Depth Psychology with Specialization in Jungian Psychology and Archetypal Studies (M.A./Ph.D.) Fact Sheet

Program Learning Outcomes (PLO)

PLO 1: Demonstrate ability to apply key concepts and approaches in depth psychology.

PLO 2: Critically analyze theoretical approaches in depth psychology.

PLO 3: Conduct research that makes an original scholarly contribution.

PLO 4: Demonstrate depth psychological sensibility in working with archetypes, symbols, images, and symptoms as applied to both personal and collective experience.

PLO 5: Evaluate Jungian and archetypal studies as a field in relation to other disciplines and to historical and cultural contexts.

PLO 6: Demonstrate the capacity for structured thought, and the clear articulation and persuasive communication of depth psychological theories and perspectives.

PLO 7: Analyze Jungian and archetypal responses to 21st century conditions, including globalization, ethical concerns, diversity, and multiple ways of knowing.

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

Total FTE Faculty*	7.5
Total FTE Students**	72.5
Faculty/Student Ratio	*1:9.7*

* 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 ten students in coursework (Table 1).

Table 2. Attrition and Persistence Counts by Matriculation Year

		Matriculation Year (Academic Year)					
		2016-17	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**Total**
Attrition	AW/AD	16	8	10	3	2	39
	W	10	12	7	3	9	41
	Total	**26**	**20**	**17**	**6**	**11**	**80**
Persistence	Graduated	4	0	0	0	0	4
	Still In Program	15	15	11	9	37	87
	Total	**19**	**15**	**11**	**9**	**37**	**91**
Enrollment		**45**	**35**	**28**	**15**	**48**	**171**

Table 3. Attrition and Persistence Rates by Matriculation Year

		Matriculation Year (Academic Year)					
		2016-17	2017-18	2018-19	2019-20	2020-21	Total
Attrition	AW/AD	36%	23%	36%	20%	4%	22%
	W	22%	34%	25%	20%	19%	25%
	Overall	**58%**	**57%**	**61%**	**40%**	**23%**	**48%**
Persistence	Graduated	9%	0%	0%	0%	0%	2%
	Still In Program	33%	43%	39%	60%	73%	50%
	Overall	**42%**	**43%**	**39%**	**60%**	**73%**	**52%**
Enrollment		**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

- As of September 2, 2022, 80 (48%) of the 171 students who started the program between the academic years 2016-17 and 2020-21 left the program without completing it (Tables 2 & 3). Among students who started in the academic year 2020-21, 11 out of 48 students (23%) left the program by the beginning of the third year.
- Of the 45 students who started in 2016-17, four (9%) graduated and 15 (33%) were still in the program.

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

Graduation Rate		
Matriculation Year	**Cohort Count**	**Percentage**
2014-15	30	33.3%
2015-16	32	28.1%

Time to Completion		
Graduation Year	**Graduate Count**	**Years**
2020-21	14	7.1
2021-22	14	7.0

- Of the students who started in the 2014-15 academic year, 33.3% graduated, and of those who started in the 2015-16 academic year, 28.1% graduated by the spring of 2023 (Table 4).
- Students who completed the programs in the 2020-21 to 2021-22 academic years took just over 7 years on average to complete their Ph.D. (Table 4).

Table 5: 2020-21 Course Evaluation Results

% of Maximum Score	Fall 2020 (10 Courses)	Winter 2021 (10 Courses)	Spring 2021 (11 Courses)	Summer 2021 (12 Courses)
The instructor respected the ideas and opinions of others.	98%	98%	95%	96%
The instructor was reasonably accessible either in person, by phone, or by e-mail.	96%	99%	93%	96%
The instructor is knowledgeable about the topic.	98%	100%	97%	99%
The instructor provided clear feedback on assignments or discussions.	94%	97%	93%	94%
The instructor was adequately prepared to teach the course.	97%	100%	94%	98%
The instructor was skillful at maintaining focus throughout the course.	96%	100%	92%	95%
The instructor was passionate about the course and materials.	98%	100%	98%	98%
The course encouraged reflection on cross-cultural material, multi-cultural perspectives, global issues, or community issues.	89%	96%	88%	93%
The course encouraged me to think creatively or more deeply about the topic.	96%	100%	97%	98%
Response Rate	**59%**	**36%**	**49%**	**40%**
Number of Evaluations	**72**	**40**	**67**	**56**

- Course evaluations for the academic year 2021-22 were very positive on all dimensions with ratings ranging between 92% and 100% of the maximum score, except for one item (Table 5).
- The item, "The course encouraged reflection on cross-cultural material, multi-cultural perspectives, global issues, or community issues" scored below 90% in the Fall 2020 and Spring 2021 terms.
- The quarterly response rate ranged between 36% and 59% each quarter.

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 administratively withdrawn or 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.