

College of Education and Allied Studies
Department of Educational Psychology
M.S. in Counseling Marriage and Family Therapy (MFT) option
Committee on Academic Planning and Review (CAPR) Annual Report
March 2010

1.0 Program Status:

Over the last year the MFT program has faced multiple curriculum challenges for 2009-2010 and beyond as it has responded to decreased resources imposed on the university and all programs as a result of the California budget crisis. The results have included a combination of cancelled classes, combined classes, and classes postponed until next year. Each of our three MFT program cohorts including new admissions to the Concord campus (n=22) and Hayward campus (N=23) for Fall 2009 and our second year program at the Hayward campus (n=24) has been impacted. One highly anticipated class (Psychopharmacology) was cancelled for the Hayward second year students. One class for both the Hayward campus and Concord campus first year students was postponed. Finally, one class for the Hayward first year students will be combined with another program so that the enrollment doubled and became a "mega class" for Spring 2010. In addition, classes were impacted by an imposed furlough reduction in time for all faculty and staff.

These changes represented the tip of the iceberg and more substantive changes are planned for 2010-2011 to respond to budget constraints. For example, the program will not maintain a M.S. Thesis requirement for a culminating experience thus eliminating multiple sections. In addition, the program will create several mega classes for combined students in different cohorts where graduate enrollment in core classes will approach 50 or 100% size increase. In addition to curricular changes, changes in the department structure of support will mean faculty will assume more routine functions of program management usually addressed by support staff.

These changes have impacted faculty morale and vision of quality graduate education, upset students so that weekly complaints and concerns about the quality of their education have been voiced, and resulted in an environment of uncertainty about the future of programs and services filled with new stressors almost weekly as additional changes and cuts are announced.

Regardless of the hostile environment to quality education, the MFT program faculty remained steadfast and achieved progress on the three program goals presented in the last CAPR annual report. The first goal was to maintain stable admissions and a program size of 72 students (24 within each program). To date we have retained 68 students or 94.4 percent. Missing targets was primarily due to planned adjustments and resignations from students who faced financial difficulties in continuing in school. The second goal was to ensure the program curriculum meets state standards set forth by the State of California Board of Behavioral Sciences regarding graduate training and preparation of students for state licensing. Our goal was to ensure the curriculum contained all MFT state licensing required classes. Unfortunately, for 2009-2010 we were forced to cancel one required class that had great impact on our second year students. A third goal involved stabilization of faculty. One faculty member was on research leave for 2009-2011 and that meant addition advising load for existing faculty. However, we were highly successful in utilizing part time faculty that have had positive impact on our students and maintaining program quality. In summary MFT faculty feel the program is on task and target in fulfilling its mission to prepare counselors to respond to mental health needs for Californians.

2.0 Summary of Assessment Results:

Key Assessment processes and procedures: MFT students Knowledge, Skills, and Dispositions

The Marriage Family Therapy Program has implemented of a Professional Dispositions and Clinical Aptitudes rubric. The rubric is an important tool that assists MFT faculty in assessing and monitoring student progress in the program. The rubric allows for a quantitative method of measuring each student's performance in specific areas. These professional dispositions and clinical aptitudes are widely accepted as important in the field of counseling. The rubric allows faculty to screen out students who might master the academic knowledge and technical skills of counseling but are performing poorly in clinical application of learning so that it impacts their ability to perform in the counseling profession. The tool provides a concrete guide for students' growth and development as they progress through the program. Based on responding to needs for more comprehensive student assessment and evaluation, the rubric assessment has become a critical addition to evaluate less concrete aptitudes and dispositions that are also important to be an effective counselor.

The self- assessment element of the process is also extremely helpful in guiding the students' progress. Each student becomes more aware of her/his progress and can create and monitor an individual plan for self-improvement. During the year each MFT student met with their faculty advisor each quarter to assess student growth and development as measured within the rubric. The advisor reviews the rubric and provides additional feedback and input from various faculty, instructors and fieldwork supervisors regarding student development of clinical aptitudes and professional dispositions. Faculty believe a major outcome of use of the assessment instrument will be more detailed performance feedback for each individual student. No rubric modifications plans were initiated in the system for 2009-2010.

Reflection on assessment -- student course evaluations and assessing program effectiveness

Faculty continue to monitor all classes and respond to student feedback from formal student course evaluations, use of mid-quarter class evaluations to make within quarter adjustments, and formal and informal contact with students regarding course content and structure. Faculty review student comments and suggestions and discuss innovative ways to modify teaching techniques and classroom delivery style. Review with students has become more important to monitor performance by additional part time faculty.

