



**College of Education and Affiliated Programs**  
**Biennial Assessment Report – Fall 2014**  
*Marriage and Family Therapy Program*

*Note: this report presents and analyzes data from Summer 2012 through Spring 2014.*

## **Background**

- 1. Describe your program (enrollment, number of faculty, general goals). Have there been any major changes since your last report?**

The Marriage and Family Therapy (MFT) program is a Master's 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 (below) provides an overview of the program outcomes and signature assignments, as well as how these map to relevant national and local standards. Tables 2-6 on the following pages present data on student applications, enrollment and completion, while Table 6 presents data on faculty.

**Table 1***Program Student Learning Outcomes and Relevant Standards*

	<b>Outcome 1</b>	<b>Outcome 2</b>	<b>Outcome 3</b>
<b>SLOs</b>	Demonstrate diagnostic skills sufficient for entry level in a clinical or counseling setting.	Draw upon family systems theoretical models and demonstrate ability to work in a systematic fashion with families	Use an actual case 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.
<b>Signature Assignment(s)</b>	Diagnosis	Vignette, assessment, and treatment plan	Treatment Plan
<b>National /State Standards</b>	Board of Behavioral Sciences (BBS) requirement A.	BBS requirement C.	BBS requirement E.
<b>Conceptual Framework</b>	Evidence-based Practices	Effective Pedagogy; Evidence-based Practices; Collaboration; Innovation; Advocacy: Scholarship	Effective Pedagogy; Evidence-based Practices; Collaboration; Leadership; Innovation; Advocacy ; Scholarship
<b>CSULB Learning Outcomes</b>	Well prepared; Integrating liberal education	Knowledge and respect for diversity; Collaborative problem solving	Well-prepared; Engaged in Global and Local issues; Integrating liberal education
<b>NCATE Elements</b>	N/A		

**Table 2***Program Specific Candidate Information, 2012-2014 – Transition Point 1 (Admission to Program)*

	<b>2012-2013</b>			<b>2013-2014</b>		
	<b>Applied</b>	<b>Accepted</b>	<b>Matriculated</b>	<b>Applied</b>	<b>Accepted</b>	<b>Matriculated</b>
<b>Total:</b>	226	34	30	147	40	23

**Table 3**

*Program Specific Candidate Information, 2012-2014 – Transition Point 2 (Advancement to Culminating Experience)*

	<b>2012-2013</b>	<b>2013-2014</b>
<b>Thesis (698)<sup>1</sup></b>	11	3
<b>Comps<sup>2</sup></b>	28	28

**Table 4**

*Comprehensive Exam Results, 2012-2014*

	<b>2012-2013</b>	<b>2013-2014</b>
<b>Passed</b>	17	26
<b>Failed</b>	6	1
<b>Total<sup>3</sup></b>	23	27

**Table 5**

*Program Specific Candidate Information, 2012-2014 – Transition Point 3 (Exit)*

	<b>2012-2013</b>	<b>2013-2014</b>
<b>Degree</b>	26	29

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<sup>1</sup> This is data on all students who were enrolled in thesis work from Summer 2012 to Spring 2014. This figure may include students who actually “crossed into” this transition point prior to Fall 2012 and were still making progress on their theses at this time.

<sup>2</sup> This is data on the number of students who *applied* to take the comprehensive examination from Summer 2012 to Spring 2014. The data include students who may not have taken or passed the examination(s).

<sup>3</sup> The number of pass + fail does not equal the number of students who advanced to take the comps (Table 3) because some students who have registered for the exam do not attempt it. This data reflects number of attempts at one or more parts of the comprehensive exam from Summer 2012 to Spring 2014. Individuals who failed all or part of the exam and chose to retake it during AY 12-13 may be accounted for twice.

**Table 6**

*Faculty Profile 2012-2014<sup>4</sup>*

Status	2012-2013	2013-2014
Full-time TT/Lecturer	3	3
Part-time Lecturer	1	2
<b>Total:</b>	7	5

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.**

Please see attached sign-in sheet to reflect the fact that the 3 full time MFT faculty met and discussed the biennial report.

