



Integrative Therapy & Healing Practices Program (Ph.D.) Fact Sheet

Program Learning Outcomes

Theories and Traditions of Depth Psychology

1. Critically examine the historical, cultural, and philosophical traditions that inspired the origins and evolution of depth psychology.
2. Demonstrate multi-cultural sensitivity and competence in one's applied practice and scholarly work.
3. Develop the capacity to work symbolically with images, dreams, symptoms, complexes, and synchronicity.

Applied Practices Informed by the Humanities, Arts, and Sciences

4. Evaluate the relationship of depth psychology to realms of human discourse and culture including the integration of mythology, sacred traditions, and the humanities.
5. Critically assess current approaches to integrative therapy and healing practices as they inform one's own work.
6. Demonstrate the ability to evaluate and present practice material from a depth psychological perspective.
7. Demonstrate how oneself has been integrated into one's practice.

Research

8. Critically compare various approaches to psychological research and their ontological, epistemological, and methodological implications.
9. Demonstrate awareness of the unique ethical challenges of depth psychological inquiry.
10. Develop the capacity to design, conduct, and present original scholarly research.

Data Tables

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

Full-Time Faculty FTE*	2.8	Full-Time Faculty Count	7.0
Adjunct Faculty FTE*	2.4	Adjunct Faculty Count	7.0
Student FTE**	46.5		
Faculty/Student Ratio	1 : 8.9		

* 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 eight or nine students in coursework (Table 1).



Table 2. Attrition and Persistence Counts by Matriculation Year

		Matriculation Year (Academic Year)							Overall
		2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	
Attrition	AW/AD	6	6	4	1	7	2	1	27
	W	2	3	3	5	5	2	1	21
	Overall	8	9	7	6	12	4	2	48
Persistence	Graduated	7	9	4					20
	Still In Program	4	15	11	16	13	13	24	96
	Overall	11	24	15	16	13	13	24	116
Enrollment		19	33	22	22	25	17	26	164

Table 3. Attrition and Persistence Rates by Matriculation Year

		Matriculation Year (Academic Year)							Overall
		2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	
Attrition	AW/AD	75%	67%	57%	17%	58%	50%	50%	56%
	W	25%	33%	43%	83%	42%	50%	50%	44%
	Overall	42%	27%	32%	27%	48%	24%	8%	29%
Persistence	Graduated	64%	38%	27%	0%	0%	0%	0%	17%
	Still In Program	36%	63%	73%	100%	100%	100%	100%	83%
	Overall	58%	73%	68%	73%	52%	76%	92%	71%
Enrollment		100%	100%	100%	100%	100%	100%	100%	100%

- As of February 2026, 71 percent of the 164 students who matriculated between academic years 2018-19 and 2024-25 had either graduated or remained enrolled in the program, including 12 percent who had graduated and 59 percent who remained enrolled. Twenty-nine percent had left the program without completing it (Tables 2 and 3).
- Across all cohorts, persistence rates ranged from 52 percent to 92 percent as of February 2026 (Table 3).



Table 4. Graduates by Demographic Characteristic

Demographic Characteristic		Graduation Year			Total
		2022-23	2023-24	2024-25	
Gender	Female	75%	90%	46%	69%
	Male	8%	10%	38%	20%
	Unknown	17%	0%	15%	11%
Ethnicity	American Indian or Alaska Native	0%	0%	0%	0%
	Asian	0%	10%	8%	6%
	Black or African American	0%	10%	0%	3%
	Native Hawaiian or Other Pacific Islander	0%	0%	0%	0%
	Hispanic	25%	30%	23%	26%
	Two or more	0%	10%	0%	3%
	Undeclared	17%	0%	31%	17%
	White	58%	40%	38%	46%
Graduated		100%	100%	100%	100%

- Among graduates from academic years 2022-23 through 2024-25, 69 percent identified as female, 20 percent identified as male, and 11 percent did not report a gender identity (Table 4).
- Among graduates from academic years 2022-23 through 2024-25, 46 percent identified as White, 26 percent identified as Hispanic, 6 percent identified as Asian, 3 percent identified as Black or African American, 3 percent identified with two or more racial or ethnic groups, and 17 percent did not report an ethnicity.

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

Degree	Graduation Year			Overall
	2022-23	2023-24	2024-25	
DPH PhD Years*	6.0	5.4	6.3	6.1
Institute All Doctoral Years	6.4	6.3	7.3	6.6
DPH PhD Count	12	10	13	35
Institute All Doctoral Count	50	55	61	166

* DPH PhD 100% time-to-degree length is published as 57 months (4.75 years).

- The median time-to-degree completion for doctoral graduates from academic years 2022-23 through 2024-25 was 6.1 years, consistent with the median time-to-degree completion across all Pacifica doctoral programs (Table 5).



Table 6. 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.	98%	96%	98%		97%
The instructor was reasonably accessible either in person, by phone, or by e-mail.	94%	93%	95%		94%
The instructor is knowledgeable about the topic.	99%	96%	98%		98%
The instructor provided clear feedback on assignments or discussions.	91%	93%	92%		92%
The instructor was adequately prepared to teach the course.	96%	90%	96%		94%
The instructor was skillful at maintaining focus throughout the course.	93%	93%	92%		92%
The instructor was passionate about the course and materials.	100%	97%	97%		98%
The course encouraged reflection on cross-cultural material, multi-cultural perspectives, global issues, or community issues.	92%	92%	92%		92%
The course encouraged me to think creatively or more deeply about the topic.	95%	92%	94%		94%
Courses	8	12	10		30
Enrollments	138	191	182		511
Respondents	47	71	42		160
Response Rate	34%	37%	23%		31%

- Across the 2024-25 academic year, average course evaluation ratings ranged from 92 percent to 98 percent of the maximum rating across survey items (Table 6).
- The highest-rated survey items across all terms were “The instructor is knowledgeable about the topic” and “The instructor was passionate about the course and materials.” Other highly rated items included “The instructor respected the ideas and opinions of others,” “The instructor was reasonably accessible either in person, by phone, or by e-mail,” and “The course encouraged me to think creatively or more deeply about the topic.”



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.
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 taking a leave of absence are considered still in the program.
Withdrawal (W)	This status indicates a student's voluntary withdrawal.