College of Education and Affiliated Programs
Annual Assessment Report Template – Spring 2010
Marriage & Family Therapy

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 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

	Outcome 1	Outcome 2	Outcome 3
SLOs	Demonstrate interviewing and 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	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

Table 2

Program Specific Candidate Information, 2008-2009 (snapshot taken F09) – Transition Point 1 (Admission to Program)

	Number Applied	Number Accepted	Number Matriculated
TOTAL	179	27	27

Table 3

Program Specific Candidate Information, 2008-2009 (snapshot taken F09) – Transition Point 2 (Advancement to Culminating Experience)

	Number
Thesis (698)[1]	2
Comps[2]	25
Project (695)[3]	0

Table 4

Program Specific Candidate Information, 2008-2009 (snapshot taken F09) – Transition Point 3 (Exit)

	Number
Degree	27

Table 5

Faculty Profile 2008-09

Status	Number
Full-time TT/Lect.	3
Part-time Lecturer	8
Total:	11

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.

The program's three full-time faculty took part in the data discussion on May 3, 2010.

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[1] This is data on students who were enrolled in thesis work during Fall 2008 and Spring 2009. This figure may include students who actually "crossed into" this transition point prior to Fall 2008and 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 Summer 2008, Fall 2008, or Spring 2009. The data include students who may not have taken or passed the examination(s).

[3] This is data on students who were conducting culminating projects during Fall 2008 and Spring 2009. This figure may include students who actually "crossed into" this transition point prior to Fall 2008 and were still making progress on their theses at this time.

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

a) <u>Candidate Performance Data</u>: 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.

b) <u>Program Effectiveness Data</u>: 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.

Table 6

Program Student Learning Outcomes and Signature Assignments

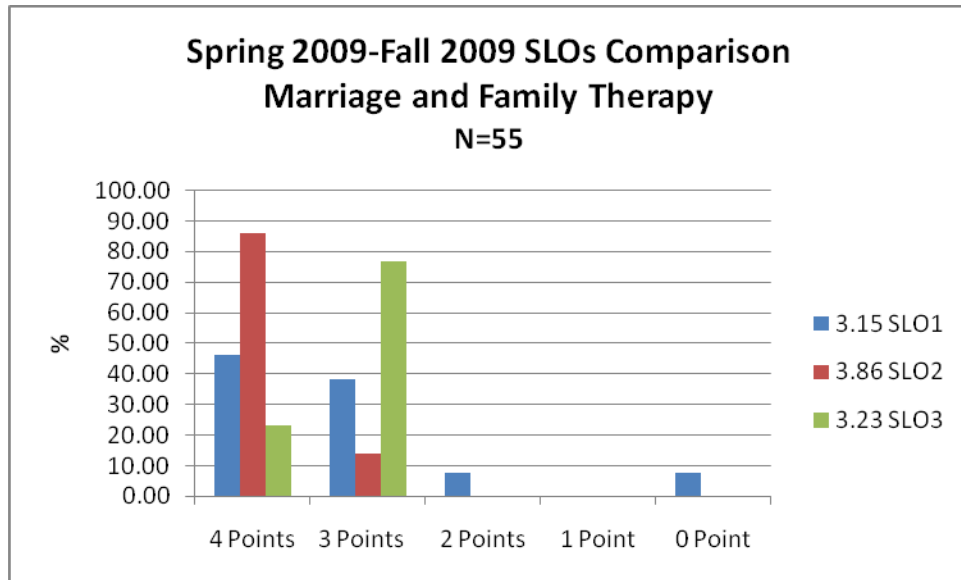|	**Student Learning Outcomes**	**Signature Assignment(s)**	**Description of the Assignment**
SLO 1	Demonstrate diagnostic skills sufficient for entry level in a clinical or counseling setting	COUN 643d	Review a vignette describing an individual with a mental health issue, identify symptoms and problems, write 5 Axis diagnosis based on DSM-IV criteria including rationale.
SLO 2	Draw upon family systems theoretical models and demonstrate ability to work in a systematic fashion with families	COUN 508b	Create a vignette describing a family requesting counseling., choose family therapy models, write assessment of family system, treatment goals, and therapeutic interventions.
SLO 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	COUN 644d	Develop comprehensive treatment plan.