### Data

3. **Question 3 is in 2 parts focused on *primary* data sources related to: student learning and program effectiveness/student experience:**

The Marriage and Family Therapy program draws upon data from a variety of sources for its ongoing program improvement processes, and for this biennial report in particular. Data informing this report include:

- **Enrollment and Headcount Data:** Enrollment and headcount data are provided by the department office (faculty headcounts) and the Graduate Office/TPAC. These data are reflected in Tables 2-6 above. The data are shared with the Assessment Office on an annual basis and reviewed in alternating years for the biennial report.
- **Signature Assignment Data:** Signature assignments are faculty-designed assessments, typically embedded in courses, that assess candidate learning on program-level outcomes. Assessment scoring is guided by rubrics to ensure consistency and fairness. These data are collected each time the relevant course is offered and are then forwarded to the Assessment Office for analysis. Analysis includes calculating the mean and standard deviation for overall and criteria scores. Signature assignments are outlined in Table 1 (above). These data are reported in the figures below, with additional signature assignment data reported in Appendix A.
- **Exit Survey for Advanced Programs:** Each spring, the Assessment Office administers a web-based survey to those who have completed their programs and/or filed for a credential the prior summer or fall, or anticipate doing so that spring. Relevant data for the program are reported in Appendix B.

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<sup>4</sup> Faculty numbers reflect headcounts of any faculty member teaching a course in the program for the prior academic year (Summer through Spring). Faculty who teach across multiple programs will be counted in each program.

- **Retention Data:** This data is obtained by the Graduate Studies Office and given to the MFT faculty to review on an annual basis. It is obtained by comparing the number of students who accepted admission to the number of students that graduated per academic year.
- **Fieldwork Supervisor Feedback:** This data is obtained at the end of each of the practicum and fieldwork courses: COUN 609, COUN 643d, and COUN 644d. It is obtained by having students complete a survey assessing fieldwork supervision and their site.
- **Job Placement Data:** This data is obtained at the end of the last fieldwork course, COUN 644d. It is obtained by asking graduating students how many individuals have paid positions secured post-graduation.

Additional information, including each program’s assessment plan and signature assignments, can be found at: <http://www.ced.csulb.edu/assessment>.

- 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).*

The figures below present an overview of SLO data for the period covered by this report. For more detailed data on specific SLOs and related criteria (as available) please go to Appendix A.

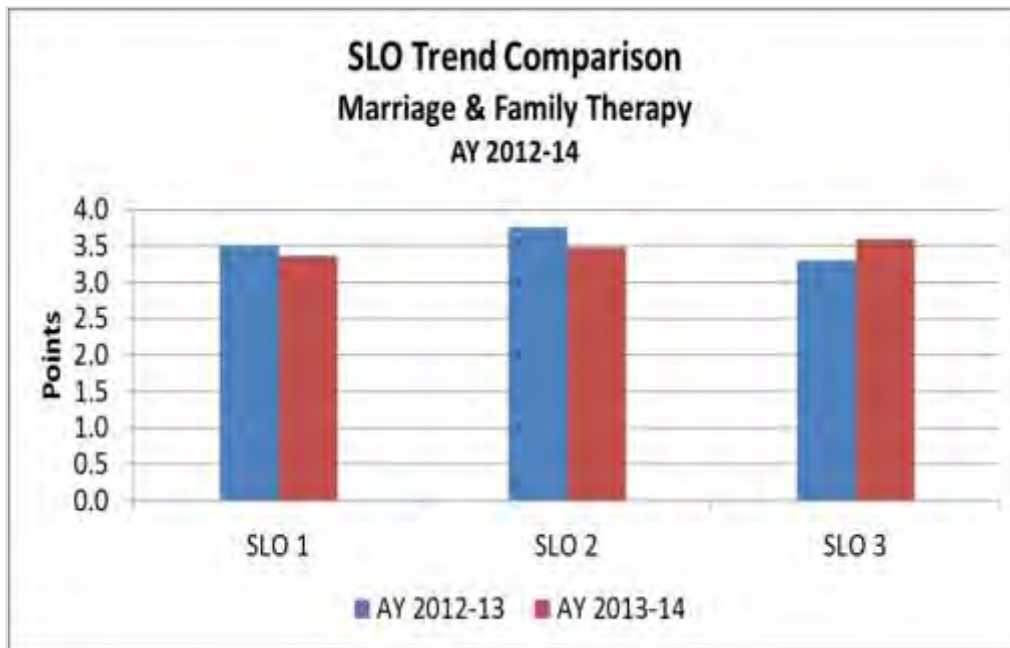
**Figure 1**

*Figure 1 shows aggregate data by SLO for a two-year period based on points earned.*



**Figure 2**

Figure 2 shows trends in SLO data across two years based on points earned.



- 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.

The program has reviewed and interpreted data from the following survey items (identified below). Relevant survey data is included in Appendix B.

**Survey**

CED Exit Survey, 2014

**Items**

Technology, Library, and Other Resources;  
Fieldwork/Clinical Practice

4. **OPTIONAL:** You may provide *additional* information (e.g., other data, copies of letters of support from granting agencies or school staff, etc.) about candidate performance, the student experience or program effectiveness used to inform programmatic decision making. This may include quantitative and qualitative data sources.

