



College	College of Education and Allied Studies
Department	Educational Psychology
Program Unit	Marriage and Family Therapy
Reporting for Academic Year	2013-2014
Department Chair	Dr. Jack Davis
Date Submitted	7/14/2014

**COMMITTEE ON ACADEMIC PLANNING AND REVIEW
ANNUAL PROGRAM REPORT**

1. SELF-STUDY

A. Five-year Review Planning Goals

The Marriage and Family Therapy (MFT) program follows a two-year cycle of program planning in accordance with the Board of Behavioral Sciences (BBS), our state licensing body for Marriage and Family Therapists. MFT program standards align with BBS program rules and regulations regarding curriculum requirements, which include adherence to classroom and clinical field-placement learning objectives.

We presented three goals in our last CAPR report:

1. Stabilize Student Admissions.
2. Re-evaluate curriculum standards.
3. Stabilize Faculty to maintain program quality.

B. Five-year Review Planning Goals Progress

The MFT program faculty remained steadfast and achieved progress on the three program goals presented in the last CAPR annual report:

1. The first goal was to maintain stable admissions (admitting 24 students within each program yearly). To date we have retained all students who have entered our cohorts. This year we have N=39 for first and second year cohorts combined. We no longer have a Concord cohort which was eliminated during the budget cuts. The 5-year average of the number of degrees awarded annually is 31.

2. The second goal was to ensure the program curriculum continues to meet state standards set forth by the State of California Board of Behavioral Sciences regarding graduate training and preparation of students for state licensing. We had to add two new courses to meet the new changes in the requirements, Community Mental Health Counseling and Career Counseling. Our goal was to ensure the curriculum contained all Marriage and Family Therapy state licensing required classes. We met this goal and while doing so also became eligible to offer the new a Licensed Professional Clinical Counselor (LPCC) license also offered by the BBS.

3. A third goal involved stabilization of faculty. We lost one tenure track faculty position when she went on research leave for 2009-2011 and never returned. We lost another half time position when another member of our faculty entered the Faculty Early Retirement Program (FERP). We are currently running the MFT program with two full-time tenured faculty members. However, we remain a successful program by utilizing highly qualified part-time faculty who continue to have a positive impact on our students. The faculty member in the FERP program finishes his commitment this coming fall and we hope to be able to search for another faculty position next year.

C. Program Changes and Needs

Since we had one departing faculty member and the faculty member in the FERP program will retire this coming fall, we believe it will be essential to search for a new position to maintain the quality training of our MFT and LPCC students.

The MFT program is seeking to advance our program to keep up with national accreditation standards through the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). The BBS aligns with these standards and we would be the first public university in the Bay area to offer this prestigious status. We will conduct an intensive self-study in order to see what changes may need to be implemented to achieve this goal. Program accreditation defines a program as having met nationally established standards for training in the field. Students benefit particularly with greater ease in gaining access to licensure across state lines and by recognition of the quality of the program. The program benefits from being defined as having met nationally recognized standards and qualifying for access to greater visibility and resources.

The MFT program will require release time for the program coordinator and one faculty member to write an extensive review of the self-study.

2. SUMMARY OF ASSESSMENT

A. Program Student Learning Outcomes

Over the last two years, the MFT program has designed and implemented multiple curriculum changes as we responded to changes in educational training requirements set forth by the BBS. We modeled COAMFTE accreditation standards (seeking accreditation) along with BBS standards for educational and clinical requirements in evaluating student learning outcomes.

Student Learning Outcomes:

ILO	PLO
Thinking and Reasoning	Critical Thinking
Communication	Communication
Diversity	Understanding Diversity
Collaboration	Collaboration
Sustainability	Ethical Practice
Specialized Discipline	Active Engagement in Learning

B. Program Student Learning Outcome(s) Assessed

Student Learning Outcomes include:

Critical Thinking
Communication
Understanding Diversity
Collaboration
Ethical Practice
Active Engagement n Learning

C. Summary of Assessment Process

We focus on assessment for learning throughout the program by integrating resilience, resourcefulness, reflectiveness, and reciprocity into what our students do in class, and at their clinical fieldwork placement sites. As evidenced in the following example, we assess resilience by having students review their own program dispositions and clinical aptitudes regularly. We assess resourcefulness by observing how our students get below the surface and capitalize on resources in themselves, their cohort, and in their community. We assess reflectiveness by having students develop a capstone project designed for them to demonstrate their competence professionally and clinically. Reciprocity is assessed by training our students in counseling communication skills throughout the program.

