework or dissertation phase. Students who are on <b>leave of absence</b> are considered still in the program.
<b>Withdrawal (W)</b>	This status indicates a student’s voluntary withdrawal.