## Analysis and Actions

5. Please use the table below to report the major interpretations based on your review of the data for this reporting cycle. Consider signature assignment data on candidate performance *as well as* any survey and other data. Be sure to make note of how these new findings compare to *past* findings on the data and discuss *why* you believe the results have changed. (Note: While it is possible that you have both strengths and weaknesses for a single topic, it is also possible you might identify *only* strengths or *only* weakness for a topic.)

**Table 7**

*Interpretations and Discussion of Program Strengths and/or Areas of Needed Improvement*

#	Topic	Data Sources (i.e., Signature Assignments and/or surveys)	Strengths	Areas for Improvement (Please address action taken or planned in Q6 below)	Changes from past findings and why
1	Candidate Performance: Diagnosis (SLO 1)	Signature Assignments	Signature assignments seem to be accurately capturing student learning based on the signature assignment scores and based on the SLO Comparison tables	Based on our review of signature assignment data related to SLO 1, students appear to be struggling to identify and diagnose presenting problems.	N/A
2	Program retention	Retention Data provided by Grad Studies Office		Retention data indicate that a few individuals accepted into the program may not be a great fit for the MFT program/profession.	N/A
3	Ongoing and consistent communication among program faculty and fieldwork supervisors concerning student learning	Faculty & fieldwork supervisor feedback		Feedback from fieldwork supervisors as well as program faculty (PT & FT) suggest a need for increased communication to discuss concerns related to student learning	N/A

#	Topic	Data Sources (i.e., Signature Assignments and/or surveys)	Strengths	Areas for Improvement (Please address action taken or planned in Q6 below)	Changes from past findings and why
4	Graduate job placement			Candidates express concerns related to limited offerings/opportunities for job placement upon exiting the program	N/A
5	Program support for Technology, Library & Other Resources	CED Exit Survey, 2014	The majority of candidates responded as being satisfied or very satisfied with the availability and quality of resources provided through the program. Specifically, candidates are satisfied with the accuracy and timely availability of info related to their academic progress. Overall, student respondents are satisfied with the integration of technology throughout the program.		N/A
6	Fieldwork experience	CED Exit Survey, 2014	The fieldwork experience is beneficial to candidates overall, affording them opportunities to engage in diverse experiences and interact with diverse student populations. Candidates also report feeling adequately prepared to succeed in their fieldwork experiences as a result of their coursework.		



6. Please outline the steps the program will take (e.g., revise curriculum, programs, practices, assessment processes) to address areas in need of improvement outlined in Question 5.

**Table 8**

*Program Action Items*

Topic #	Action to Address Areas for Improvement	By Whom?	By When?	Update on Actions (If Applicable)
1	Part-time and full-time faculty will meet to discuss potential changes to teaching practices in order to better assist students with the understanding of presenting problems and diagnosis in all MFT courses.	All faculty	Next reporting period	Program faculty have revised our treatment planning-related teaching to better address areas of weakness identified from signature assignment data. Explicit and consistent instruction and support is provided in support of problem identification and diagnosis.
2	Revise admission interview to be more selective during admissions process	Program coordinator and faculty	Spring 2015	As a program, we have decided to cap our admission numbers at 30, meanwhile the waitlist for program admissions has been increased to a possible of 15 individuals.
3	Increase opportunities for consistent communication between faculty and field-supervisors by arranging regularly scheduled meetings throughout the semester.	All faculty & fieldwork supervisors	Present/Ongoing	We have already begun addressing part-time faculty and full-time faculty needs of discussing student learning by scheduling more regular meeting time, we have implemented a “check-in” with fieldwork supervisors one time per semester and more as needed to address needs of our students and fieldwork sites.
4	MFT faculty will increase efforts and support to identify potential employment for our students post-graduation.	All faculty	Present/Ongoing	

**7. Will you be making any changes to signature assignments or rubrics as a result of your review of data for this report?**

Yes (see below)

No (no further action is required)

If YES, please document planned changes below:

**Table 9**

*Proposed Changes to Program Documents*

<b>Course #</b>	<b>Signature Assignment Name</b>	<b>Nature of Changes (BRIEF)</b>	<b>Reasons for Changes (BRIEF)</b>

**Please remember to submit revised rubrics to the Assessment Office when they are completed to ensure we can help you collect the correct data.**

**APPENDIX A:**  
**Candidate Performance Data**

# Marriage and Family Therapy Signature Assignment Data Report AY 2012-14

## Figure Description:

- **SLO Comparison Summary Graph:** compares aggregate data by SLO for a two-year period based on points earned.
- **SLO Trend Comparison Graph:** displays trends in SLO data across two years based on points earned.
- **SLO Score Distribution Graph:** displays score distribution trends for SLOs across two years based on the percentage of students who earned a particular score
- **SLO Criteria Score Means Graph:** displays aggregate criteria data for SLOs for a two-year period based on the average percentage of points earned.