Assessment process:

1. Fieldwork (SLO: Critical Thinking, Communication, Diversity, Collaboration, Ethical Practice, and Active Engagement in Learning): Clinical cases are reviewed on an ongoing weekly basis during fieldwork to help students improve their clinical aptitudes and abilities in working with diverse populations.
2. Clinical Dispositions (SLO: Critical Thinking, Communication, Diversity, Collaboration, and Ethical Practice): Students complete quarterly Clinical Disposition Rubrics in order to reflect on their progress.
3. Evaluations (SLO: Communication, Diversity, Collaboration, and Ethical Practice): Clinical Supervisors also rate students in quarterly fieldwork evaluations based on student's clinical skills and abilities, professionalism, legal and ethical standards, and clinical systemic relational work with clients.
4. Advisement (SLO: Critical Thinking, Communication, Diversity, Collaboration, Ethical Practice, and Active Engagement in Learning): Students also meet quarterly with an assigned program advisor to monitor student learning and progress. They look for grades, growth and active engagement in the learning process, cultural humility, challenges, legal and ethical practice, integrating theory and practice, the use of evidenced-based treatments for mental illness, working collaboratively with clients and other mental health professionals and systems of care, course reviews, rubric reviews, current learning, suggestions for program or course improvement, interactions with cohort members, and personal and professional areas of strength.
5. Capstone Project (SLO: Critical Thinking, Communication, Diversity, Collaboration, Ethical Practice, and Active Engagement in Learning): Students complete a Culminating Capstone Project during their second year, highlighting their work over the two years in the program.

D. Summary of Assessment Results

Program curriculum is based upon a comprehensive and substantive understanding and foundation of human development, family dynamics, systemic thinking, interactional theories, traditional and contemporary marriage and family therapy theories, research, legal and ethical principles, professional practice, clinical skills, and the cultural context in which they are embedded.

Fieldwork: The program provides a rich and varied clinical training experience with excellent supervision. Students gain clinical experience within the program's clinical training guidelines at an approved community mental health based agency, clinic, hospital, school or other mental health based agency. All supervisors are either Approved Supervisor designates or equivalent. All sites must provide opportunities to work with a culturally diverse population of families, couples, and individuals and children, and provide supervision by Approved Supervisors, and be able to provide supervision via audiotape, videotape, or live supervision. Students must complete a minimum of 225 direct client contact hours. Students must additionally have a minimum of one unit of supervision for every five client hours and obtain approximately 45 -50 hours of supervision accordingly. All students get placed and all complete their required hours.

The MFT faculty 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 members continue to invite graduates to come to classes and discuss the translation of graduate school learning to serving clients and working within agencies.

Clinical Dispositions: The Marriage Family Therapy Program has implemented 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.

Evaluations and Advisement: 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. We 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 2013-2014.

Capstone: The Capstone Project is the culminating experience for students in their second year of the MFT program. It includes three sections: 1. Professional Development, 2. Literature Review and Clinical Training Workshop, and 3. Clinical Case Analysis Paper. This is a project highlighting what they have learned throughout their program and shows an active engagement in their learning process, integrating critical thought with their growth as a therapist, theoretical knowledge gained, collaboration, clinical skills, ethical standards and a respect for diversity.

Additional Comments: 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.

Faculty have collaborated with faculty from other institutions and attended trainings to discuss ways to modify program curriculum to respond to continual changing in state licensing standards. The MFT program is currently in the first year of new program requirements and we will be monitoring new courses and licensing requirements in fieldwork closely. In addition faculty replaced the Thesis with culminating project and may introduce other methods better aligned to clinical practice during the 2013-2014 academic year. Faculty anticipate the next review for CAPR will include more information about state legislation and curriculum modification, as well as updates on the program movement for professional accreditation.

