



Depth Psychology Program – Community, Liberation, Indigenous, and Eco-Psychologies Specialization (M.A./Ph.D.) Fact Sheet

Program Learning Outcomes (PLO's)

PLO 1. Critically deconstruct key depth psychological concepts identifying Eurocentric ideologies, and applying relevant concepts to community, cultural, and ecological issues.

PLO 2.1. Critically analyze the historical context of Western psychological theories underlying coloniality.

PLO 2.2. Revise and create theory that supports decoloniality in a transdisciplinary manner.

PLO 2.3. Critically integrate theories from depth psychology and community, liberation, indigenous, and eco-psychologies.

PLO 3.1. Conceive research proposals that deconstruct coloniality and facilitate decoloniality.

PLO 3.2. Complete a literature review relevant to the student's research topic identifying gaps, and critiquing coloniality in the archives.

PLO 3.3.1. Collaboration with co-participants in the selection of research questions, methods, analysis and interpretation of results, and dissemination of findings.

PLO 3.3.2. Critical analysis of research frameworks.

PLO 3.3.3. Application of critical reflexivity to understand systems of coloniality as well as one's own positionality and their impact on theoretical frameworks, research, dissemination of findings, and community engagement.

PLO 3.3.4. Propose analytic strategies that address structures of coloniality (i.e., integrated historic systems of hegemonic power and discriminatory classification imposed through various forms of violence, including white supremacy, patriarchy, heteronormativity, Eurocentrism, ableism, etc.)

PLO 3.3.5. Propose application of research findings to inform systems change through advocacy or policy development.

PLO 4. Demonstrate knowledge on how to apply group approaches to cultural and ecological fieldwork and community work.

PLO 5. Demonstrate proficiency in the use of scholarly and public education communication strategies.



Table 1. Faculty-to-Student Ratio 2023-24

Total FTE Faculty*	5.6
Total FTE Students**	35
Faculty/Student Ratio	1:6.3

* 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 2023-24 academic year, the faculty-to-student ratio was approximately one faculty member for every seven students in coursework (Table 1).

Table 2. Attrition and Persistence Counts by Entering Year

		Entering Year					
		2018-19	2019-20	2020-21	2021-22	2022-23	Total
Attrition	AW/AD	4	5	7	4	0	20
	W	4	3	12	7	7	33
	Total Attrition	8	8	19	11	7	53
Retention	Graduated	0	0	0	0	0	0
	Still In Program	7	4	6	17	9	43
	Total Retention	7	4	6	17	9	43
Enrollment	15	12	25	28	16	96	

Table 3. Attrition and Persistence Rates by Entering Year

		Entering Year					
		2018-19	2019-20	2020-21	2021-22	2022-23	Total
Attrition	AW/AD	27%	42%	28%	14%	0%	21%
	W	27%	25%	48%	25%	44%	34%
	Attrition Rate	53%	67%	76%	39%	44%	55%
Retention	Graduated	0%	0%	0%	0%	0%	0%
	Still In Program	47%	33%	24%	61%	56%	45%
	Retention Rate	47%	33%	24%	61%	56%	45%
Enrollment	100%	100%	100%	100%	100%	100%	

- As of July 29, 2024, 45% of the students who started the CLIE program between the academic years 2018-19 and 2022-23 were still in the program (Tables 2 and 3). Among students who started in the academic year 2022-23, 56% were still enrolled by the end of the second year.
- Forty-seven percent of the 2018-19 cohort were still enrolled at the beginning of their fifth year.
- The 2021-22 academic year had the highest enrollment, accounting for almost a third (29%) of the five-year total (Table 3).



Table 4. Graduation Counts and Rates

Matriculation Year	Graduation Rates	
	Graduate Count	Percentage
2016-17	5	19%
2017-18	0	0%

Table 5. Time to Ph.D. Completion

Graduation Year	Time to Completion	
	Graduate Count	Years
2021-22	8	6.0
2022-23	5	8.3

- Of the students who started in the 2016-17 academic year, 19% graduated, and of those who started in the 2017-18 academic year, 0% graduated by the summer of 2024 (Table 4).
- Students who completed their programs in academic years 2021-22 and 2022-23 took between six and nine years on average to complete their doctoral degrees (Table 5).

Table 6. 2022-2023 Course Evaluation Results

Item	Fall 2022 (11 Courses)	Winter 2023 (9 Courses)	Spring 2023 (10 Courses)	Summer 2023 (2 Courses)
The instructor respected the ideas and opinions of others.	92%	91%	92%	88%
The instructor was reasonably accessible either in person, by phone, or by e-mail.	84%	89%	93%	38%
The instructor is knowledgeable about the topic.	98%	94%	95%	100%
The instructor provided clear feedback on assignments or discussions.	75%	89%	89%	38%
The instructor was adequately prepared to teach the course.	88%	92%	99%	100%
The instructor was skillful at maintaining focus throughout the course.	87%	84%	91%	88%
The instructor was passionate about the course and materials.	98%	98%	100%	88%
The course encouraged reflection on cross-cultural material, multi-cultural perspectives, global issues, or community issues.	98%	88%	85%	75%
The course encouraged me to think creatively or more deeply about the topic.	98%	84%	88%	No Responses
Response Rate	38%	49%	18%	58%*

* One course consisted of one student, and this student was the only one to respond to the surveys for both courses.

- Focusing on the fall, winter, and spring evaluations, the term with the highest ratings was Fall 2022. The response rate was 38%. Winter 2023 had a slightly lower range, yet the response rate was higher.
- Items about the instructor’s knowledge and passion about the topic received 98% approval in Fall 2022, as did the item regarding how well the course encouraged reflection on cross-cultural material and creative thinking.



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.