



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

### Program Learning Outcomes (PLOs)

**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 2023-24**

<b>Total FTE Faculty*</b>	7.2
<b>Total FTE Students**</b>	59
<b>Faculty/Student Ratio</b>	<b>1:8.2</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 2023-24 academic year, the faculty-to-student ratio was approximately one faculty member for every nine students in coursework (Table 1).



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

		Matriculation Year (Academic Year)					Total
		2018-19	2019-20	2020-21	2021-22	2022-23	
<b>Attrition</b>	AW/AD	10	4	14	3	0	31
	W	8	3	16	11	13	51
	<b>Total</b>	<b>18</b>	<b>7</b>	<b>30</b>	<b>14</b>	<b>13</b>	<b>82</b>
<b>Persistence</b>	Graduated	0	0	0	0	0	0
	Still In Program	10	8	21	23	13	75
	<b>Total</b>	<b>10</b>	<b>8</b>	<b>21</b>	<b>23</b>	<b>13</b>	<b>75</b>
<b>Enrollment</b>		<b>28</b>	<b>15</b>	<b>51</b>	<b>37</b>	<b>26</b>	<b>157</b>

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

		Matriculation Year (Academic Year)					Total
		2018-19	2019-20	2020-21	2021-22	2022-23	
<b>Attrition</b>	AW/AD	36%	27%	27%	8%	0%	20%
	W	29%	20%	31%	30%	50%	32%
	<b>Overall</b>	<b>64%</b>	<b>47%</b>	<b>59%</b>	<b>38%</b>	<b>50%</b>	<b>52%</b>
<b>Persistence</b>	Graduated	0%	0%	0%	0%	0%	0%
	Still In Program	36%	53%	41%	62%	50%	48%
	<b>Overall</b>	<b>36%</b>	<b>53%</b>	<b>41%</b>	<b>62%</b>	<b>50%</b>	<b>48%</b>
<b>Enrollment</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

- As of Spring 2024, just under half (48%) of the 157 students who started the program between the academic years 2018-19 and 2022-23 were still in the program (Tables 2 and 3).
- Among the 26 students who started in the academic year 2022-23, 50% left by the beginning of their second year.
- None of the 2018-19 students have graduated, and 36% were still in the program as of Spring 2024.

**Table 4. Graduation Counts and Rates**

Matriculation Year	Graduation Rate	
	Cohort Count	Percentage
2016-17	42	17%
2017-18	33	9%

**Table 5. Time to Ph.D. Completion**

Graduation Year	Time to Completion	
	Graduate Count	Years
2021-22	13	6.7
2022-23	4	6.6

- Of the students who started in the 2016-17 academic year, 17% graduated, and of those who started in the 2017-18 academic year, 9% graduated by Spring 2024 (Table 4).
- Students who completed the programs in the 2021-22 to 2022-23 academic years took between six and seven years on average to complete their doctoral degrees (Table 5).



**Table 6. 2022-23 Course Evaluation Results**

Item	Fall 2022 (10 Courses)	Winter 2023 (10 Courses)	Spring 2023 (10 Courses)	Summer 2023 (12 Courses)
The instructor respected the ideas and opinions of others.	98%	92%	96%	95%
The instructor was reasonably accessible either in person, by phone, or by e-mail.	98%	98%	97%	97%
The instructor is knowledgeable about the topic.	98%	95%	96%	96%
The instructor provided clear feedback on assignments or discussions.	94%	92%	94%	91%
The instructor was adequately prepared to teach the course.	97%	93%	97%	95%
The instructor was skillful at maintaining focus throughout the course.	94%	91%	94%	94%
The instructor was passionate about the course and materials.	97%	96%	98%	97%
The course encouraged reflection on cross-cultural material, multi-cultural perspectives, global issues, or community issues.	92%	90%	94%	88%
The course encouraged me to think creatively or more deeply about the topic.	96%	92%	95%	95%
<b>Response Rate</b>	<b>53%</b>	<b>49%</b>	<b>43%</b>	<b>46%</b>

- Overall DJA courses received high levels of approval for the academic year 2022-23, ranging from 88% to 98% of the maximum rating for each item (Table 6).
- Responses rates ranged from 43% to 53% with Fall 2022 receiving the highest.
- The items evaluating the instructor’s knowledge about the topic, the course’s ability to inspire creative and deep thinking, and the availability of the instructor received high ratings in every quarter.

### 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>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 leave of absence are considered still in the program.
<b>Withdrawal (W)</b>	This status indicates a student’s voluntary withdrawal.