## **Student Learning Outcomes**

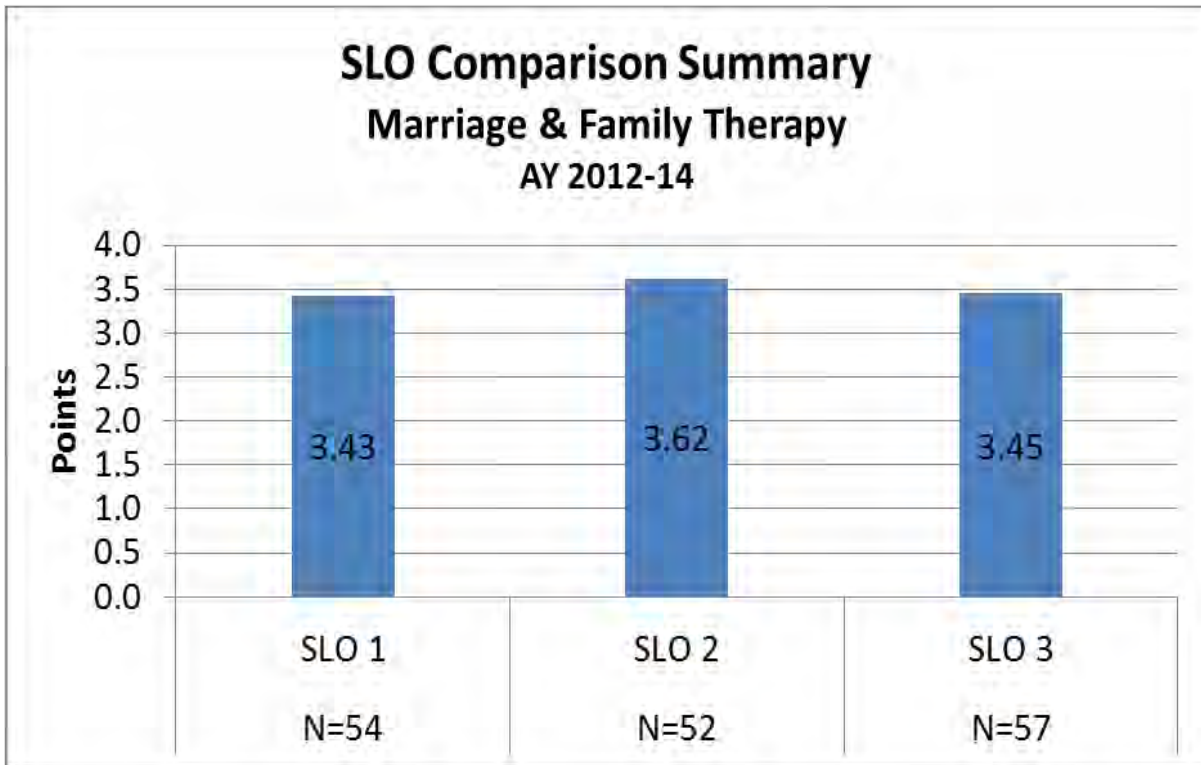
**Outcome 1:** Demonstrate diagnostic skills sufficient for entry level in a clinical or counseling setting.

**Outcome 2:** Draw upon family systems theoretical models and demonstrate ability to work in a systematic fashion with families.