In terms of program effectiveness, the MFT faculty has increased contact with student clinical placement field site supervisors to better monitor student performance. Contact with site supervisors has assisted faculty in making a stronger connection of the theory learned in the classroom with clinical practice involved in working with individual clients and within mental health agencies. In addition to contact with site supervisors, faculty continue to invite graduates to come to classes and discuss the translation of graduate school learning to serving clients and working within agencies.

Program effectiveness is under review as faculty examine existing curriculum to respond to new state standards for graduate education that are being created by the Board of Behavioral Sciences for 2011-12. Faculty have collaborated with faculty from other institutions and attended trainings to discuss ways to modify program curriculum to respond to changing state licensing standards. In addition faculty will abandon the department thesis as a culminating experience and introduce other methods better aligned to clinical practice during the 2010-2011 academic year. Faculty anticipate the next review for CAPR will include more information about pending state legislation and curriculum modification, as well as updates on the program movement for professional accreditation. A five year CAPR is planned for 2010-2011.

California State University, East Bay
APR Summary Data
Fall 2004 - 2009

Educational Psychology					
Item	Fall Quarter				
	2004	2005	2006	2007	2008
A. Students					
1 Undergraduate	0	0	0	0	0
2 Graduate	151	171	184	167	156
3 Total Number of Majors	151	171	184	167	156
4 FTES Generated	187.1	194.9	219.4	204.9	216.7
College Years					
B. Degrees Awarded					
	03-04	04-05	05-06	06-07	07-08
1 Undergraduate	0	0	0	0	0
2 Graduate	62	74	52	63	59
3 Total	62	74	52	63	59
Fall Quarter					
	2004	2005	2006	2007	2008
C. Faculty					
Tenured/Track Headcount					
1 Full-Time	9	9	12	12	12
2 Part-Time	6	5	3	2	0
3 Total Tenure Track	15	14	15	14	12
Lecturer Headcount					
4 Full-Time	0	0	0	0	0
5 Part-Time	8	16	17	14	17
6 Total Non-Tenure Track	8	16	17	14	17
7 Grand Total All Faculty	23	30	32	28	29
Instructional FTE Faculty					
8 Tenured/Track	12.8	12.3	14.0	12.5	12.7
9 Lecturer	2.5	4.6	4.7	5.2	4.1
10 Total Instructional FTEF	15.3	16.8	18.6	17.7	16.8
Lecturer Teaching					
11 % Lecturer/Total Instructional FTEF	16.5%	27.1%	25.0%	29.4%	24.6%
12 FTES Taught by Lecturer	30.9	55.1	61.1	49.3	57.2
13 % FTES Lecture/FTES Generated	16.5%	28.3%	27.9%	24.0%	26.4%
D. Student Faculty Ratios					
1 Tenured/Track	12.2	11.4	11.3	12.5	12.6
2 Lecturer	12.2	12.1	13.1	9.5	13.8
3 SFR By Level (All Faculty)	12.2	11.6	11.8	11.6	12.9
4 Lower Division	0.0	0.0	0.0	0.0	0.0
5 Upper Division	0.0	0.0	0.0	0.0	0.0
6 Graduate	12.2	11.6	11.8	11.6	12.9
7 Number of Sections Offered	59	64	72	74	74
8 Average Section Size	15	17	17	15	15

Source and definitions available at: http://www.cse.edu/academic/assessment/summary_data.html

Headcount Enrollment					
	Fall Quarter				
	2004	2005	2006	2007	2008
Counseling					
1 Undergraduate	0	0	0	0	0
2 Graduate	111	120	115	114	114
3 Total Number of Majors	111	120	115	114	114
Special Education					
1 Undergraduate	0	0	0	0	0
2 Graduate	40	51	69	53	42
3 Total Number of Majors	40	51	69	53	42
College Years					
Degrees Awarded					
	03-04	04-05	05-06	06-07	07-08
Counseling					
1 Undergraduate	0	0	0	0	0
2 Graduate	54	61	47	53	54
3 Total Number of Majors	54	61	47	53	54
Special Education					
1 Undergraduate	0	0	0	0	0
2 Graduate	8	13	5	10	5
3 Total Number of Majors	8	13	5	10	5