

**California State University,
Fullerton**

**Department of Psychology
Master of Science Program**

Program Performance Review (PPR)

2022

Preface

The California State University, Fullerton, clinical psychology Master of Science Program has been in existence for nearly fifty years, and it has been a Boulder model scientist-practitioner program—emphasizing rigorous research and clinical training—for nearly thirty years. Compared to the previous Program Performance Review (PPR) in 2014, the M.S. program has maintained similar numbers in terms of applicants, admitted students, and admissions criteria of GPAs and GRE scores. A survey the program conducted in fall 2021 of current students and alumni also suggests that students are satisfied with the education they receive in the program.

Clinical psychology is perpetually an area of high interest for CSUF undergraduates. During the period covered by the current PPR, the M.S. program has increased the number of CSUF undergraduates admitted to the program. Because it is at a public university, the CSUF M.S. program offers a far more affordable master's level education than most alternative institutions do.

As a true scientist-practitioner clinical psychology master's program, the M.S. program is unusual in Southern California. The program attracts a diverse student body, training mental health practitioners to serve the needs of people from diverse backgrounds. The need for mental health professionals is expanding, with the Covid-19 pandemic accelerating this need.

The program provides vital service to the surrounding community. Each year, M.S. students offer more than 8,000 hours of professional mental health services at non-profit agencies, almost always as unpaid volunteers. Students largely treat low SES, underserved and ethnic minority communities, who might not receive services if not for CSUF interns.

In addition to their clinical work, students in the program aid professors as teaching and lab assistants. Some present at conferences with research mentors and co-author publications with them. Each year, two or three M.S. students are admitted to high-quality doctoral programs in clinical or other fields of psychology.

M.S. students take research classes, along with students in the M.A. program, which enables the department to offer a greater diversity of research-based graduate classes, including two sections of Psyc 510—Experimental Design each year and two sections of Psyc 520T—Advanced Topics in Psych Research each semester. This diversity benefits both graduate programs, as well as the faculty who teach these classes.

Many graduates of the M.S. program have become lecturers for the CSUF Psychology Department or teach at other campuses.

Altogether, the M.S. program has posted a stable record of quality in terms of admissions, in terms of the public service students perform for the community as interns, and in terms of student success in obtaining licensure, being admitted to doctoral programs and embarking on careers.

I. Program Mission, Goals and Environment

A. Mission and Goals

Mission. The Master of Science (M.S.) program is a rarity among master's level programs: a Boulder model scientist-practitioner program that prepares graduates not just to be practitioner-scholars—who understand research literature and can apply it to clinical practice—but to be true scientist-practitioners who are able to carry out their own research. The guiding tenet of the Boulder model is that research training instills values and an analytical perspective that make graduates more effective clinicians, ones who will treat psychotherapy sessions as opportunities to make and test hypotheses about how their interventions affect client behavior and then adjust their interventions accordingly.

The M.S. program prepares its students to pursue multiple career paths. Most graduates choose to become professional therapists, obtaining MFT or LPCC licenses; thus, the program seeks to give students the knowledge and skills they need to be highly effective clinicians, who will be able succeed in their chosen careers. Additionally, each year, two or three M.S. program graduates are admitted to Ph.D. programs in clinical, counseling or other areas of psychology. For this segment of the student body, the M.S. program seeks to give students the training and experiences necessary to make them competitive applicants who will excel in doctoral study. Over the years, many graduates have chosen college level teaching as part of their careers; several long-time lecturers in the Psychology Department are M.S. graduates. Alumni have also become university administrators.

In Southern California, there are very few clinical psychology master's programs that prepare graduates both for careers in clinical practice *and* academic work beyond the master's degree. Thus, the CSUF M.S. program fills an important niche.

Student Learning Outcomes. The program targets three different areas of learning that are essential to graduates' varied career paths: (a) mastering frameworks, concepts, terminology and techniques relating to clinical practice; (b) adopting an analytical, scientific perspective on psychology and personal adjustment, including research mentorship experiences; and (c) gaining hands-on experience with actual clinical cases, applying learning from didactic coursework to clients, and receiving intensive oversight, including review of recorded therapy sessions. The official student learning outcomes focus on M.S. students' achieving mastery in the following domains:

1. Students will know the legal and ethical responsibilities related to clinical practice; apply these in actual clinical situations.
2. Students will master the diagnostic and conceptual framework for mental disorders and related terminology; accurately diagnose actual clinical patients.
3. Students will apply a variety of dominant theoretical frameworks for describing personality, predicting behavior, treatment planning and guiding clinical interventions.
4. Students will employ therapeutic techniques from a variety of theoretical models for intervening with children, adolescents and adults in individual, family and group modalities.

5. Students will be sensitive to the influence of ethnicity and cultural values on clinical practice; consider cultural and ethnic influences while working with therapy cases.

B. Changes and Trends in the Discipline

The Southern California area maintains a strong need for well-trained master's level mental health professionals. The M.S. program is committed to meeting this community need.

Within the field there is growing emphasis on cultural influences on personality, behavior and clinical change and the importance of training culturally competent mental health professionals. While cultural influences have always been an important aspect of the M.S. Program's curriculum, the program continues to enhance its focus on this topic. Most M.S. classes have some portion of the semester devoted to the impact of culture on people, clinical assessment and intervention. Broadly, the program is dedicated to instilling a commitment in students to the core values of equity, diversity and inclusion.

Psyc 569–Cross-cultural is a core class. In acknowledgment of the importance of this topic, and in response to student requests, the program has moved Cross-cultural to the first year. Cultural influences on the psychotherapy process are also explicitly dealt with during M.S. students' internship through their on-site supervision and in Fieldwork classes (Psyc 594A & B). The program is currently evaluating creating a two-course sequence in cultural competency.

In addition, in recent years, there is a growing emphasis on clinicians' use of empirically supported treatments. Thus, the M.S. program seeks to educate students about these validated methods.

C. Priorities for Future

1. To remain vital and relevant, the program needs to replenish faculty lines vacated by retiring clinical professors. For example, Mindy Mechanic retired several years ago and has not been replaced. The goal is also to use hiring to enhance the diversity of program faculty. Ideally, core classes in the M.S. program would all be taught by tenure track professors with doctorates. Currently, that is not the case.