**Outcome 3:** Use an actual case 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.

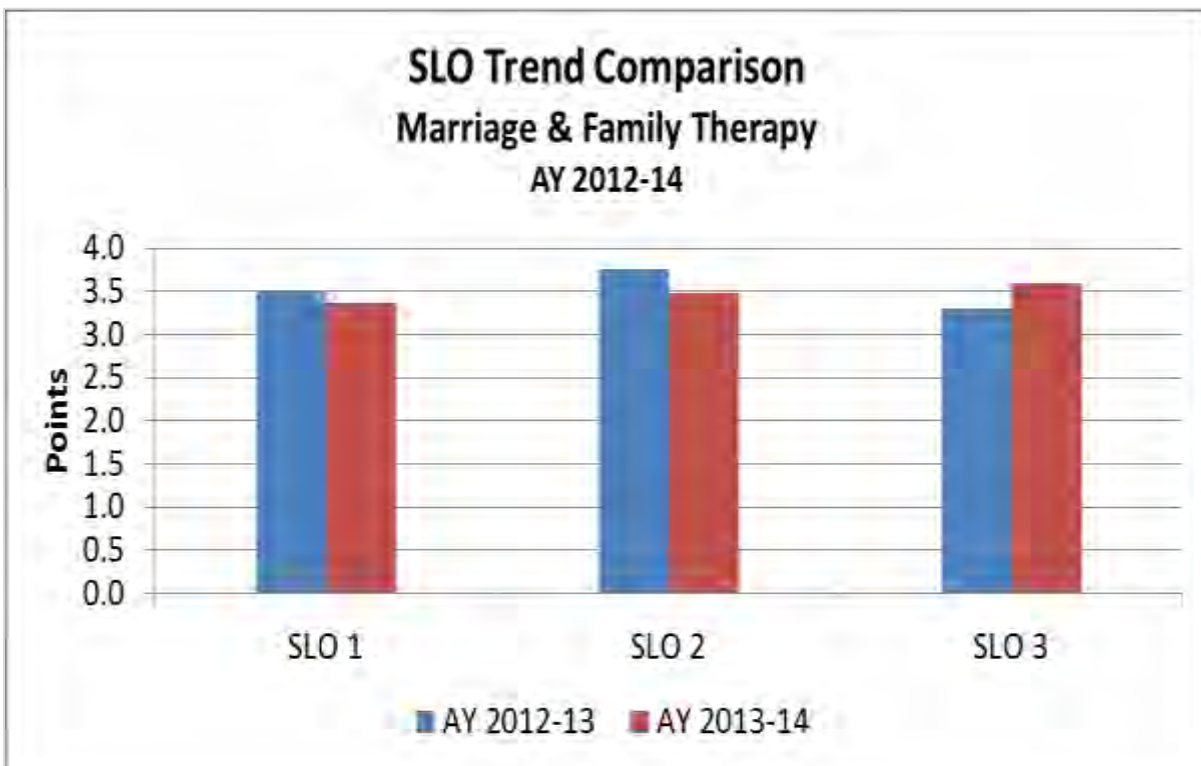
**Figure 1**

Figure 1 shows aggregate data by SLO for a two-year period based on points earned.



**Figure 2**

Figure 2 shows trends in SLO data across two years based on points earned.



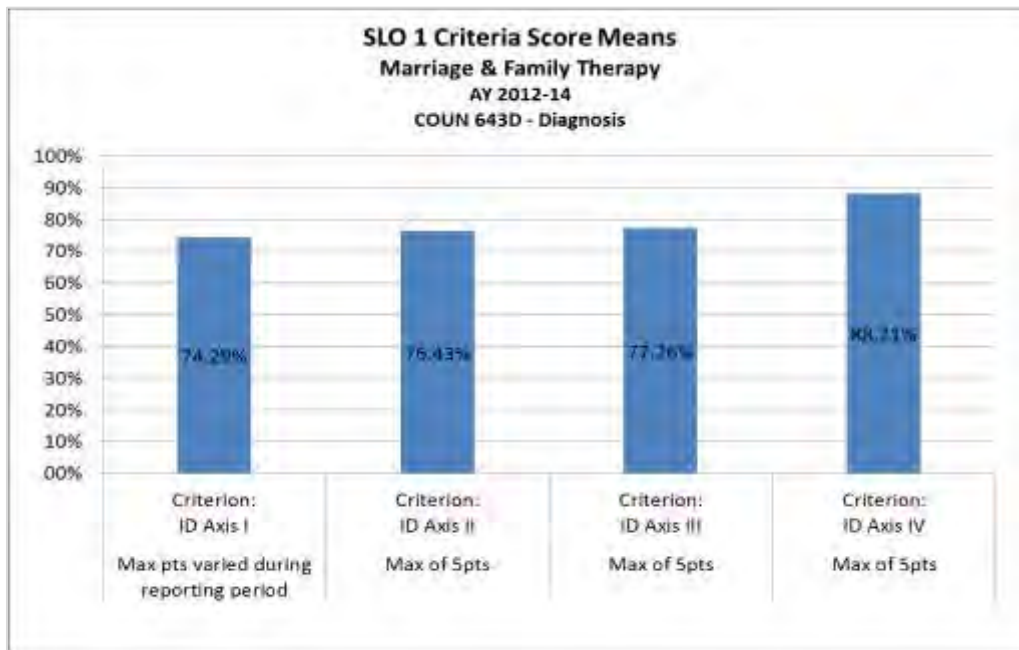
**Outcome 1:** Demonstrate diagnostic skills sufficient for entry level in a clinical or counseling setting.

