



## 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 2024-25**

Full-time faculty FTE*	3.5	Full-time faculty count	5.0
Adjunct faculty FTE*	2.5	Adjunct faculty count	12.0
Student FTE**	63.5		
Faculty/Student Ratio	<b>1 : 10.6</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 2024-25 academic year, the faculty-to-student ratio was approximately one faculty member for every eleven students in coursework (Table 1).



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

		Matriculation Year (Academic Year)							
		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	Overall
<b>Attrition</b>	AW/AD	7	10	4	15	8	1		45
	W	14	8	3	13	11	12	6	67
	<b>Total</b>	<b>21</b>	<b>18</b>	<b>7</b>	<b>28</b>	<b>19</b>	<b>13</b>	<b>6</b>	<b>112</b>
<b>Persistence</b>	Graduated	9	4	1					14
	Still In Program	6	6	7	20	17	12	16	84
	<b>Total</b>	<b>15</b>	<b>10</b>	<b>8</b>	<b>20</b>	<b>17</b>	<b>12</b>	<b>16</b>	<b>98</b>
<b>Enrollment</b>		36	28	15	48	36	25	22	210

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

		Matriculation Year (Academic Year)							
		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	Overall
<b>Attrition</b>	AW/AD	19%	36%	27%	31%	22%	4%	0%	21%
	W	39%	29%	20%	27%	31%	48%	27%	32%
	<b>Total</b>	<b>58%</b>	<b>64%</b>	<b>47%</b>	<b>58%</b>	<b>53%</b>	<b>52%</b>	<b>27%</b>	<b>53%</b>
<b>Persistence</b>	Graduated	25%	14%	7%	0%	0%	0%	0%	7%
	Still In Program	17%	21%	47%	42%	47%	48%	73%	40%
	<b>Total</b>	<b>42%</b>	<b>36%</b>	<b>53%</b>	<b>42%</b>	<b>47%</b>	<b>48%</b>	<b>73%</b>	<b>47%</b>
<b>Enrollment</b>		100%	100%	100%	100%	100%	100%	100%	100%

- As of March 2025, seven percent of the 210 students who started the program between the academic years 2017-18 and 2023-24 graduated (Tables 2 and 3). The average time to complete a PhD in this program is 6.7 years.
- The highest persistence rate (73 percent) is observed in the 2023-24 cohort.



**Table 4. Graduation Rates by Demographic Identification**

		Graduation Year			
		2021-22	2022-23	2023-24	Total
<b>Gender</b>	Female	67%	56%	48%	<b>55%</b>
	Male	25%	15%	38%	<b>24%</b>
	Unknown	8%	29%	14%	<b>21%</b>
<b>Ethnicity</b>	American Indian or Alaska Native	0%	0%	0%	<b>0%</b>
	Asian	1%	4%	6%	<b>4%</b>
	Black or African American	1%	0%	0%	<b>0%</b>
	Hispanic	10%	8%	6%	<b>8%</b>
	Two or more	2%	0%	6%	<b>3%</b>
	Undeclared	24%	40%	31%	<b>31%</b>
	White	62%	49%	51%	<b>54%</b>
<b>Graduated</b>		100%	100%	100%	<b>100%</b>

- Among the DJA graduates in years 2021-22 through 2023-24, 55 percent identified as female, 24 percent identified as male, and 21 percent chose not to identify a gender (Table 4).
- Over half of these graduates identified their race/ethnicity as White. The second highest overall rate was selected for Hispanic (8 percent), and then for Asian (4 percent).
- Over a third of these graduates chose not to identify their race/ethnicities.

**Table 5. DJA Average Time-to-Degree Completion\* (2021 – 2023)**

Degree	Graduation Year			Overall
	2021-22	2022-23	2023-24	
DJA MA Years	2.7	2.5	2.4	2.5
DJA PhD Years	6.7	6.6	6.8	6.7
<b>Institute All Doctoral Years</b>	<b>6.6</b>	<b>6.8</b>	<b>6.4</b>	<b>6.6</b>
DJA MA Count	12	34	21	67
DJA PhD Count	13	4	13	30
<b>Institute All Doctoral Count</b>	<b>59</b>	<b>50</b>	<b>55</b>	<b>164</b>

\* DJA 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).

- Graduates in the three years examined took an average of 2.5 years to complete their MA degrees and 6.7 years to complete their doctoral degrees, which is slightly more time than most students need to complete doctoral degrees across the institute (Table 5).
- The 2022-23 graduates took the most time (6.8 years) out of all three years studied.



**Table 6. 2022-23 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.	98%	96%	95%	91%
The instructor was reasonably accessible either in person, by phone, or by e-mail.	94%	100%	96%	97%
The instructor is knowledgeable about the topic.	98%	98%	97%	97%
The instructor provided clear feedback on assignments or discussions.	95%	96%	88%	93%
The instructor was adequately prepared to teach the course.	98%	96%	95%	91%
The instructor was skillful at maintaining focus throughout the course.	95%	96%	91%	91%
The instructor was passionate about the course and materials.	99%	98%	98%	99%
The course encouraged reflection on cross-cultural material, multi-cultural perspectives, global issues, or community issues.	90%	90%	91%	90%
The course encouraged me to think creatively or more deeply about the topic.	97%	96%	90%	93%
<b>Respondents</b>	53	46	27	35
<b>Enrollments</b>	111	105	89	80
<b>Response Rate</b>	48%	44%	30%	44%

- Overall, there were very positive course evaluations for each term of the 2023-24 academic year. Evaluations for each statement ranged from 90 percent to 98 percent across all terms. The fall and winter quarters had higher evaluations, with scores averaging 96 percent.
- The statements, “The instructor is knowledgeable about the topic,” and “The instructor was passionate about the course and materials,” averaged 98 percent across all quarters.



## Glossary

<b>Term</b>	<b>Definition</b>
<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.