2. As part of an ongoing assessment of the curriculum, the plan is to institute a two-course sequence focused on culture—an introductory, more theoretical class taken during first semester, focusing on the tenets and best practices for culturally competent mental health care, and an advanced, more applied course coinciding with students' clinical field placements in their second year. This sequence would ground students in the concepts and methods of cultural competence through a two-course sequence that includes both theory and application.

3. The thesis clearly is very labor-intensive for students and for faculty mentors. Over the years, there have been calls from non-clinical faculty to remove the thesis requirement for M.S. students. Members of the clinical faculty have had lengthy discussions about the thesis and remain committed to maintaining the thesis as a crucial element of the scientist-practitioner model of training. This decision is based both on the importance of clinical science in applied practice and on student feedback regarding the value of research in their training. This combination of excellent training in clinical science and practice makes the CSUF M.S. program unique.

II. Program Description and Analysis

A. Substantial Curricular Changes

The M.S. program meets State of California Board of Behavioral Sciences (BBS) requirements for licensure for both marriage and family therapists (MFT) and licensed professional clinical counselors (LPCC). In 2012, to meet the more extensive requirements of the newly created LPCC license, the program increased degree units from 50 to 60, fieldwork face-to-face clinical hours from 225 to 280, and added courses to the curriculum needed to meet specific licensure areas, including Psyc 535–Addictions Counseling and Psyc 550–Group Psychotherapy. The increases in units and clinical hours have lengthened students' time to graduation. Students usually complete all coursework in the program in five semesters plus one summer. However, students typically devote a sixth semester to writing the thesis and amassing more clinical hours toward licensure.

In recognition that most graduates do not pursue further academic degrees, the program has broadened the types of scholarly works that may constitute a master's thesis. While most students still choose a traditional empirical thesis, for which they collect and analyze their own data, students can also analyze secondary data, do a meta-analysis or write a scholarly literature review. More clinically-based thesis projects include program assessments, case studies in which empirical research is applied to the treatment of an individual clinical case, or analyses of empirical evidence for a particular treatment approach. Thesis alternatives are summarized on this website: <http://psychology.fullerton.edu/resources/pdf/MSThesisGuidelines13.pdf>.

In 2020, the program dropped the GRE Psychology Subject Test as an admissions criterion to remove a potential barrier to inclusiveness in the admissions process.

B. Structure of the Degree Program

Core Courses (12 units)

PSYC 501 Professional and Legal Issues in Clinical Psychology (3)

PSYC 510 Research Design (3)

PSYC 520T Advanced Topics in Psychological Research (3)

PSYC 599 Independent Graduate Research (3)

Clinical Courses (30 units)

PSYC 535 Addictions Counseling (3)

PSYC 545 Advanced Psychopathology (3)

PSYC 547 Theories of Psychological Intervention (3)

PSYC 548 Psychotherapy Techniques (3)

PSYC 549 Marriage, Family and Child Therapy (3)

PSYC 560 Child and Adolescent Treatment (3)

PSYC 561 Clinical Psychological Assessment (3)

PSYC 569 Cross Cultural Psychology (3)

PSYC 594A Fieldwork (3)

PSYC 594B Fieldwork (3)

Electives (12 units)

Elective coursework must be approved by the Graduate Program Coordinator.

Thesis (6 units)

PSYC 598 Thesis Research (6)

The curriculum of the M.S. program reflects its scientist-practitioner model. Students complete classes required by the California BBS for clinical licensure, as well as classes (Psyc 510, 520T and 599) that prepare them for completing the master's thesis (Psyc 598). Elective classes may be used to meet licensure requirements, or students can take further seminar (Psyc 520T) or quantitative classes (e.g., Psyc 467–Multivariate Stats, 515–Meta-analysis, 516–Structural Equation Modeling) if they plan to go on for the doctorate.

Clinical courses build in a sequence. In the first semester, students take Psyc 501, 545 and 547, which give them a theoretical and conceptual foundation of knowledge for clinical work. In their second semester, students take Psyc 548, 560 and 569, which teach them methods for intervening with clients and explore multi-cultural perspectives.

In their second year, students do a yearlong internship, during which they spend 15 to 20 hours per week conducting psychotherapy at a mental health facility. In addition to being supervised by licensed professionals on site, students take Psyc 594A and 594B–Fieldwork, in which they consult with professors and peers about their cases and review recordings of their sessions. The Psyc 594 sequence is a capstone experience for students' clinical education, affording faculty the opportunity to correct students' misunderstandings and to fill in gaps in their knowledge. Assessment of student learning outcomes in Psyc 594 also enables faculty to modify the content of earlier core classes to make sure they meet the needs of students.

The thesis is the capstone experience for students' empirical education, allowing them to implement the knowledge they have gained from their research and statistics classes. The thesis also gives students intensive feedback on their writing.

C. Student Demand and Enrollment

Demand for the Master of Science program over the last seven years has remained strong. Admission to the program is competitive. Each year, the program enrolls an average of 27% of an average of 65 applicants: 98% of applicants offered admission enrolled, producing an average first-year cohort of 17 students. The previous PPR in 2014 also showed an average new cohort of 17, admitted from a slightly higher average number of applicants (68), for an enrollment rate of 25%. By comparison, the Psychology Master of Arts program over the past seven years had an average of 77 applications, offered admission to 17 applicants and had an average incoming class of 15 students (88% enrollment; 19% of applicants). (See Appendix A–Table 1 for a summary of admissions data.) Overall, applications, admissions and enrollment for the M.S. program have remained stable over the past 14 years.

Table 2 shows mean GRE scores and GPAs for applicants admitted to the M.S. program. These scores are virtually identical to means reported in the 2014 PPR. These data suggest that the quality and preparation of incoming students have remained consistent. Scores are also virtually identical to scores for those admitted to the M.A. program over the last seven years; the differences are: the M.S. mean GRE-Q is 147 versus 150 for the M.A. program, and the overall GPA is 3.47 for the M.S. and 3.51 for the M.A.

Table 3 breaks down the type of institution from which new M.S. students obtained their bachelor's degrees. Over the past seven years, the CSUF M.S. program has admitted about 91% of its students from the State of California. This is an increase of 11% over the 2014 PPR. The

percentage of CSUF undergrads has increased by 11% to 34%; other CSUs have increased by 12% to 23%; the UCs have dropped by 4% to 26%; private universities in California have dropped 2% to 8%. The biggest change is that students from outside California, including international students, now represent only 9% of enrolled students, compared to 24% in 2014.

