



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

Program Learning Outcomes (PLOs)

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 2024-25

Full-time faculty FTE*	2.0	Full-time faculty count	3.0
Adjunct faculty FTE*	2.7	Adjunct faculty count	22.0
Student FTE**	25.5		
Faculty/Student Ratio	1 : 5.4		

* 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 2024-25 academic year, the faculty-to-student ratio was approximately one faculty member for every six students in coursework (Table 1).



Table 2. Attrition and Persistence Counts by Entering Year

		Matriculation Year (Academic Year)							Overall
		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
Attrition	AW/AD	3	4	6	7	8	2		30
	W	7	4	3	12	5	5	3	39
	Total	10	8	9	19	13	7	3	69
Persistence	Graduated								
	Still In Program	4	7	3	5	11	7	9	46
	Total	4	7	3	5	11	7	9	46
Enrollment		14	15	12	24	24	14	12	115

Table 3. Attrition and Persistence Rates by Entering Year

		Matriculation Year (Academic Year)							Overall
		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
Attrition	AW/AD	21%	27%	50%	29%	33%	14%	0%	26%
	W	50%	27%	25%	50%	21%	36%	25%	34%
	Total	71%	53%	75%	79%	54%	50%	25%	60%
Persistence	Graduated	0%	0%	0%	0%	0%	0%	0%	0%
	Still In Program	29%	47%	25%	21%	46%	50%	75%	40%
	Total	29%	47%	25%	21%	46%	50%	75%	40%
Enrollment		100%	100%	100%	100%	100%	100%	100%	100%

- As of March 2025, 40 percent of the 115 students who started the program between the academic years 2017-18 and 2023-24 were still in the program (Tables 2 and 3).
- The highest persistence rate (75 percent) is observed in the 2023-24 cohort.



Table 4. Graduation Rates by Demographic Identification

		Graduation Year			Total
		2021-22	2022-23	2023-24	
Gender	Female	63%	60%	100%	67%
	Male	38%	40%	0%	33%
	Unknown	0%	0%	0%	0%
Ethnicity	American Indian or Alaska Native	0%	0%	0%	0%
	Asian	13%	20%	0%	13%
	Black or African American	0%	40%	50%	20%
	Hispanic	25%	20%	0%	20%
	Two or more	0%	0%	0%	0%
	Undeclared	25%	0%	50%	20%
	White	38%	20%	0%	27%
Graduated		100%	100%	100%	100%

- Among the CLIE graduates in years 2021-22 through 2023-24, 67 percent identified as Female, and 33 percent identified as Male (Table 4).
- Just over a quarter (27 percent) of these graduates identified their race/ethnicity as White. Twenty percent of these graduates identified as Black or African American, 20 percent as Hispanic, and 20 percent chose not to identify a race or ethnicity. Thirteen percent of these graduates identified as Asian.

Table 5. CLIE MA/PhD Time-to-Degree Completion*

Degree	Graduation Year			Overall
	2021-22	2022-23	2023-24	
CLIE MA Years	3.4	4.7	2.7	3.3
CLIE PhD Years	6.0	8.3	8.0	7.0
Institute All Doctoral Years	6.6	6.8	6.4	6.6
CLIE MA Count	6	8	17	31
CLIE PhD Count	8	5	2	15
Institute All Doctoral Count	59	50	55	164

* CLIE MA 100% time-to-degree length is published as 24 months (2.0 years), PhD 100% time-to-degree length is published as 63 months (5.25 years). MA 150% time-to-degree length is 36.0 months (3.0 years) and PhD 150% time-to-degree length is 94.5 months (7.85 years).

- Graduates took an average of 3.3 years to complete their MA degrees and 7.0 years to complete their doctoral degrees (Table 5).
- The 2022-23 graduates took the most time (8.3 years) out of all three years studied, similar to the increase in the average time-to-complete across the institute in 2022-23.



Table 6. 2023-2024 Course Evaluation Results

Survey Statement	Average Rating (Four-point scale converted to rate, where 4.0 = 100%)			
	Fall 2023	Winter 2024	Spring 2024	Summer 2024
The instructor respected the ideas and opinions of others.	97%	98%	97%	100%
The instructor was reasonably accessible either in person, by phone, or by e-mail.	91%	95%	78%	75%
The instructor is knowledgeable about the topic.	98%	98%	99%	75%
The instructor provided clear feedback on assignments or discussions.	86%	96%	85%	100%
The instructor was adequately prepared to teach the course.	98%	96%	93%	75%
The instructor was skillful at maintaining focus throughout the course.	94%	85%	92%	75%
The instructor was passionate about the course and materials.	100%	100%	97%	100%
The course encouraged reflection on cross-cultural material, multi-cultural perspectives, global issues, or community issues.	98%	95%	93%	100%
The course encouraged me to think creatively or more deeply about the topic.	96%	92%	95%	100%
Respondents	23	27	18	1
Enrollments	82	114	86	5
Response Rate	28%	24%	21%	20%

- Over all four quarters, course evaluations were high. Ratings for each statement ranged from 85 percent to 99 percent across all terms. The fall and winter quarters had higher evaluations, with scores averaging 95 percent (Table 6).
- The highest-rated statements were “The instructor was passionate about the course and materials” (99 percent) and “The instructor respected the ideas and opinions of others” (98 percent).



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.