



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 2023-24

Total FTE Faculty*	6.9
Total FTE Students**	63
Faculty/Student Ratio	1:9.1

* 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 ten students in coursework (Table 1).

Table 2. Persistence Counts by Matriculation Year

		Matriculation Year (Academic Year)					Overall
		2019-20	2020-21	2021-22	2022-23	2023-24	
Attrition	AW/AD	5	6	3	1	0	15
	W	2	3	2	5	2	14
	Total	7	9	5	6	2	29
Persistence	Graduated	3					3
	Still In Program	13	26	16	13	22	90
	Total	16	26	16	13	22	93
Enrollment		23	35	21	19	24	122

Table 3. Persistence Rates by Matriculation Year

		Matriculation Year (Academic Year)					Overall
		2019-20	2020-21	2021-22	2022-23	2023-24	
Attrition	AW/AD	71%	67%	60%	17%	0%	52%
	W	29%	33%	40%	83%	100%	48%
	Overall	30%	26%	24%	32%	8%	24%
Persistence	Graduated	19%	0%	0%	0%	0%	3%
	Still In Program	81%	100%	100%	100%	100%	97%
	Overall	70%	74%	76%	68%	92%	76%
Enrollment		100%	100%	100%	100%	100%	100%

- As of Fall 2024, 76% of the 122 students who started the program between the academic years 2019-20 and 2023-24 were still enrolled (Tables 2 and 3). Among students who started in academic year 2023-24, 8% left the program by the beginning of the second year.
- As of this report, 19% of the 2019-20 cohort have graduated and 81% are still in the program.



Table 4. Graduation Counts and Rates

Matriculation Year	Cohort	Rates
MA/PhD		
2016-17	14	36%
2017-18	22	32%
PsyD		
2016-17	16	50%
2017-18	11	18%

Table 5. Time to Completion in Years

Graduation Year	Graduates	Years
MA/PhD		
2021-22	6	6.2
2022-23	5	5.4
PsyD		
2021-22	5	6.1
2022-23	4	6.3

- Of the students who started their MA/PhD program in the 2016-17 academic year, 36% graduated, and of those who started in the 2017-18 academic year, 32% graduated by the spring of 2024 (Table 4).
- Students who completed their MA/PhD programs in the 2021-22 to 2022-23 academic years took between five and six-and-a-half years on average to complete their doctoral degrees (Table 4).
- The PsyD program in Clinical Psychology is no longer offered, but the rates of graduation and times to completion support the ongoing academic progress of students in this program.

Table 6. 2022-23 Course Evaluation Results

Items	Fall 2022 (15 courses)	Winter 2023 (12 courses)	Spring 2023 (12 courses)	Summer 2023 (1 course)
The instructor respected the ideas and opinions of others.	89%	84%	89%	97%
The instructor was reasonably accessible either in person, by phone, or by e-mail.	88%	87%	85%	94%
The instructor is knowledgeable about the topic.	85%	87%	90%	93%
The instructor provided clear feedback on assignments or discussions.	79%	83%	84%	94%
The instructor was adequately prepared to teach the course.	81%	83%	90%	93%
The instructor was skillful at maintaining focus throughout the course.	85%	79%	86%	97%
The instructor was passionate about the course and materials.	90%	89%	89%	93%
The course encouraged reflection on cross-cultural material, multi-cultural perspectives, global issues, or community issues.	76%	84%	88%	92%
The course encouraged me to think creatively or more deeply about the topic.	87%	82%	85%	89%
Response Rate	49%	46%	34%	39%

- Course evaluations for the academic year 2022-23 were positive across all dimensions with quarterly ratings ranging between 76% and 97% (Table 6).
- The item “The instructor was passionate about the course and materials” was the highest rated (89%-93%) across the Winter, Spring, and Summer 2023 quarters.
- The quarterly response rate ranged between 34% (Spring 2023) and 49% (Fall 2022).



Table 7. Clinical Licensure – CPLEE and EPPP Pass Rates 2023

	N All Candidates	N Passed	% Passed
CPLEE	9	8	89%
EPPP	33	13	39%

- In 2023, 89% of all candidates from Pacifica attempted the CPLEE and passed (Table 7).
- Thirty-nine percent of those who attempted the EPPP passed.
- Non-APA students' pass rate on EPPP is comparable to similar APA-accredited programs in California. The clinical program M.A. exam is adjusted yearly to help support and reflect APA and EPPP expectations and standards.

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.
CPLEE	California Psychology Laws and Ethics Examination
EPPP	Examination for Professional Practices in Psychology
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 leaves of absence are considered still in the program.
Withdrawal (W)	This status indicates a student’s voluntary withdrawal.