It is not surprising—given the increase in degree units and fieldwork hours instituted by the program to meet LPCC licensure requirements—that the number of students enrolled in the program at any given time has increased since the 2014 PPR. At census in September 2021, the program had 64 active students. The university reports an annualized headcount, which seems to represent only those students who are taking units and does not include students enrolled in GS 700 while they complete the thesis. Based on annualized headcount, there has been a mean of 47 unit-taking students in the M.S. program, with an FTES of 45.1; that yields a ratio of .97. These numbers have increased from 37 students, 29.8 FTES and a ratio of .81 in 2014 (see Table 4).

The enrollment data are consistent with the means presented in Table 5 about graduation rates. In 2014, 61.7% of M.S. students had graduated in three years; currently, that number is 34.8%. In 2014, 74.9% of students had graduated within four years; that number is now 63.73%. Thus, there has been a 27% drop in the number of students who graduate in three years, but the number of students who graduate in four years is only 10% below the 2014 rate. Clearly, because of increased units and fieldwork hour requirements, the average time to degree completion has risen.

To provide a context, the M.A. program—which requires only 60% of the units that M.S. students must complete, without an internship—graduates students faster: 33.2% finish the M.A. in two years; in three years 64.5% of M.A. students have graduated, 30% higher than for M.S. students. However, by four years, M.S. students have closed the gap considerably, falling 10% behind the M.A. program's four-year graduation rate of 74%. Thus, M.S. students—with nearly double the units, plus a half-time clinical internship in second year—lag M.A. students substantially in three-year graduation rate but come close to parity with the M.A. graduation rate by year four.

The number of M.S. degrees awarded per year has risen slightly from 12.9 in 2014 to 13.9 (see Table 6). By comparison, in the last seven years, the M.S. program has conferred 10% more degrees than the M.A. program, which gave out a mean of 11.7 per year.

Table 7 presents the ethnicities of M.S. students. During the period since the last PPR, Hispanic/Latino individuals have become the largest group of enrolled students, at 39%. White students comprise 31.5% of enrollees. Asian/Pacific Islander students are 7.7% and Black/African American individuals represent 5.1% of M.S. students. The program also has enrolled an average of 3.7% non-resident aliens, who predominantly are people of color, and 3.4% students who identified themselves as multi-racial. Additionally, it should be noted that Arab, Middle Eastern and North African (MENA) students may also be classified as white in university statistics. Recent years have seen an increase in MENA enrollment, enabling the program to train students to meet a crucial need for clinicians in this community.

Comparisons on ethnicity cannot be made with the previous PPR, because the 2014 data combined M.A. and M.S. programs. However, we can compare enrollment data to the past seven years' enrollment in the M.A. program: the M.S. program has more Black/African American students (1.9% of M.A.) and Hispanic/Latino students (31.2% of M.A.). The M.S. has a smaller number of white students (35.5% of M.A.) and Asian/Pacific Islander enrollees (15.5% of M.A.). Compared to Psychology undergraduate majors, the M.S. program has a lower percentage of Hispanic/Latino individuals, who represent 57.4% of majors, and Asian/Pacific

Islander students (16.2% of majors). The program enrolls a larger percentage of Black/African American students (1.9% of undergrads) and white individuals (15.6% of majors).

D. Future Curricular Changes

During 2020-2021, the four core faculty members of the M.S. program conducted a year-long assessment of the program's curriculum. This included obtaining student input on the timing of classes, as well as reevaluating course content. The program is structured so that later classes build on earlier ones. Strategies to reorder the sequence of classes have inevitably run into the problem that there is no slack in the current sequence: changing the timing of one class creates cascading consequences for other classes. The sequencing of classes is the subject of ongoing discussions.

A current prerequisite of the program is Advanced Statistics. Most incoming students have not completed that requirement, largely because few universities besides CSUF offer an equivalent course. Students who have not met this prerequisite must do so during their first year in the program, when Advanced Statistics takes the place of a program elective, potentially delaying graduation. A possible solution under consideration is to create an alternative to Psyc 510—Experimental Design that is specifically for clinical students. This class would cover material taught in Advanced Statistics, obviating the prerequisite, and would prepare students for their thesis research, as the current Psyc 510 does. The new class would focus on clinical research, which Psyc 510 does not.

Historically, students have taken Psyc 569—Cross-cultural Psychology in their second year. Due to student requests, the program moved Psyc 569 to first year to give them an earlier introduction to this very important subject matter. The disadvantage of this move, though, is that first-year students are not doing clinical work, which removes an important dimension of Psyc 569—applying course concepts to one's therapy cases. Currently in the planning stage is making a Cultural Psychology sequence, with an introductory class in first year and an advanced class in second year to coincide with clinical training.

The program is also considering ways to enhance the emphasis on empirically supported treatments.

E. Student Satisfaction

In fall 2021, the M.S. program conducted a survey of alumni and current students, asking them, "Overall, how satisfied are you with your decision to attend this MS program?" We received responses from 79 individuals, 55.7% of whom said they were *very satisfied* with their decision and 31.6% endorsed *satisfied*. Only small percentages of respondents *somewhat regret* (7.6%) or *completely regret* (2.5%) their decision (see Table 8). These results strongly support that students believe the M.S. program has given them a valuable education.

Because faculty believe the scientist-practitioner model of training is a crucial feature of the M.S. program, students were also asked to rate the extent to which they feel that they have "benefited from completing a thesis project as part of this program"; the majority of the 73 respondents to this item indicated benefit: 49.3% responded *very beneficial* and 20.5% *beneficial*. Only 9.6% chose *not beneficial*.

One measure of the M.S. program's performance is whether its graduates find employment following completion of their degrees. Of the 45 respondents (51.1%) who had completed the M.S. degree, 5 (11.1%) were currently enrolled in doctoral programs in clinical psychology and

28 (62.2%) were employed full-time (22 in clinical mental health settings); another 9 (20%) were employed part-time (7 in a clinical mental health setting, 2 in other fields). None reported being unemployed. With regard to licensure, 10 respondents had an MFT and another 10 were progressing towards the MFT; 1 respondent was in the process of pursuing LPCC licensure; 9 reported having or pursuing another type of licensure (e.g., psychologist); and 6 reported not planning to pursue any license.

III. Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes

In the M.S. program, assessment of student learning occurs formally after the first semester. Faculty for the three core M.S. classes rate students in five areas that are tied to one or more learning outcomes: oral communication/class participation, written communication, knowledge of subject, readiness for clinical work, and readiness for thesis work. These evaluations are used for making judgments about students' readiness to continue toward internship in their second year. Occasionally, the faculty decide that students are not prepared for internship and must wait until their third year to begin fieldwork, giving them an extra year to repair deficits in their learning or to mature. On very rare occasions, these evaluations may lead M.S. faculty to decide that a student is not suited to becoming a professional clinician, and that student could be asked to leave the program. This is a truly rare phenomenon: during the last seven years, no student has been asked to leave the program after the first semester.

All students receive formal evaluation letters from the M.S. Graduate Studies Committee at the beginning of their second semester; the students meet with the coordinator to discuss strengths and weaknesses noted in the letters. By and large, these letters praise students' accomplishments during their first semester, with minor suggestions for improvement, such as getting assistance with their writing or making a point of participating more actively in class. If faculty have concerns, these letters enumerate specifically what must be done to ensure continued progress through the program.

In the Fieldwork classes (Psyc 594A & B), faculty review recordings of students' work with clients. This enables faculty to assess directly students' implementation of concepts and skills taught in their classes and their achievement of program learning outcomes. In addition, Fieldwork instructors use assessment of student performance to alter the content of earlier classes to best prepare students for internship and to enhance their accomplishment of program learning outcomes.

Finally, students complete a master's thesis. The thesis allows thorough assessment of students' learning related to research design, statistics and writing. In addition to the thesis chair, two committee members serve as reviewers of each thesis.

A. Student Learning

Achievement of program learning outcomes is assessed annually for every student in Psyc 594B. Because the internship is a capstone experience for students, these assessments enable faculty to judge how well students apply the knowledge and skills that are the learning goals of the program. Every advanced M.S. student in Fieldwork is rated by two individuals who have

thorough knowledge of the student's clinical work. It should also be noted that the program carefully monitors student progress and that students whose work displays substantial weakness are required to delay advancement to Fieldwork for an additional year to allow for remediation of deficits. Thus, students are only able to take Fieldwork after program faculty members are confident that they are prepared to do so.

B. Assessment Strategies

Appendix B contains the evaluation form used to assess all five learning outcomes of the M.S. program. It is completed by two independent raters—the Psyc 594B instructor and a supervisor at the student's internship site, both of whom have thorough knowledge of the student's clinical work. To enhance reliability, the rating scales are anchored with behavioral descriptors. Raters use a 4-point rating scale: *excellent*, *good*, *acceptable*, and *poor*. Ratings of *excellent* and *good* are ideal, although *acceptable* is adequate for this stage of students' training. The 2020-2021 academic year was the sixth year that the M.S. Program has collected such ratings.

C. Assessment Results

Appendix B also includes the 2020-2021 Assessment Report for the M.S. Program. The 2020-2021 academic year was particularly challenging for Fieldwork students, owing to both the shift in classes to online format in spring 2019 and conducting therapy virtually. While still supporting the efficacy of the M.S. education, assessment results were somewhat lower this year than has been typical in past years, underscoring the challenges faced by this cohort of students.

There is a high level of convergence in ratings between the two independent raters, which supports the validity of these assessments. Overall, the assessment provides strong support that the program is meeting its learning outcomes. For knowledge of ethics, 91% of ratings were *good* or *excellent*. The same is true for diagnosis. Students were also rated high in their ability to view clinical situations through a cultural lens: 92% of ratings were *good* or *excellent*. The weakest areas were application of theoretical frameworks, with 73% being rated as *good* or *excellent*, and therapeutic techniques, with 67% being rated as *good* or *excellent*.

IV. Faculty

The M.S. program currently has a core teaching faculty of four tenure-track members. Over the years, the availability of this small number of faculty has been further reduced by various leaves and teaching reductions due to research grants. As a consequence, many M.S. classes have been taught by lecturers, some of whom do not have doctorates. While these lecturers provide excellent instruction to M.S. students, the goal of the program is to have as many M.S. classes as possible taught by full-time tenure-track faculty members. To be able to do so necessitates further hiring of clinical psychologists to teach in the program. Additional clinical hires will also be able to mentor M.S. students' thesis projects.

In addition, as the current coordinator of the program is nearing retirement, it will be important to transition smoothly to a new coordinator. The faculty of the M.S. program is currently developing a succession plan.

V. Student Support and Advising

A. Advisement

The M.S. coordinator is primarily responsible for advising students. The M.S. coordinator meets individually with all students during their first semester to develop study plans for the M.S. degree. The coordinator helps students choose elective classes and find research mentors. Once master's students link up with a thesis advisor, that individual also guides the student's academic progress and is typically a very important resource for advice about careers.

At the beginning of the spring semester, the M.S. coordinator meets with each first-year student to go over their evaluation letter, giving feedback on the student's performance during the fall semester. The M.S. coordinator also holds meetings during the spring semester to facilitate students' finding internship sites for their second-year fieldwork sequence.

In addition, during the first semester in the program, the first-year class is divided into "mentor groups." These mentor groups are assigned to program faculty mentors who meet with them bi-weekly. The objective of the mentor groups is to give students a supportive environment in which they can ask questions, discuss stressful experiences related to the grad program, and receive support.

B. Collaborative Research and Internships

Internships. All students in the M.S. program do a full-year internship for which they provide therapy at a community agency approximately 15 to 20 hours per week. Students tend to work predominately with poor and minority individuals, who are underserved by health care agencies. These services are a very important contribution by CSUF to the well-being of Orange County residents. Internships also afford students essential, intensive training in therapy methods with diverse clients with a range of mental health problems.

Collaborative Research. Most Psychology faculty members mentor grad students in research through Psyc 598–Thesis and Psyc 599–Independent Graduate Research. Collaborative research provides mentoring opportunities for students that are not available through traditional classes. In addition, research provides both practical skills and necessary credentials for students seeking admission to doctoral programs.

VI. Long-term Plans

A. Long-term Plans

1. The most important long-term plan is that the M.S. program seeks to continue offering valuable education and training to its students, who also provide important service to underserved, at-risk members of the surrounding community.