**Figure 3**



AY	N	Mean	SD
AY 2012-13	26	3.50	0.75
AY 2013-14	28	3.36	0.97

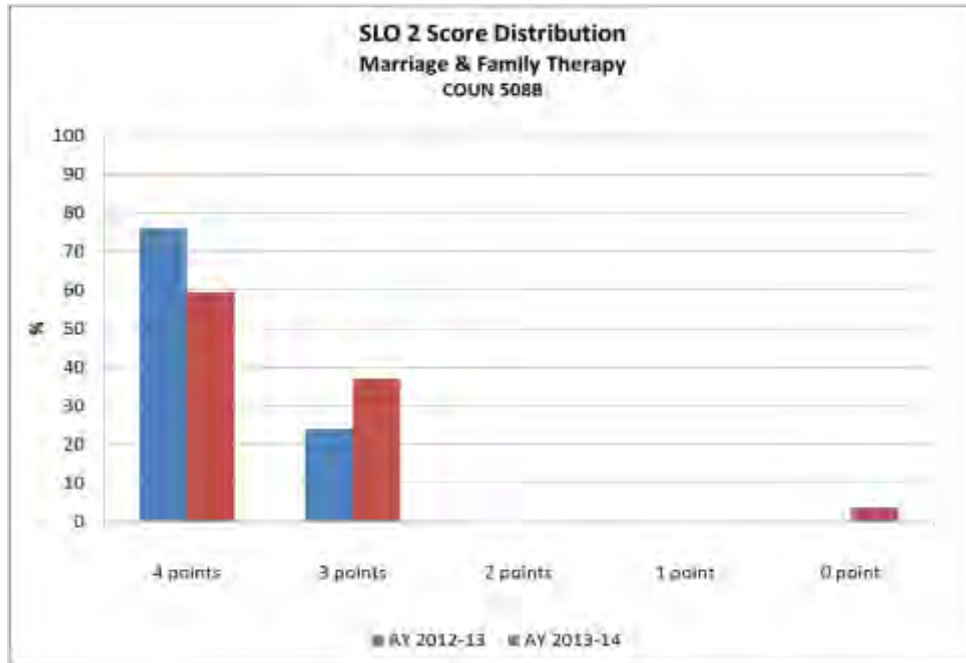
**Figure 4**



AY	Max N
AY 2012-13	12
AY 2013-14	14

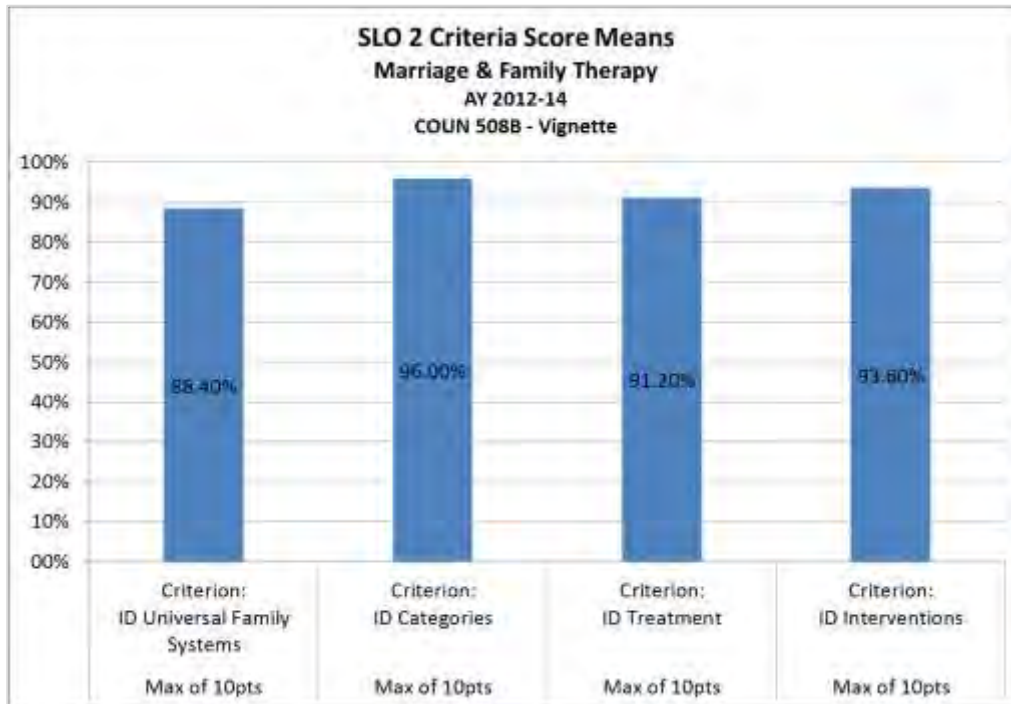
**Outcome 2:** Draw upon family systems theoretical models and demonstrate ability to work in a systematic fashion with families.