The program's commitment to social justice and diversity has produced a dynamic and multicultural infused curriculum. In addition to specialized courses with multicultural content in MFT, faculty works to incorporate cultural considerations into all coursework. Learning processes are highly interactive, including emphases on both personal growth and professional knowledge and skills. The program has a long tradition of serving the community through its clinical traineeship placements serving agencies throughout the Bay area serving diverse client populations. Graduates of the MFT program at have been highly successful in securing employment in community agencies, private practices, hospitals, and school-affiliated programs.

Graduates are regarded very highly by local employers and are recognized for the strength of their clinical training and cultural competency.

3. STATISTICAL DATA

APR Summary Data, Demographics of Majors, Degrees conferred by the program, Student Faculty Ratio, and Course History

Student Demographics for Graduate Candidates in Marriage and Family Therapy

Program# of Graduates 2013 = 19

of Graduates 2014 = 23

Number of Majors	Option	2013-2014
Major	Marriage and Family Therapy	42
Counseling MS		

Number of Degrees Awarded	Option	2013-2014
Major	Marriage and Family Therapy	42
Counseling MS		

California State University, East Bay
 APR Summary Data
 Fall 2009 -2013

COUNSELING	Fall Quarter				
	2009	2010	2011	2012	2013
Headcount Enrollment					
<i>Counseling</i>					
1. Undergraduate	0	0	0	0	0
2. Postbaccalaureate	0	0	0	0	0
3. Graduate	130	133	104	107	105
4. Total Number of Majors	130	133	104	107	105
	College Years				
Degrees Awarded	08-09	09-10	10-11	11-12	12-13
<i>Counseling</i>					
1. Undergraduate	0	0	0	0	0
2. Graduate	63	47	70	51	40
3. Total Number of Majors	63	47	70	51	40

California State University, East Bay
APR Summary Data
Fall 2009 -2013

Educational Psychology					
Item	Fall Quarter				
	2009	2010	2011	2012	2013
A. Students Headcount					
1. Undergraduate	0	0	0	0	0
2. Postbaccalaureate	0	0	0	0	0
3. Graduate	168	191	159	145	140
4. Total Number of Majors	168	191	159	145	140
College Years					
B. Degrees Awarded					
	08-09	09-10	10-11	11-12	12-13
1. Undergraduate	0	0	0	0	0
2. Graduate	72	64	81	67	51
3. Total	72	64	81	67	51
Fall Quarter					
	2009	2010	2011	2012	2013
C. Faculty					
Tenured/Track Headcount					
1. Full-Time	12	11	11	10	10
2. Part-Time	0	1	0	1	0
3a. Total Tenure Track	12	12	11	11	10
3b. % Tenure Track	41.4%	50.0%	42.3%	42.3%	35.7%
Lecturer Headcount					
4. Full-Time	0	0	0	0	0
5. Part-Time	17	12	15	15	18
6a. Total Non-Tenure Track	17	12	15	15	18
6b. % Non-Tenure Track	58.6%	50.0%	57.7%	57.7%	64.3%
7. Grand Total All Faculty	29	24	26	26	28
Instructional FTE Faculty (FTEF)					
8. Tenured/Track FTEF	9.2	10.2	10.6	9.9	9.2
9. Lecturer FTEF	5.5	3.8	5.7	3.2	4.1
10. Total Instructional FTEF	14.7	14.0	16.3	13.2	13.3
Lecturer Teaching					
11a. FTES Taught by Tenure/Track	128.3	226.0	204.9	180.1	140.2
11b. % of FTES Taught by Tenure/Track	60.4%	80.7%	76.1%	71.7%	62.4%
12a. FTES Taught by Lecturer	83.9	54.2	64.3	71.0	84.3
12b. % of FTES Taught by Lecturer	39.6%	19.3%	23.9%	28.3%	37.6%
13. Total FTES taught	212.2	280.2	269.2	251.1	224.5
14. Total SCU taught	3183.0	4203.0	4038.0	3767.0	3368.0
D. Student Faculty Ratios					
1. Tenured/Track	13.9	22.1	19.3	18.2	15.2
2. Lecturer	15.4	14.2	11.3	21.9	20.6
3. SFR By Level (All Faculty)	14.5	20.0	16.6	19.1	16.9
4. Lower Division	0.0	0.0	39.0	32.0	29.1
5. Upper Division	0.0	0.0	0.0	0.0	0.0
6. Graduate	14.5	20.0	16.2	18.7	16.5
E. Section Size					
1. Number of Sections Offered	70.0	93.0	81.0	68.0	68.0
2. Average Section Size	16.0	23.2	17.5	21.2	21.3
3. Average Section Size for LD	0.0	0.0	39.0	28.0	28.0
4. Average Section Size for UD	0.0	0.0	0.0	0.0	0.0
5. Average Section Size for GD	16.0	23.2	17.2	20.9	21.0
6. LD Section taught by Tenured/Track	0	0	0	0	0
7. UD Section taught by Tenured/Track	0	0	0	0	0
8. GD Section taught by Tenured/Track	41	58	51	49	46
9. LD Section taught by Lecturer	0	0	1	2	2
10. UD Section taught by Lecturer	0	0	0	0	0
11. GD Section taught by Lecturer	29	35	29	17	20