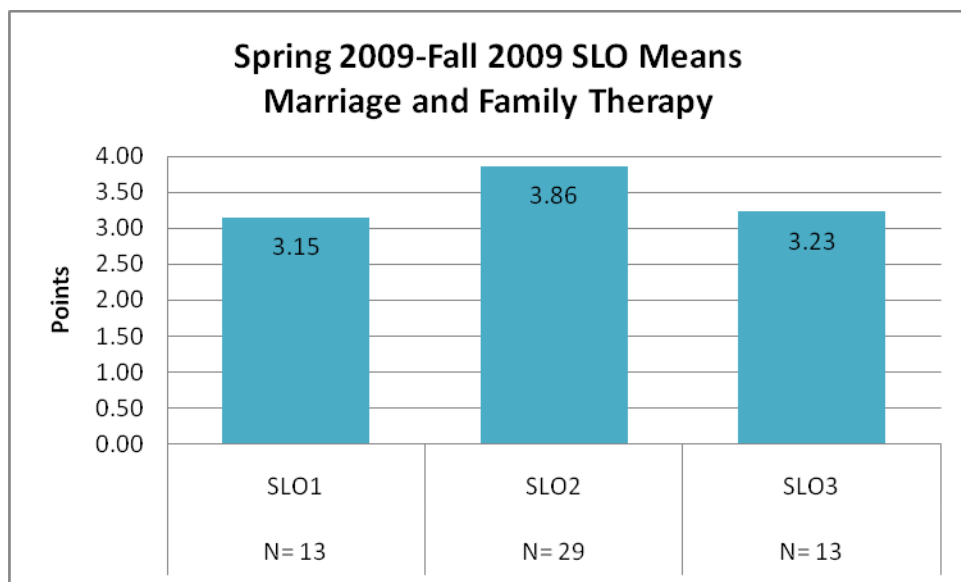**Figure 1**

Comparison of SLO Data

Figure 2
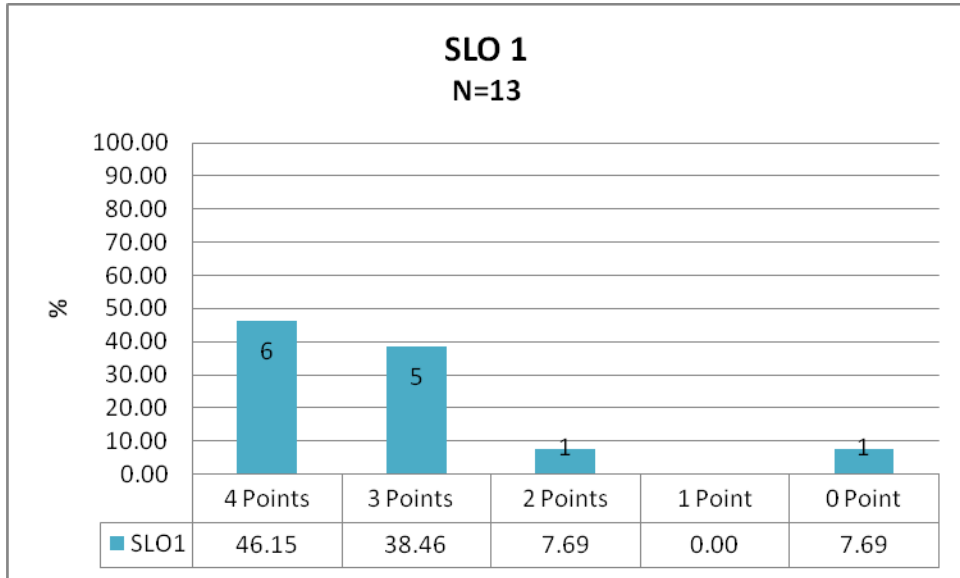
SLO Means

Figure 3

Performance Data for SLO 1

SLO 1
N=13

	4 Points	3 Points	2 Points	1 Point	0 Point
■ SLO1	46.15	38.46	7.69	0.00	7.69

Figure 4