**Figure 5**



AY	N	Mean	SD
AY 2012-13	25	3.76	0.43
AY 2013-14	27	3.48	0.83

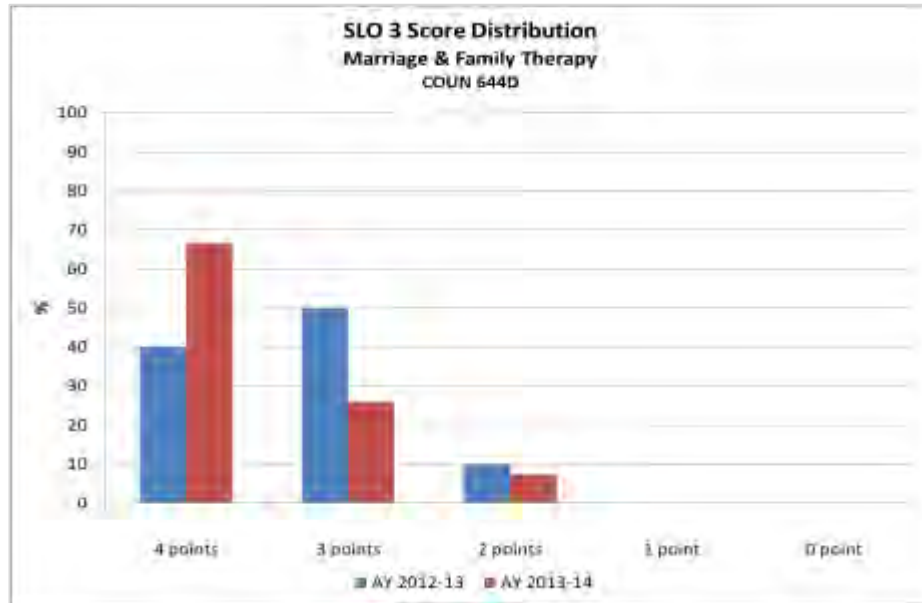
**Figure 6**



AY	Max N
AY 2012-13	25
AY 2013-14	27

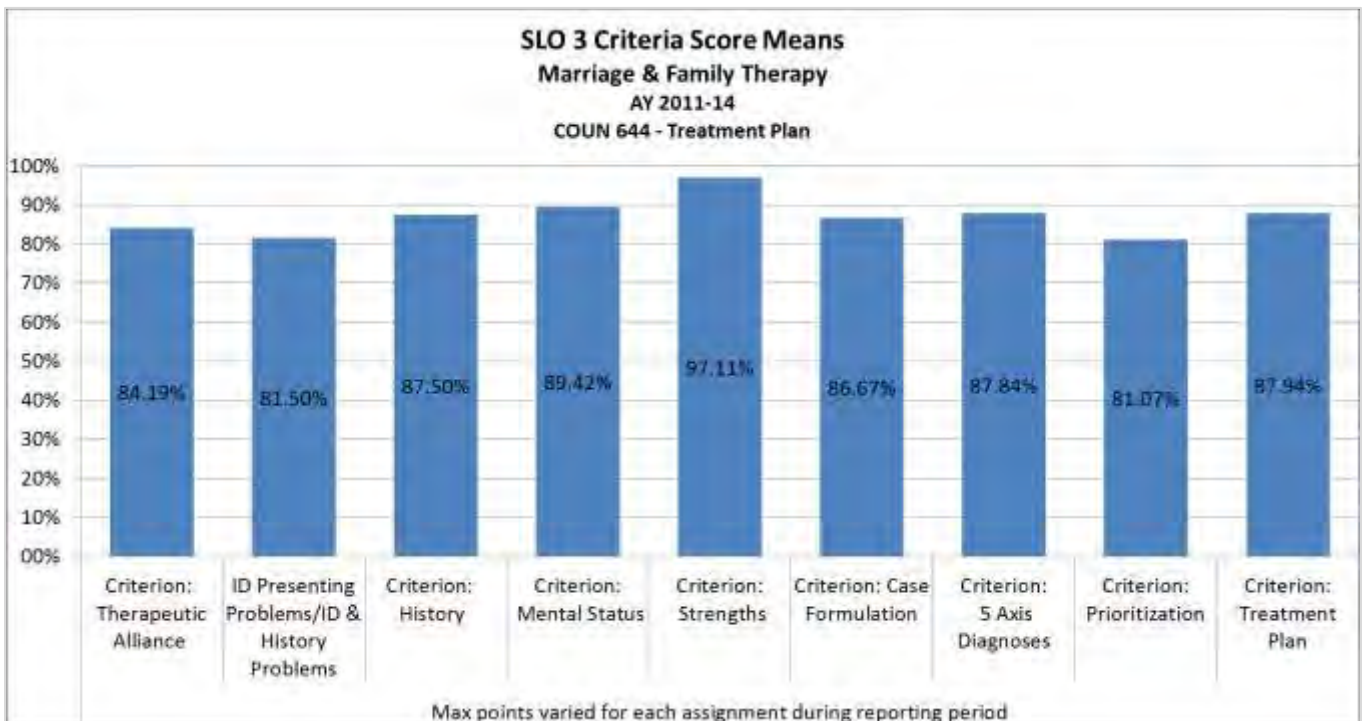
**Outcome 3:** Use an actual case to develop an appropriate treatment plan that includes attention to: 1) developmental issues; 2) legal and ethical issues; 3) evidence-based approaches for treatment of specific disorders.

