

**College of Education and Affiliated Programs
Annual Assessment Report Template – Spring 2009
Marriage and Family Therapy**

Note: this report presents and analyzes data from the 2007-08 academic year and Fall 2008. During 2007-08, the College of Education and Affiliated Programs engaged in extensive efforts to refine and extend their assessment system. In many cases, data collected starting in Fall 2008 and beyond will look substantially different from the data collected before that time.

Background

1. Describe your program (general goals, how these connect to the college conceptual framework, enrollment, and number of faculty). Describe any program changes since your last CED Annual Report?

The Marriage and Family Therapy (MFT) program is a Masters degree program that prepares students for licensed, independent MFT practice. Graduates of this program provide mental health services to adults, children, couples, and families in private practice, community agency settings, government, court settings, hospitals, clinics, as well as many other settings. The MS in Counseling, MFT option strives to provide education excellence that promotes intellectual, personal, and interpersonal growth for all students. Courses in the MFT program are rigorous, and reflection and practice are incorporated into most courses. In addition, all MFT students are required to get 30 hours of personal psychotherapy to augment their didactic training. Diversity is emphasized throughout the MFT curriculum, and students are encouraged to collaborate with professors, fieldwork supervisors, and the community as much as possible. Students learn interviewing and diagnostic skills early in the program and practice these skills throughout their education. One year of family systems training is also a requirement, and students are expected to be knowledgeable in the various family systems models and their application. Students also engage in one year of fieldwork, and they meet with University faculty and fieldwork supervisors throughout their training, present cases, and learn methods to provide mental health treatment for individuals, couples, and families with a variety of difficulties. MFT faculty have a variety of areas of expertise, and students often collaborate with faculty on research projects.

Table 1
Program Student Learning Outcomes and Relevant Standards

SLOs	Outcome 1: Demonstrate interviewing and diagnostic skills sufficient for entry level in a clinical or counseling setting	Outcome 2: Draw upon family systems theoretical models and demonstrate ability to work in a systematic fashion with families	Outcome 3: Draw upon case studies to develop an appropriate treatment plan that includes attention to: 1) developmental issues; 2) legal and ethical issues; 3) evidence-based approaches for treatment of specific disorders
Signature Assignment(s)	Diagnosis	Vignette, assessment, and treatment plan	GPA in core courses, dispositions, instructor feedback
National /State Standards	Board of Behavioral Sciences (BBS) requirement A.	BBS requirement C.	BBS requirement E.
Conceptual Framework	Values Diversity; Promotes Growth	Values Diversity; Promotes Growth	Prepares Leaders; Service and Collaboration; Values Diversity
NCATE Elements	n/a	n/a	n/a

Table 2
Program Specific Candidate Information, 2007-2008 (snapshot taken F08)

	Transition Point 1		
	Admission to Program		
	Applied	Accepted	Matriculated
	#	#	#
TOTAL	147	36	28

Table 3
Program Specific Candidate Information, 2007-2008 (snapshot taken F08)

	Transition Point 2
	Advancement to Culminating Experience
	#
Thesis (698) ¹	3
Comps ²	25

Table 4
Program Specific Candidate Information, 2007-2008 (snapshot taken F08)

	Transition Point 3
	Exit
	#
Degree	18

Table 5
Faculty Profile 2007-08

Status	Number
Full-time TT/Lect.	2
Part-time Lecturer	11
Total:	13

2. How many of the total full- and part-time faculty in the program reviewed and discussed the assessment findings described in this document? Please attach minutes and/or completed worksheets/artifacts to document this meeting.

In 2007-2008, the MFT program had 2 full time faculty and a total of 11 part-time faculty. Both full-time faculty participated in the data discussion, and these 2 faculty participated with the other 5 full time faculty in the other counseling programs (School Counseling and Student Development in Higher Education) in a broad data discussion meeting. No part-time faculty participated in formal

¹ This is data on students who were enrolled in thesis work during Fall 2007 and Spring 2008. This figure may include students who actually “crossed into” this transition point prior to Fall 2007 and were still making progress on their theses at this time.