Counseling		CY08-09				CY09-10				CY10-11				CY11-12				CY12-13			
		Degree Level			Total	Degree Level			Total	Degree Level			Total	Degree Level			Total	Degree Level			Total
		Bccalaureate	Master	Ed Doctor		Bccalaureate	Master	Ed Doctor		Bccalaureate	Master	Ed Doctor		Bccalaureate	Master	Ed Doctor		Bccalaureate	Master	Ed Doctor	
Female	Black, non-Hispanic		2		2		5		5		7		7		2		2				
	American Indian or Alaska Native		1		1																
	Asian		7		7		5		5		7		7		9		9		3		3
	Pacific Islander		1		1																
	Hispanic		10		10		4		4		5		5		9		9		5		5
	White		25		25		15		15		31		31		20		20		23		23
	Multiple ethnicity										2		2		2		2		2		2
	Race/ethnicity unknown		5		5		11		11		3		3		2		2		1		1
	Nonresident aliens										1		1								
Male	Black, non-Hispanic						2		2						3		3				
	American Indian or Alaska Native																				
	Asian						3		3		2		2		2		2		1		1
	Pacific Islander																				
	Hispanic		2		2		1		1		3		3		1		1				
	White		6		6		1		1		8		8		1		1		4		4
	Multiple ethnicity																		1		1
	Race/ethnicity unknown		4		4						1		1								
	Nonresident aliens																				
Total	Black, non-Hispanic		2		2		7		7		7		7		5		5				
	American Indian or Alaska Native		1		1																
	Asian		7		7		8		8		9		9		11		11		4		4
	Pacific Islander		1		1																
	Hispanic		12		12		5		5		8		8		10		10		5		5
	White		31		31		16		16		39		39		21		21		27		27
	Multiple ethnicity										2		2		2		2		3		3
	Race/ethnicity unknown		9		9		11		11		4		4		2		2		1		1
	Nonresident aliens										1		1								

Psychology		CY08-09				CY09-10				CY10-11				CY11-12				CY12-13			
		Degree Level			Total	Degree Level			Total	Degree Level			Total	Degree Level			Total	Degree Level			Total
		Bccalaureate	Master	Ed Doctor		Bccalaureate	Master	Ed Doctor		Bccalaureate	Master	Ed Doctor		Bccalaureate	Master	Ed Doctor		Bccalaureate	Master	Ed Doctor	
Female	Black, non-Hispanic	10			10	15			15	12			12	11			11	12			12
	American Indian or Alaska Native	1			1	1			1									1			1
	Asian	13			13	10			10	17			17	16			16	26			26
	Pacific Islander					1			1				1			1		3			3
	Hispanic	18			18	16			16	19			19	33			33	24			24
	White	46			46	34			34	29			29	33			33	44			44
	Multiple ethnicity					2			2	4			4	5			5	12			12
	Race/ethnicity unknown	24			24	18			18	13			13	11			11	11			11
	Nonresident aliens					1			1	5			5	2			2	1			1
Male	Black, non-Hispanic	2			2	1			1	1			1	1			1	5			5
	American Indian or Alaska Native	1			1									1			1				
	Asian	6			6	3			3	10			10	12			12	13			13
	Pacific Islander									1			1	1			1	2			2
	Hispanic	4			4	1			1	3			3	5			5	11			11
	White	14			14	11			11	12			12	14			14	18			18
	Multiple ethnicity									1			1	2			2	2			2
	Race/ethnicity unknown	6			6	7			7	4			4	5			5	4			4
	Nonresident aliens									3			3					1			1
Total	Black, non-Hispanic	12			12	16			16	13			13	12			12	17			17
	American Indian or Alaska Native	2			2	1			1				1			1	1	1			1
	Asian	19			19	13			13	27			27	28			28	39			39
	Pacific Islander					1			1	1			1	2			2	5			5
	Hispanic	22			22	17			17	22			22	38			38	35			35
	White	60			60	45			45	41			41	47			47	62			62
	Multiple ethnicity					2			2	5			5	7			7	14			14
	Race/ethnicity unknown	30			30	25			25	17			17	16			16	15			15
	Nonresident aliens					1			1	8			8	2			2	2			2