**Figure 7**



AY	N	Mean	SD
AY 2012-13	30	3.30	0.64
AY 2013-14	27	3.59	0.62

**Figure 8**



AY	Max N
AY 2012-13	14
AY 2013-14	15



# APPENDIX B:

## Program Effectiveness Data

## About Your Program

### 1. Tell Us About Your Program

What program(s) are you currently completing or have you recently completed? Select all that apply.

#### Masters Programs

#	Answer	N	%
14	Marriage and Family Therapy Master's Degree	9	100%

## Technology, Library, and Other Resources

7. Please rate your level of satisfaction with the quality of each of the following:

#	Question	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Total	Mean
1	Library resources in my field.	3	5	1	0	9	1.78
2	Support for writing.	1	8	0	0	9	1.89
3	Accuracy and timely availability of information relevant to my academic progress	3	6	0	0	9	1.67
4	Availability of the technology necessary for my academic program	3	6	0	0	9	1.67
5	Availability of the courses I need to make academic progress	2	5	2	0	9	2.00

## Technology, Library, and Other Resources (cont.)

### 8. Please rate your level of agreement with each of the following:

#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Mean
1	My instructors frequently used technology and media to effectively promote learning.	3	6	0	0	9	1.67
2	My instructors expected us to use instructional technology and media in completing our assignments.	3	6	0	0	9	1.67
3	In my program, I had sufficient opportunities to learn about using computer technology to enhance my academic and professional work.	1	6	1	1	9	2.22
4	I am able to locate online resources in my field.	6	2	1	0	9	1.44
5	I use technology ethically and responsibly (accessibility, fair use, security, safety, etc.).	6	3	0	0	9	1.33
6	I am able to locate high-quality online resources in my field.	2	6	1	0	9	1.89
7	My academic and professional work is enhanced by the use of technology.	7	1	1	0	9	1.33
8	I am able to integrate technology to improve my teaching and learning.	4	4	1	0	9	1.67

## Fieldwork/Clinical Practice Experience

**14. Please rate your level of agreement with the following questions regarding how well the fieldwork/clinical portion of your degree/credential program did the following:**

#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Mean
1	I interacted with diverse students/clients in my fieldwork/clinical experiences.	8	1	0	0	9	1.11
2	I was able to gain experience in a variety of settings through my fieldwork/clinical experiences.	6	3	0	0	9	1.33
3	I was encouraged to reflect on my content and professional knowledge through my fieldwork/clinical experiences.	7	2	0	0	9	1.22
4	I was encouraged to reflect on my professional dispositions through my fieldwork/clinical experiences.	7	2	0	0	9	1.22
5	My fieldwork/clinical experiences gave me the opportunity to synthesize and apply what I learned in my coursework.	7	2	0	0	9	1.22
6	My coursework prepared me well for my fieldwork/clinical experiences.	7	2	0	0	9	1.22
7	I had the opportunity to work collaboratively with others (faculty, supervisors, peers) to both receive and give feedback on practice during my fieldwork/clinical experiences.	7	2	0	0	9	1.22
8	My fieldwork/clinical experiences helped me develop strategies for serving all students/clients to promote their learning and success.	7	2	0	0	9	1.22