2. The M.S. program seeks to expand its core faculty and enhance faculty diversity.

3. The program also plans to revise its cultural competency curriculum to include a two-course sequence.

4. The program plans to add a research class that covers both Advanced Statistics and Research Design, with content specific to M.S. students.

5. The program will develop a plan for transitioning to a new coordinator, including a training period for that faculty member.

6. The data collected for this PPR made clear that adding requirements for the LPCC license substantially increased students' time to graduation. Based on this information, the program will consider dropping preparation of students for LPCC licensure and instead qualify them only for the MFT license.

B. Implementation of University's Mission and Goals

As a program strongly committed to its students' learning and to its faculty's productive scholarship, the M.S. program's long-term plans closely fit the objectives of the university's mission and goals.

- The program is committed to offering innovative and diverse learning experiences that ensure the preeminence of learning, including incorporating students into faculty scholarship. Many students co-author conference presentations and publications with their faculty mentors.
- The M.S. program is dedicated to providing the highest quality education possible. The faculty continually strive to enhance the efficacy of our degree program.
- The M.S. program actively partners with community agencies through its internships. These connections enhance CSUF's relation with the community.

Appendix A — Tables

Table 1: M.S. Applications, Admissions and Enrollments

Fall	# Applied	# Admitted	# Enrolled	% Enrolled
2014	51	20	20	39
2015	77	17	17	22
2016	68	19	18	26
2017	63	16	15	24
2018	73	17	17	23
2019	71	17	17	24
2020	54	16	16	30
Means	65	17	17	27
PPR '14 Means	68	20	17	25
M.A. Program	77	17	15	19

Table 2: Mean Scores for New M.S. Students

Year of Entry	GRE		GPA		GPA Last 60 Units
	V	Q	Overall	Psyc	
2015	151	148	3.38	3.56	3.52
2016	151	148	3.44	3.72	3.61
2017	155	149	3.45	3.67	3.63
2018	149	147	3.55	3.70	3.62
2019	150	145	3.46	3.57	3.53
2020	150	148	3.55	3.78	3.69
2021	152	147	3.49	3.66	3.60
Means	151	147	3.47	3.66	3.60
PPR '14 Means	152	147	3.42	3.60	3.58
MA Program	152	150	3.51	3.66	N/A

Table 3: M.S. Program Admissions – Percentage by Source

Year	CSUF	Other CSU	UC	Private CA	Out of State
2015	17	22	28	17	17
2016	18	18	35	12	18
2017	31	19	37	6	6
2018	47	23	23	0	6
2019	47	29	6	18	0
2020	37	31	19	0	13
2021	40	20	33	0	7
Means	34	23	26	8	9
PPR '14 Means	25	11	30	10	24

Table 4: Graduate Program Enrollments

Academic Year (Annualized)	Headcount	FTES	FTES per Headcount
2014-2015	52	49.5	0.96
2015-2016	46	44.5	0.98
2016-2017	50	49.8	1.00
2017-2018	43	39.6	0.93
2018-2019	45	44.3	0.98
2019-2020	47	44.4	0.96
2020-2021	46	43.6	0.95
Means	47	45.1	.97
PPR '14 Means	37	29.8	.81

Table 5: Graduation Rates

All Master's Entered in Fall:	Cohort	% Graduated		
		In 2 Years	In 3 Years	In 4 Years
2013	17	0.0%	29.4%	52.9%
2014	20	5.0%	35.0%	60.0%
2015	17	0.0%	17.6%	82.4%
2016	18	0.0%	50.0%	50.0%
2017	15	0.0%	53.3%	73.3%
2018	17	0.0%	23.5%	N/A
2019	17	5.9%	N/A	N/A
Means	17	1.6%	34.8%	63.7%
PPR '14 Means	14	0.0%	61.7%	74.9%
M.A. Program	16	33.2%	64.5%	74.0%

Table 6: Graduate Degrees Awarded

College Year	Degrees Awarded
2014-2015	11
2015-2016	14
2016-2017	14
2017-2018	15
2018-2019	19
2019-2020	14
2020-2021	10
Mean	13.9
PPR '14 Mean	12.9
MA Program	11.7

Table 7: Admissions by Ethnicity

Fall	Ethnicity	Applied		Admitted		Enrolled	
		#	%	#	%	#	%
2014	Black or African American	1	2.0%	1	5.0%	1	5.0%
	Hispanic/Latino	17	33.3%	6	30.0%	6	30.0%
	Asian/Pacific Islander	3	5.9%	1	5.0%	1	5.0%
	White	22	43.1%	9	45.0%	9	45.0%
	Unknown	0	0.0%	0	0.0%	0	0.0%
	Nonresident Alien	7	13.7%	3	15.0%	3	15.0%
	Two or More Races	1	2.0%	0	0.0%	0	0.0%
	Total	51	100.0%	20	100.0%	20	100.0%
2015	Black or African American	2	2.6%	0	0.0%	0	0.0%
	Hispanic/Latino	23	29.9%	9	52.9%	9	52.9%
	Asian/Pacific Islander	8	10.4%	1	5.9%	1	5.9%
	White	31	40.3%	4	23.5%	4	23.5%
	Unknown	4	5.2%	3	17.6%	3	17.6%
	Nonresident Alien	5	6.5%	0	0.0%	0	0.0%
	Two or More Races	4	5.2%	0	0.0%	0	0.0%
	Total	77	100.0%	17	100.0%	17	100.0%
2016	Black or African American	3	4.4%	1	5.3%	1	5.6%
	Hispanic/Latino	20	29.4%	6	31.6%	5	27.8%
	Asian/Pacific Islander	8	11.8%	2	10.5%	2	11.1%
	White	27	39.7%	7	36.8%	7	38.9%
	Unknown	1	1.5%	0	0.0%	0	0.0%
	Nonresident Alien	6	8.8%	2	10.5%	2	11.1%
	Two or More Races	3	4.4%	1	5.3%	1	5.6%
	Total	68	100.0%	19	100.0%	18	100.0%
2017	Black or African American	6	9.5%	1	6.3%	1	6.7%
	Hispanic/Latino	15	23.8%	3	18.8%	2	13.3%
	Asian/Pacific Islander	4	6.3%	2	12.5%	2	13.3%
	White	23	36.5%	9	56.3%	9	60.0%
	Unknown	2	3.2%	0	0.0%	0	0.0%
	Nonresident Alien	7	11.1%	0	0.0%	0	0.0%
	Two or More Races	6	9.5%	1	6.3%	1	6.7%
	Total	63	100.0%	16	100.0%	15	100.0%
2018	Black or African American	4	5.5%	0	0.0%	1	5.9%
	Hispanic/Latino	28	38.4%	12	70.6%	11	64.7%
	Asian/Pacific Islander	9	12.3%	0	0.0%	0	0.0%
	White	18	24.7%	3	17.6%	3	17.6%
	Unknown	4	5.5%	1	5.9%	1	5.9%
	Nonresident Alien	6	8.2%	0	0.0%	0	0.0%
	Two or More Races	4	5.5%	1	5.9%	1	5.9%
	Total	73	100.0%	17	100.0%	17	100.0%

