



Jungian & Archetypal Studies (M.A./Ph.D.) Online 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.

Data Tables

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

Full-Time Faculty FTE*	1.3	Full-Time Faculty Count	4.0
Adjunct Faculty FTE*	0.7	Adjunct Faculty Count	4.0
Student FTE**	26.5		
Faculty/Student Ratio	1 : 13.3		

* 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 13 or 14 students in coursework (Table 1).



Program Note: The Jungian and Archetypal Studies Online program began instruction in Winter 2025. Because the program is newly established, persistence and attrition results reflect a limited number of students. Graduation outcomes will be reported as students complete the program.

Table 2. Attrition and Persistence Counts by Matriculation Year

		Matriculation Year (Academic Year)			Overall
		2020-21	2023-24	2024-25	
Attrition	AW/AD			1	1
	W			2	2
	Total			3	3
Persistence	Graduated				
	Still In Program	1	2	14	17
	Total	1	2	14	17
Enrollment		1	2	17	20
*Counts in 2020 and 2023 cohorts indicate transfer students who matriculated from other programs and therefore do not represent full entering cohorts.					

Table 3. Attrition and Persistence Rates by Matriculation Year

		Matriculation Year (Academic Year)			Overall
		2020-21	2023-24	2024-25	
Attrition	AW/AD			33%	33%
	W			67%	67%
	Total			18%	15%
Persistence	Graduated			0%	0%
	Still In Program	100%	100%	100%	100%
	Total	100%	100%	82%	85%
Enrollment		100%	100%	100%	100%
*Counts in 2020 and 2023 cohorts indicate transfer students who matriculated from other programs and therefore do not represent full entering cohorts.					

- As of February 2026, 85 percent of the 20 students who matriculated into the program remained enrolled in the program. Fifteen percent left the program without completing it (Tables 2 and 3).
- Across all cohorts, persistence rates ranged from 82 percent to 100 percent as of February 2026.



Table 4. 2024-25 Course Evaluation Results

Survey Statement	Average Rating (Four-point scale converted to rate, where 4.0 = 100%)				
	Fall 2024	Winter 2025	Spring 2025	Summer 2025	Terms Overall
The instructor respected the ideas and opinions of others.			99%	100%	99%
The instructor was reasonably accessible either in person, by phone, or by e-mail.			97%	100%	98%
The instructor is knowledgeable about the topic.			97%	100%	98%
The instructor provided clear feedback on assignments or discussions.			98%	88%	95%
The instructor was adequately prepared to teach the course.			97%	88%	94%
The instructor was skillful at maintaining focus throughout the course.			97%	100%	98%
The instructor was passionate about the course and materials.			97%	100%	98%
The course encouraged reflection on cross-cultural material, multi-cultural perspectives, global issues, or community issues.			98%	75%	91%
The course encouraged me to think creatively or more deeply about the topic.			100%	75%	92%
Courses			2	1	3
Enrollments			27	12	39
Respondents			15	2	17
Response Rate			56%	17%	44%

- Across the 2024-25 academic year, average course evaluation ratings ranged from 91 percent to 99 percent of the maximum rating across survey items (Table 4).
- The highest-rated survey item across all terms was “The instructor respected the ideas and opinions of others.” Other highly rated items included “The instructor was reasonably accessible either in person, by phone, or by e-mail,” “The instructor is knowledgeable about the topic,” “The instructor was skillful at maintaining focus throughout the course,” and “The instructor was passionate about the course and materials.”



Glossary

Term	Definition
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.
Academic Disqualification (AD)	Academic disqualification refers to a student being disqualified for academic reasons.
Attrition	This is a category that includes students who withdrew, were administratively withdrawn, or were academically disqualified.
Persistence	This is a category that combines students who graduated and those who are still enrolled in the program.
Still In Program	This is a category that 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.