**SFR BY COURSE LEVEL: TERM FULL-
TIME EQUIVALENT STUDENTS / ALL
FACULTY AND LECTURERS
Fall 2009 through Fall 2013**

		Total SCU					term_ftes					term_ftef					term_sfr				
		Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
EPSY	Tenured & Tenure Track	1924.0	3390.0	3074.0	2702.0	2103.0	128.27	226.00	204.93	180.13	140.20	9.22	10.22	10.59	9.93	9.20	13.91	22.12	19.34	18.15	15.24
	Lecturer	1259.0	813.0	964.0	1065.0	1265.0	83.93	54.20	64.27	71.00	84.33	5.47	3.81	5.67	3.24	4.09	15.36	14.21	11.34	21.93	20.64
	Lower Division	0	0	156.0	192.0	174.0	0	0	10.40	12.80	11.60	0	0	0.27	0.40	0.40	0	0	38.95	32.00	29.07
	Upper Division	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Graduate	3183.0	4203.0	3882.0	3575.0	3194.0	212.20	280.20	258.80	238.33	212.93	14.69	14.03	16.00	12.76	12.89	14.45	19.97	16.18	18.67	16.52
PSYC	Tenured & Tenure Track	3748.0	2952.0	3076.0	2572.0	2816.0	249.87	196.80	205.07	171.47	187.73	9.00	7.25	7.33	6.00	7.73	27.76	27.14	27.96	28.57	24.28
	Lecturer	4061.0	2994.0	4598.0	5057.0	4929.0	270.73	199.60	306.53	337.13	328.60	6.00	4.73	7.40	7.94	7.00	45.14	42.17	41.41	42.48	46.92
	Lower Division	2980.0	1906.0	2352.0	2473.0	2485.0	198.67	127.07	156.80	164.87	165.67	3.66	1.63	3.32	3.25	2.72	54.24	77.76	47.24	50.73	60.91
	Upper Division	4829.0	4040.0	5322.0	5156.0	5260.0	321.93	269.33	354.80	343.73	350.67	11.33	10.35	11.42	10.69	12.01	28.40	26.03	31.08	32.16	29.19
	Graduate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	7809.0	5946.0	7674.0	7629.0	7745.0	520.60	396.40	511.60	508.60	516.33	15.00	11.98	14.74	13.94	14.74	34.71	33.08	34.72	36.49	35.04

Course History Table 10.1c California State University, East Bay
COURSE HISTORY
By Quarter from Summer 2009 through Spring 2014