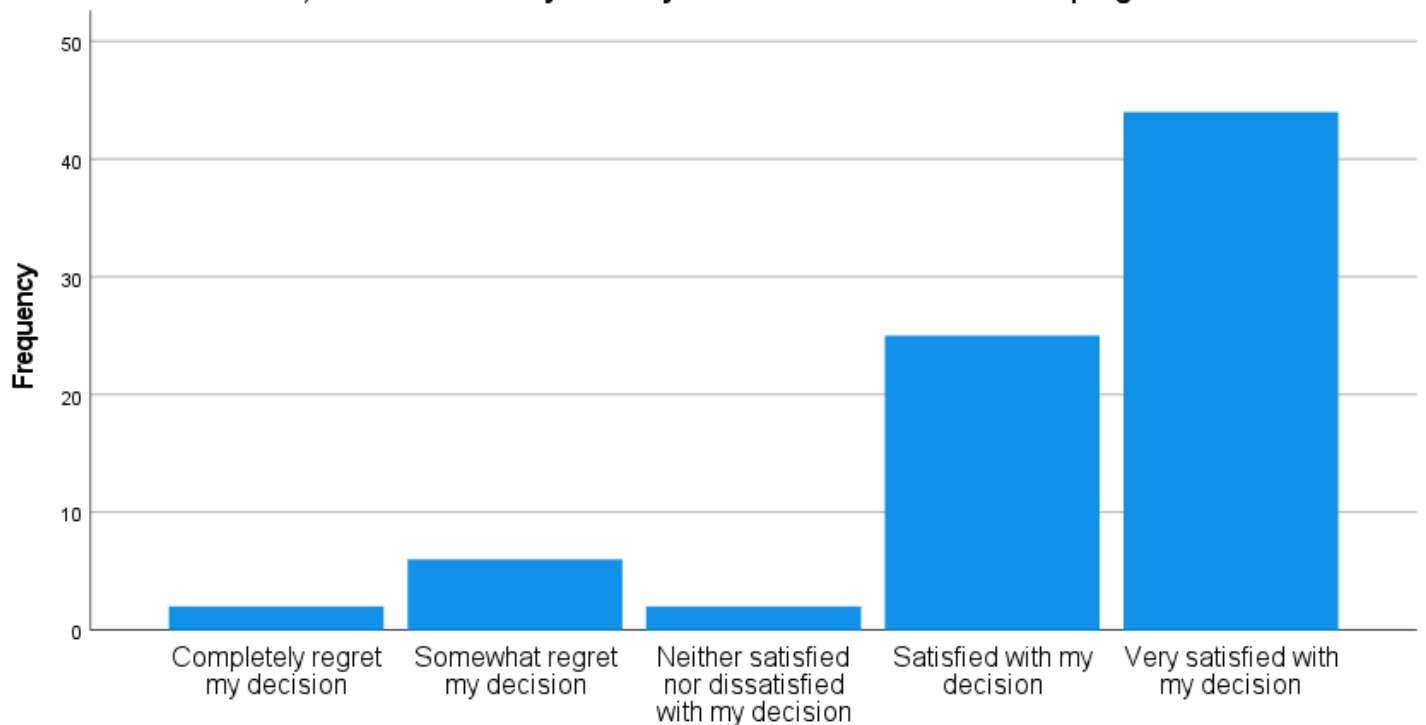
Fall	Ethnicity	Applied		Admitted		Enrolled		M.A. Program Overall	PS I
		#	%	#	%	#	%		
2019	Black or African American	2	2.8%	1	5.9%	1	5.9%		
	Hispanic/Latino	36	50.7%	8	47.1%	8	47.1%		
	Asian/Pacific Islander	2	2.8%	1	5.9%	1	5.9%		
	White	21	29.6%	3	17.6%	3	17.6%		
	Unknown	6	8.5%	3	17.6%	3	17.6%		
	Nonresident Alien	1	1.4%	0	0.0%	0	0.0%		
	Two or More Races	3	4.2%	1	5.9%	1	5.9%		
	Total	71	100.0%	17	100.0%	17	100.0%		
2020	Black or African American	3	5.6%	1	6.3%	1	6.3%		
	Hispanic/Latino	26	48.1%	6	37.5%	6	37.5%		
	Asian/Pacific Islander	3	5.6%	2	12.5%	2	12.5%		
	White	17	31.5%	7	43.8%	7	43.8%		
	Unknown	2	3.7%	0	0.0%	0	0.0%		
	Nonresident Alien	2	3.7%	0	0.0%	0	0.0%		
	Two or More Races	1	1.9%	0	0.0%	0	0.0%		
	Total	54	100.0%	16	100.0%	16	100.0%		
	M.S. Program Overall								
Means	Black or African American	3	4.6%	1	4.1%	1	5.1%	1.9%	1
	Hispanic/Latino	23	36.2%	7	41.2%	7	39.0%	31.2%	57
	Asian/Pacific Islander	5	7.9%	1	7.5%	1	7.7%	15.5%	16
	White	23	35.0%	6	30.6%	6	31.5%	35.5%	15
	Unknown	3	3.9%	1	5.9%	1	5.9%	10.2	1
	Nonresident Alien	5	7.6%	1	3.6%	1	3.7%	4.7%	3
	Two or More Races	3	4.7%	1	3.3%	1	3.4%	0.9%	4
	Total	65	99.9%	18	96.2%	18	96.3%	99.9%	10

Table 8: Student Satisfaction

Overall, how satisfied are you with your decision to attend this MS program?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely regret my decision	2	2.1	2.5	2.5
	Somewhat regret my decision	6	6.3	7.6	10.1
	Neither satisfied nor dissatisfied with my decision	2	2.1	2.5	12.7
	Satisfied with my decision	25	26.3	31.6	44.3
	Very satisfied with my decision	44	46.3	55.7	100.0
	Total	79	83.2	100.0	
Missing	System	16	16.8		
Total		95	100.0		

Overall, how satisfied are you with your decision to attend this MS program?



