



Clinical Psychology Program (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.



Data Tables

Table 1. Faculty-to-Student Ratio 2025-26

Full-time Faculty FTE*	3.7	Full-time Faculty Count	6.0
Adjunct Faculty FTE*	2.4	Adjunct Faculty Count	13.0
Student FTE**	39.5		
Faculty/Student Ratio	1 : 6.5		

* 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 2025-26 academic year, the faculty-to-student ratio was approximately one faculty member for every six or seven 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	2023-24	2024-25	
Attrition	AW/AD	6	4	6	3	3	3		25
	W	13	2	4	2	5	3	3	32
	Total	19	6	10	5	8	6	3	57
Persistence	Graduated	13	7	4					24
	Still In Program	10	10	21	17	11	18	11	98
	Total	23	17	25	17	11	18	11	122
Enrollment		42	23	35	22	19	24	14	179

Table 3. Attrition and Persistence Rates by Matriculation Year

		Matriculation Year (Academic Year)							Total
		2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	
Attrition	AW/AD	32%	67%	60%	60%	38%	50%	0%	44%
	W	68%	33%	40%	40%	63%	50%	100%	56%
	Total	45%	26%	29%	23%	42%	25%	21%	32%
Persistence	Graduated	57%	41%	16%	0%	0%	0%	0%	20%
	Still In Program	43%	59%	84%	100%	100%	100%	100%	80%
	Total	55%	74%	71%	77%	58%	75%	79%	68%
Enrollment		100%	100%	100%	100%	100%	100%	100%	100%

- As of February 2026, 68 percent of the 179 students who matriculated between academic years 2018-19 and 2024-25 had either graduated or remained enrolled in the program, including 13 percent who had graduated and 55 percent who remained enrolled (Tables 2 and 3).
- Thirty-two percent had left the program without completing it.



Table 4. Graduates by Demographic Characteristic

		Graduation Year			
Demographic		2022-23	2023-24	2024-25	Total
Gender	Female	78%	75%	47%	65%
	Male	22%	25%	26%	25%
	Unknown	0%	0%	26%	10%
Ethnicity	American Indian or Alaska Native	0%	0%	0%	0%
	Asian	11%	10%	0%	6%
	Black or African American	0%	10%	0%	4%
	Hispanic	11%	15%	32%	21%
	Two or more	0%	10%	5%	6%
	Undeclared	11%	5%	26%	15%
	White	67%	50%	37%	48%
	Graduated	100%	100%	100%	100%

- Among graduates from academic years 2022-23 through 2024-25, 65 percent identified as female, 25 percent identified as male, and 10 percent did not report a gender identity (Table 4).
- Among graduates from academic years studied, 48 percent identified as White, 21 percent identified as Hispanic, 6 percent identified as Asian, another 6 percent with two or more racial or ethnic groups, and 4 percent identified as Black or African American.
- Fifteen percent chose not to identify a race or ethnicity.

Table 5. Median Time-to-Degree Completion (Years)

Degree	Graduation Year			
	2022-23	2023-24	2024-25	Overall
Clinical MA Years*	2.1	2.2	2.0	2.1
Clinical PhD Years**	5.6	5.5	6.6	5.8
Clinical PsyD Years**	5.9	7.2	8.9	7.2
Institute All Doctoral Years	6.4	6.3	7.3	6.6
Clinical MA Count	9	20	19	48
Clinical PhD Count	5	13	13	31
Clinical PsyD Count	4	7	6	17
Institute All Doctoral Count	50	55	61	166

* Clinical MA 100% time-to-degree length is published as 21 months (1.75 years), PhD 100% time-to-degree length is published as 63 months (5.25 years), and PsyD 100% time-to-degree length is published as 54 months (4.5 years).

**The National Science Foundation (NSF) median time to doctorate in psychology is 6.9 years from start of graduate school and 5.9 years from start of doctoral program.

- The median time-to-degree completion for graduates from academic years 2022-23 through 2024-25 was 2.1 years for Clinical MA graduates, 5.8 years for Clinical PhD graduates, and 7.2 years for Clinical PsyD (Table 5).



Table 6. 2024-25 Course Evaluation Results

Survey Statement	Average Rating (Four-point scale converted to rate, where 4.0 = 100%)				Overall
	Fall 2024	Winter 2025	Spring 2025	Summer 2025	
The instructor respected the ideas and opinions of others.	96%	94%	87%	96%	93%
The instructor was reasonably accessible either in person, by phone, or by e-mail.	89%	90%	85%	93%	89%
The instructor is knowledgeable about the topic.	95%	90%	91%	94%	92%
The instructor provided clear feedback on assignments or discussions.	86%	84%	73%	93%	82%
The instructor was adequately prepared to teach the course.	90%	87%	87%	95%	89%
The instructor was skillful at maintaining focus throughout the course.	85%	82%	87%	87%	85%
The instructor was passionate about the course and materials.	94%	95%	91%	96%	94%
The course encouraged reflection on cross-cultural material, multi-cultural perspectives, global issues, or community issues.	90%	88%	89%	89%	89%
The course encouraged me to think creatively or more deeply about the topic.	93%	90%	88%	90%	90%
Courses	13	15	17	7	52
Enrolled	204	227	237	121	789
Respondents	143	60	88	35	326
Response Rate	70%	26%	37%	29%	41%

- Overall ratings across survey statements ranged from 82 to 94 percent during the 2024-25 academic year (Table 6).
- The highest overall-rated survey statement was “The instructor was passionate about the course and materials” at 94 percent, followed by “The instructor respected the ideas and opinions of others” at 93 percent.



Table 7. Average CPLEE Pass Rates for Pacifica Graduate Institute and CA State (2023 – 2025)

	Year	All Exam Takers			First-time Exam Takers		
		Total Takers	Total Pass	Pass Rate	Total Takers	Total Pass	Pass Rate
PGI	2023	9	8	89%	8	4	50%
	2024	10	9	90%	6	3	50%
	2025	18	17	94%	17	15	88%
State Averages	2023	927	840	91%	837	652	78%
	2024	942	862	92%	848	687	81%
	2025	973	882	91%	888	708	80%

Table 8. Average EPPP Pass Rates for Pacifica Graduate Institute and CA State (2023 - 2025)

	All Exam Takers				First-time Exam Takers		
	Year	Total Takers	Total Pass	Pass Rate	Total Takers	Total Pass	Pass Rate
PGI	2023	33	13	39%	15	4	27%
	2024	28	7	25%	8	2	25%
	2025	30	14	47%	13	7	54%
State Averages	2023	1,217	679	56%	775	486	63%
	2024	1,282	673	52%	743	453	61%
	2025	1,371	688	50%	811	475	59%

- In 2025, 94 percent of Pacifica Graduate Institute candidates passed the CPLEE, and 88 percent of first-time test takers passed the examination. These pass rates surpassed 2025 state averages (Table 7).
- In 2025, 47 percent of Pacifica Graduate Institute candidates passed the EPPP, and 54 percent of first-time test takers passed the examination (Table 8).



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 who withdrew, were administratively withdrawn, or were 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.