² This is data on the number of students who *applied* to take the comprehensive examination in Fall 2007, Spring 2008, or Summer 2008. The data include students who may not have taken or passed the examination(s).

data discussion during the 2007-2008 academic year; however, several part-time faculty met with the program coordinator (Luken, Hayashino, Ashe, Ratanasiripong) and collected data from signature assignments for the Counseling core (not the MFT program). During the 2007-2008 academic year it was not clear that the MFT program had to collect separate data from the Counseling core. Consequently, the MFT program did not collect data that year.

Data

3. Question 3 is in two parts focused on *primary* data sources related to: student learning and program effectiveness/student experience:

- a. Candidate Performance Data: Provide *direct* evidence for the student learning outcomes assessed this year and describe how they were assessed (the tools, assignments, etc. used). Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, percentage passing as appropriate for each outcome.

The SLOs were defined as follows: SLO #1: demonstrate diagnostic skills sufficient for entry level in a clinical or counseling setting; SLO #2: draw upon family systems theoretical models and demonstrate ability to work in a systematic fashion with families; SLO #3: use an actual case to develop an appropriate treatment plan that includes attention to: (1) developmental issues; (2) legal and ethical issues; and (3) evidence-based approach for treatment of specific mental health disorders.

No SLOs were assessed for the specialization courses during the 2007-2008 academic year. This was because of a program-level decision to collect data from the Counseling “core” only. Consequently, no direct evidence is available for the three specialization SLOs during the 2007-08 academic year. (See Counseling Core Annual Report for discussion of SLOs.) Clarification of specialization SLOs and data collection began in the 2008-2009 academic year. The data will be collected as in-course assignments done by all students in multiple sections of the courses.

- b. Program Effectiveness Data: What data were collected to determine program effectiveness and how (e.g., post-program surveys, employer feedback, focus groups, retention data)? This may be indirect evidence of student learning, satisfaction data, or other indicators or program effectiveness. Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, or summarized qualitative data, for each outcome.

Data on program effectiveness has primarily been collected in the form of student evaluations. Student evaluations for both full time and part time faculty in the MFT program are generally high, often times exceeding the department and college means. Also, the retention rate for students in the MFT program is high. In 2007-2008, the MFT program retained all but one student (96%), and that student took a leave of absence and returned to the program in 2008. In addition, feedback received from fieldwork sites indicates the program is very effective compared to other MFT programs in the area. Program supervisors have indicated that the knowledge and skill level of CSULB MFT students often exceeds other programs, and the CSULB program has a 100% placement rate of MFT

students to fieldwork sites. Although no formal data has been collected, informal contact with graduates of the MFT program in spring, 2008 indicated that all graduates obtained a job after graduation.

4. **Complementary Data:** You may summarize *additional* information about candidate performance, the student experience or program effectiveness used to inform programmatic decision making. This may include quantitative and qualitative data related to things such as student perceptions, community views of the program, or general faculty observations. If you elect not to respond to this prompt, please write "N/A."

N/A

Analysis and Actions

5. What do the data for each outcome say regarding: a) candidate performance and, b) program effectiveness? Please note particular areas of strength and particular areas in need of improvement.

No data was presented in sections 3 & 4, so no analysis will be completed at this time.

6. How do these findings compare to past assessment findings regarding: a) candidate performance and, b) program effectiveness?

N/A

7. What steps, if any, will be taken with regard to curriculum, programs, practices, assessment processes, etc. based on these findings in Questions 5 and 6? Please link proposed changes to data discussed in Q5 and prioritize the action items.

Table 6
Action Items

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?
1	Collect data in 2008-2009 from all signature assignments	Program faculty	The end of each semester
2	Analyze data and share with program faculty for program improvement	Program faculty	One time per year.