Appendix B — Assessment of Student Learning

Assessment Form

STUDENT: _____

The CSUF M.S. program is assessing its learning outcomes for students. These assessments are for the purpose of reviewing the curriculum to best prepare students for professional life. These **confidential** assessments will *not* affect students' grades; nor will students have access to them. They are for internal, program use only.

To help us with our assessment task, please rate the above student on the following areas, using the statements below as descriptors of different levels of learning attainment.

Students likely have experienced growth and learning during their internship. Please rate them as they are **now** (i.e., what is their **current** level of attainment?).

_____ **#1–Know the legal and ethical responsibilities related to clinical practice; apply these in actual clinical situations.**

3. **Excellent:** Student thoroughly understands legal and ethical responsibilities for practitioners and implements them consistently with clients.
2. **Good:** Student has a strong understanding of law and ethics, and behaves ethically with clients, but not at a level to receive a rating of 3.
1. **Acceptable:** Student has a general understanding of legal and ethical obligations but needs clarification or reminders about how to carry out these responsibilities.
0. **Poor:** Student fails to adequately understand legal and ethical responsibilities. Student's practice displays lapses in ethical behavior.

_____ **#2–Master the diagnostic and conceptual framework for mental disorders and related terminology; accurately diagnose actual clinical patients.**

3. **Excellent:** Student employs diagnostic methods in a sophisticated way; shows a comprehensive understanding of these frameworks and terminology and employs them skillfully and independently.
2. **Good:** Student employs appropriate diagnostic methods and displays a general understanding of these frameworks and terminology. Makes accurate diagnoses, sometimes needing assistance to do so.
1. **Acceptable:** Student generally uses appropriate diagnostic techniques but may not have a broad understanding of frameworks and terminology; typically needs assistance with making accurate diagnoses.
0. **Poor:** Student's use of diagnostic methods is not appropriate; displays only a vague understanding of the important frameworks and terminology; makes repeated diagnostic errors.

_____ **#3–Apply a variety of dominant theoretical frameworks for describing personality, predicting behavior, treatment planning and guiding clinical interventions.**

3. **Excellent:** Student shows a strong ability to conceptualize cases from multiple theoretical frameworks, accurately employing correct terminology and concepts.
2. **Good:** Student shows a strong grasp of at least one theoretical framework and accurately applies correct terminology and concepts to cases.
1. **Acceptable:** Student is generally able to apply theoretical frameworks to guide case conceptualization and planning. However, there are gaps or inaccuracies in the student's knowledge.
0. **Poor:** Student fails to employ at least one theoretical framework accurately. Student has a deficient grasp of case conceptualization.

_____ **#4–Employ therapeutic techniques from a variety of theoretical models for intervening with children, adolescents and adults in individual, family and group modalities.**

3. **Excellent:** Student skillfully uses a variety of therapeutic techniques successfully with clients.
2. **Good:** Student effectively uses multiple techniques to work with clients, but not to the extent needed for a rating of 3.
1. **Acceptable:** Student is able to successfully use a small range of therapeutic techniques, but student's practice does not display breadth.
0. **Poor:** Student is unable to employ any therapeutic technique successfully.

_____ **#5–Be sensitive to the influence of ethnicity and cultural values on clinical practice; consider cultural and ethnic influences while working with therapy cases.**

3. **Excellent:** Student regularly and consistently considers culture and ethnicity in treatment planning and intervention; independently applies them to cases.
2. **Good:** Student considers culture and ethnicity, but not at the level needed for a rating of 3.
1. **Acceptable:** Student has some understanding of the effects of culture and ethnicity on therapy but does not employ this understanding consistently. Needs guidance to be able to apply these concepts to cases.
0. **Poor:** Student fails to consider culture and ethnicity's effects on therapy; is not able to accurately apply these concepts to cases.

2020-2021 Psychology M.S. Program

SLO Assessment Report

Jack Mearns, Ph.D., M.S. coordinator

August 2021

Overview

The Psychology Department's M.S. Program in clinical psychology trains students to become master's level psychotherapists, who are eligible to obtain the Marriage Family Therapy or Licensed Professional Clinical Counselor professional licenses. The program's student learning outcomes pertain to the ethical and skillful practice of psychotherapy. These are:

1. Know the legal and ethical responsibilities related to clinical practice; apply these in actual clinical situations.
2. Master the diagnostic and conceptual framework for mental disorders and related terminology; accurately diagnose actual clinical patients.
3. Apply a variety of dominant theoretical frameworks for describing personality, predicting behavior, treatment planning and guiding clinical interventions.
4. Employ therapeutic techniques from a variety of theoretical models for intervening with children, adolescents and adults in individual, family and group modalities.
5. Be sensitive to the influence of ethnicity and cultural values on clinical practice; consider cultural and ethnic influences while working with therapy cases.

Each SLO is taught in multiple courses throughout the program.

During their second year in the M.S. program, all students take the Fieldwork sequence — Psyc 594A & 594B. For these classes, they spend 15 to 20 hours per week delivering psychotherapy at a clinic or other facility off campus in the community. This Fieldwork sequence is – along with the master's thesis – a capstone experience for M.S. students, in which they are expected to demonstrate achievement of program learning objectives by applying concepts and enacting skills in a setting in which they are working as psychotherapists.

Assessment Method

At the end of each spring semester, the entire M.S. second-year cohort is evaluated on the five learning outcomes by two people who are thoroughly familiar with students' clinical work. These are a supervisor at their practicum site and the Psyc 594B instructor. Both individuals independently rate all students in Psyc 594B on all five SLOs using the attached rating form that provides descriptive anchors for four levels of performance: excellent, good, acceptable and poor. Ratings of *excellent* and *good* are considered strong evidence of achieving the desired SLO. *Acceptable* represents a basic level of knowledge, with continued learning desired. A rating of *poor* means the student has failed to achieve the SLO, requiring remediation.