Educational Psychology		Summer					Fall					Winter				Spring			
		Sumr 2009	Sumr 2010	Sumr 2011	Sumr 2012	Sumr 2013	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Wntr 2010	Wntr 2011	Wntr 2012	Wntr 2013	Sprg 2010	Sprg 2011	Sprg 2012	Sprg 2013
Lower Division	Number Sections	0	0	0	1.0	1.0	0	0	1.0	2.0	2.0	0	0	1.0	2.0	0	0	2.0	2.0
	Total Enrollment	0	0	0	23	26	0	0	39	56	56	0	0	30	63	0	0	61	71
	Avg Section Size	0	0	0	23.0	26.0	0	0	39.0	28.0	28.0	0	0	30.0	31.5	0	0	30.5	35.5
Undergraduate	Number Sections	0	0	0	1.0	1.0	0	0	1.0	2.0	2.0	0	0	1.0	2.0	0	0	2.0	2.0
	Total Enrollment	0	0	0	23	26	0	0	39	56	56	0	0	30	63	0	0	61	71
	Avg Section Size	0	0	0	23.0	26.0	0	0	39.0	28.0	28.0	0	0	30.0	31.5	0	0	30.5	35.5
Graduate	Number Sections	4.0	2.0	2.0	4.0	5.0	70.0	93.0	80.0	66.0	66.0	66.0	79.0	69.0	65.0	65.0	80.0	63.0	64.0
	Total Enrollment	113	90	82	100	105	1,011	1,411	1,144	1,126	1,098	978	1,303	1,170	1,202	986	1,258	1,035	1,043
	Avg Section Size	28.3	45.0	41.0	25.0	26.0	16.0	23.2	17.2	20.9	21.0	20.1	23.0	22.0	22.9	22.1	24.2	21.0	20.3
DISCIPLINE TOTAL	Number Sections	4.0	2.0	2.0	5.0	6.0	70.0	93.0	81.0	68.0	68.0	66.0	79.0	70.0	67.0	65.0	80.0	65.0	66.0
	Total Enrollment	113	90	82	123	131	1,011	1,411	1,183	1,182	1,154	978	1,303	1,200	1,265	986	1,258	1,096	1,114
	Avg Section Size	28.3	45.0	41.0	24.6	26.0	16.0	23.2	17.5	21.2	21.3	20.1	23.0	22.1	23.3	22.1	24.2	21.4	20.9

Psychology		Summer				Fall					Winter				Spring			
		Sumr 2009	Sumr 2011	Sumr 2012	Sumr 2013	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Wntr 2010	Wntr 2011	Wntr 2012	Wntr 2013	Sprg 2010	Sprg 2011	Sprg 2012	Sprg 2013
Lower Division	Number Sections	2.0	4.0	4.0	3.0	11.0	5.0	10.0	10.0	9.0	8.0	9.0	8.0	8.0	10.0	9.0	8.0	6.0
	Total Enrollment	109	177	169	147	656	396	510	535	532	424	432	400	478	581	498	411	441
	Avg Section Size	54.5	44.3	42.3	49.0	59.6	79.2	51.0	53.5	59.1	53.0	48.0	50.0	59.8	58.1	55.3	51.4	73.5
Upper Division	Number Sections	21.0	16.0	25.0	26.0	42.0	41.0	44.0	40.0	39.0	47.0	40.0	49.0	39.0	51.0	46.0	39.0	39.0
	Total Enrollment	635	535	754	787	1,276	1,109	1,417	1,370	1,417	1,474	1,253	1,401	1,419	1,549	1,212	1,379	1,269
	Avg Section Size	37.1	35.6	35.6	31.4	32.6	32.4	36.2	37.9	37.3	35.8	34.6	33.2	38.3	36.6	32.5	35.4	35.2
Undergraduate	Number Sections	23.0	20.0	29.0	29.0	53.0	46.0	54.0	50.0	48.0	55.0	49.0	57.0	47.0	61.0	55.0	47.0	45.0
	Total Enrollment	744	712	923	934	1,932	1,505	1,927	1,905	1,949	1,898	1,685	1,801	1,897	2,130	1,710	1,790	1,710
	Avg Section Size	38.9	37.4	36.7	33.3	38.6	38.4	39.2	41.3	41.4	38.6	37.3	35.9	42.1	40.8	37.0	38.1	40.6
DISCIPLINE TOTAL	Number Sections	23.0	20.0	29.0	29.0	53.0	46.0	54.0	50.0	48.0	55.0	49.0	57.0	47.0	61.0	55.0	47.0	45.0
	Total Enrollment	744	712	923	934	1,932	1,505	1,927	1,905	1,949	1,898	1,685	1,801	1,897	2,130	1,710	1,790	1,710
	Avg Section Size	38.9	37.4	36.7	33.3	38.6	38.4	39.2	41.3	41.4	38.6	37.3	35.9	42.1	40.8	37.0	38.1	40.6

Source: CSU Academic Planning Data Base (APDB); Section Master File (BKPD SMF) and Faculty Master File(BKPD FMF) Planning and Institutional Research

Additional Data can be found at:

<http://www20.csueastbay.edu/ir/academic-program-review/index.html>