



Psychology, Religion, & Consciousness (M.A./Ph.D.) Fact Sheet

Program Learning Outcomes (PLOs)

PLO 1 Demonstrate ability to articulate and apply key concepts and approaches derived from relevant perspectives in psychology, religion, and consciousness studies.

PLO 2 Critically analyze theoretical approaches in the study of psychology, religion, and consciousness.

PLO 3 Conduct research that makes an original scholarly contribution.

PLO 4 Demonstrate introspective capacities and a depth psychological or religious sensibility in the exploration and understanding of both personal and collective experience.

PLO 5 Evaluate the study of psychology, religion, and consciousness 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 theories and perspectives in the psychology of religion and consciousness studies.

PLO 7 Analyze the significance and practice of psychology, religion, and consciousness studies 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*	0.7	Full-Time Faculty Count	2.0
Adjunct Faculty FTE*	1.3	Adjunct Faculty Count	4.0
Student FTE**	26.0		
Faculty/Student Ratio	1 : 13.0		

* 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 students in coursework (Table 1).



Program Note: The Psychology, Religion, & Consciousness program began instruction in academic year 2025-25. 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
		2023-24	2024-25	2025-26	
Attrition	AW/AD		1	0	1
	W		6	8	14
	Total		7	8	15
Persistence	Graduated		0	0	0
	Still In Program		21	15	36
	Total		21	15	36
Enrollment			28	23	51

Table 3. Attrition and Persistence Rates by Matriculation Year

		Matriculation Year (Academic Year)			Overall
		2023-24	2024-25	2025-26	
Attrition	AW/AD		14%	0%	7%
	W		86%	100%	93%
	Total		25%	35%	29%
Persistence	Graduated		0%	0%	0%
	Still In Program		100%	100%	100%
	Total		75%	65%	71%
Enrollment			100%	100%	100%

- As of October 2026, 71 percent of the 51 students who matriculated into the program in academic years 2024-25 and 2025-26 remained enrolled in the program. Twenty-nine percent left the program without completing it (Tables 2 and 3).
- Across all cohorts, persistence rates ranged from 65 percent to 75 percent as of October 2026.



Table 4. 2025-26 Course Evaluation Results

Survey Statement	Average Rating (Four-point scale converted to rate, where 4.0 = 100%)			
	Fall 2025	Winter 2026	Spring 2026	Terms Overall
The instructor respected the ideas and opinions of others.	94%	84%	100%	91%
The instructor was reasonably accessible either in person, by phone, or by e-mail.	85%	82%	89%	84%
The instructor is knowledgeable about the topic.	90%	82%	89%	87%
The instructor provided clear feedback on assignments or discussions.	75%	74%	79%	75%
The instructor was adequately prepared to teach the course.	87%	82%	88%	85%
The instructor was skillful at maintaining focus throughout the course.	85%	74%	79%	80%
The instructor was passionate about the course and materials.	98%	89%	100%	94%
The course encouraged reflection on cross-cultural material, multi-cultural perspectives, global issues, or community issues.	83%	80%	83%	82%
The course encouraged me to think creatively or more deeply about the topic.	92%	82%	92%	89%
Courses	2	2	2	6
Enrollments	52	48	40	140
Respondents	26	23	7	56
Response Rate	50%	48%	18%	40%

- Across the 2025-26 academic year, average course evaluation ratings ranged from 75 percent to 94 percent of the maximum rating across survey items (Table 4).
- The highest-rated survey item across all terms was, “The instructor was passionate about the course and materials” (94 percent). Other highly rated items included, “The instructor respected the ideas and opinions of others” (91 percent), “The course encouraged me to think creatively or more deeply about the topic” (89 percent), and “The instructor is knowledgeable about the topic” (87 percent).



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