Rating scale: Ratings of students are made on a 4-point scale. *Excellent* represents strong mastery of the skill or conceptual framework with a clear ability to apply it with nuance. *Good* represents mastery but without the depth or breadth needed for a rating of excellent. For a rating of good, the student needs to demonstrate an ability to apply skills and concepts independently. *Acceptable* represents a capacity to use and apply concepts and skills with guidance from supervisors.

Acceptable represents an acceptable level of competence but also a need for continued growth. *Poor* represents an unacceptable level of knowledge or performance, meaning that the student did not display at least minimally acceptable levels of competence for a master's student. Remediation would be needed before this student would be considered to have achieved a level of knowledge and skill necessary for independent practice.

It should be noted that the M.S. program does ongoing evaluation of students with regard to their suitability to begin the Fieldwork capstone experience. Students for whom faculty have concerns are may be required to delay Fieldwork from their second year to their third year in the program. Because the program preemptively screens out students with deficient knowledge and skill, it is very rare for students in Fieldwork to obtain a rating of poor on any SLO.

Additionally, because of the ongoing assessment of learning outcomes during Psyc 594B, the Fieldwork professor is able to engage in remediation of deficiencies during the course of the semester. For this reason, the instructor is able to reinforce weak areas of students' professional work. This, again, makes it a very rare occurrence that a student would receive a rating of poor at the end of the semester. If at the end of the semester a student were to receive a rating of *poor* in any area, that student would be required to repeat the Psyc 594 sequence to make sure that that student has developed minimally adequate professional skills.

One of the philosophies of Psyc 594 is to instill in students a dedication to continued learning and growth. Thus, all students regardless of their ratings are expected to engage in continued growth to further develop their skills. Many students repeat Psyc 594 during their third year, although this is not a program requirement. This repetition of Fieldwork allows students to continue to enhance their professional work.

The 2020-2021 academic year is the sixth year in a row that the M.S. program has assessed student learning in this manner. It was a particularly challenging year for students and faculty, because students were seeing cases remotely and the Fieldwork class had a virtual format. Students began the spring semester behind where they typically are midway through their internship. The Fieldwork instructor engaged in intensive efforts to bring students up to a typical level of knowledge and skills.

Assessment Results

In spring 2021, 12 M.S. students were enrolled in Psyc 594B. These students were independently rated by two raters on all five SLOs, resulting in 23 ratings of each SLO¹. Below, please see frequency breakdowns of ratings for each SLO.

¹ One site supervisor failed to return a rating form. All other (11) students were rated by both raters.

Ethics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Acceptable	2	8.3	8.7	8.7
	Good	10	41.7	43.5	52.2
	Excellent	11	45.8	47.8	100.0
	Total	23	95.8	100.0	
Missing	System	1	4.2		
Total		24	100.0		

Diagnosis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Acceptable	2	8.3	8.7	8.7
	Good	18	75.0	78.3	87.0
	Excellent	3	12.5	13.0	100.0
	Total	23	95.8	100.0	
Missing	System	1	4.2		
Total		24	100.0		

Theories

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	4.2	4.3	4.3
	Acceptable	5	20.8	21.7	26.1
	Good	12	50.0	52.2	78.3
	Excellent	5	20.8	21.7	100.0
	Total	23	95.8	100.0	
Missing	System	1	4.2		
Total		24	100.0		

Techniques

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	4.2	4.3	4.3
	Acceptable	6	25.0	26.1	30.4
	Good	12	50.0	52.2	82.6
	Excellent	4	16.7	17.4	100.0
	Total	23	95.8	100.0	
Missing	System	1	4.2		
Total		24	100.0		

Culture

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Acceptable	1	4.2	4.3	4.3
	Good	7	29.2	30.4	34.8
	Excellent	15	62.5	65.2	100.0
	Total	23	95.8	100.0	
Missing	System	1	4.2		
Total		24	100.0		

For SLO 1 – Ethics, 91% of ratings by both raters were *excellent* or *good*. This documents that the program successfully teaches students the principles and frameworks of ethical practice and guides students to implement those frameworks in their clinical work. The one student who received a rating of *acceptable* will receive specific education to strengthen her understanding and application of ethics.

For SLO 2 – Diagnosis, 91% of ratings from the two raters were *excellent* or *good*. This result suggests the program has a high level of success in training its students as diagnosticians.

For SLO 3 – Theoretical Frameworks, 73% of ratings were *excellent* or *good*, with one student being *poor* by one rater. This result shows that the program is highly successful in training students to conceptualize cases from a variety of theoretical perspectives.

For SLO 4 – Therapeutic Techniques, 67% of ratings were *excellent* or *good*, with one student being *poor* by one rater. This shows the program is very successful in training students to intervene with clients using a variety of techniques from multiple theoretical frameworks.

For SLO 5 – Cultural Values, also, 92% of ratings were *excellent* or *good*. These figures are strong evidence that the program successfully prepares students to work with a diverse clientele and to take their clients' cultural backgrounds into account when providing psychotherapy.

Conclusions

1. Overall, there is a high level of convergence from two independent raters in their assessments of students' achievement of program SLOs. The benefit of having two raters, one of whom is not a faculty member at CSUF, is that the independence reduces the likelihood that ratings are biased. The agreement between the two raters suggests these ratings are an accurate assessment of student achievement.

2. The 2020-2021 ratings are very similar to ratings from the past four academic years.

3. Overall, the results of this assessment strongly support a conclusion that the Psychology M.S. Program achieves its educational goals for its students, successfully instructing them in both theoretical and practical aspects of professional practice. In addition, it fosters in students skills for implementing these concepts and techniques in actual work settings that are highly similar to those settings they will be working in post-graduation. Thus, the M.S. Program is successfully preparing its alumni for gainful employment.

4. The Psyc 594B instructional format enables its professor to work closely with students who may require remediation related to program SLOs to bring student performance up to desirable levels. The current assessment of student achievement for these five SLOs supports the conclusion that these efforts are successful.

5. Because the Psyc 594B instructor also teaches Psyc 547 – Theories of Psychological Intervention course during students' first semester in the M.S. program, he is able to adjust the curriculum of Psyc 547 to address shortcomings revealed in M.S. program SLO assessment. Thus, the M.S. program is able to *close the circle* by using data from Psyc 594B performance to enhance education for succeeding cohorts.