Performance Data for SLO 2

SLO 2
N=29

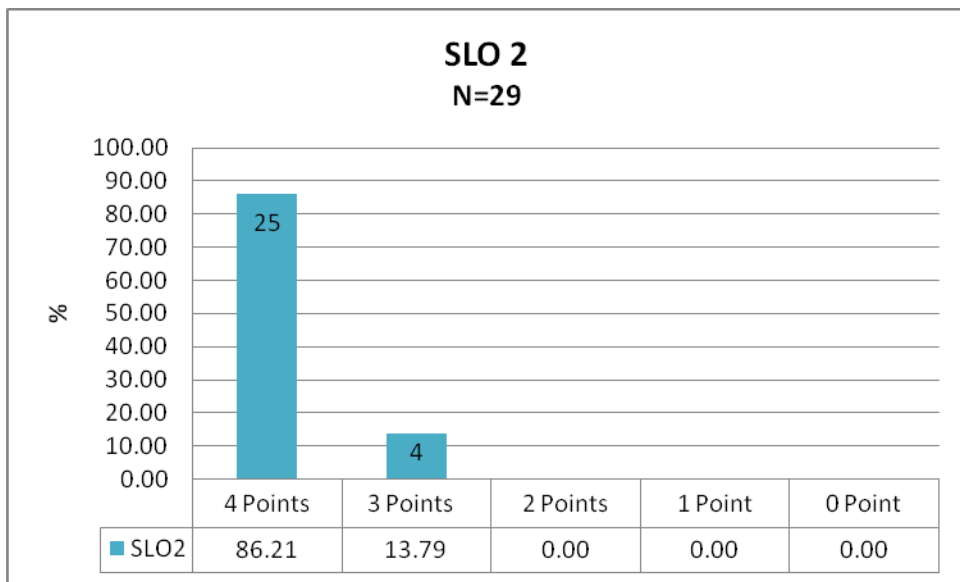|	4 Points	3 Points	2 Points	1 Point	0 Point
■ SLO2	86.21	13.79	0.00	0.00	0.00

Figure 5

Rubric Criteria Score Means for SLO 2
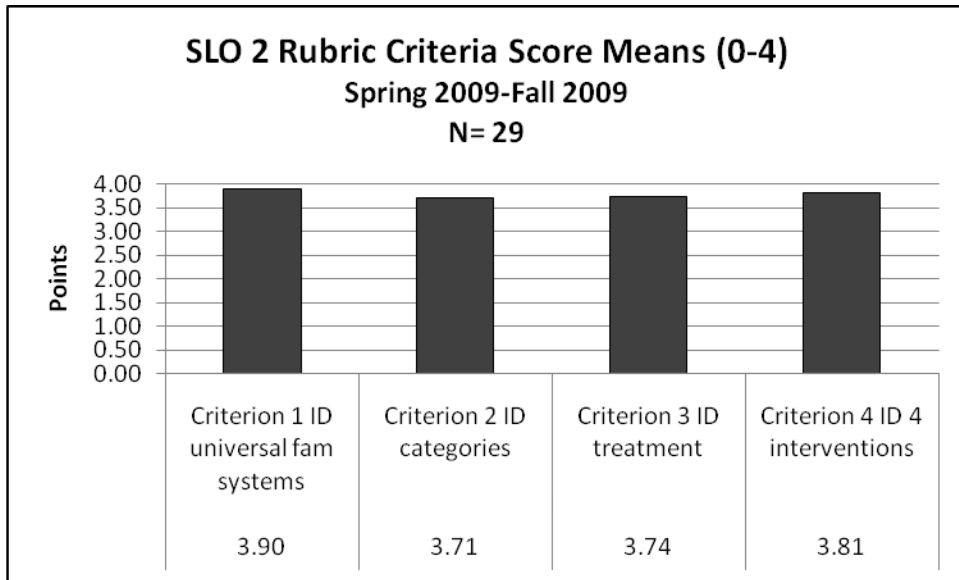
Figure 6

Performance Data for SLO 3
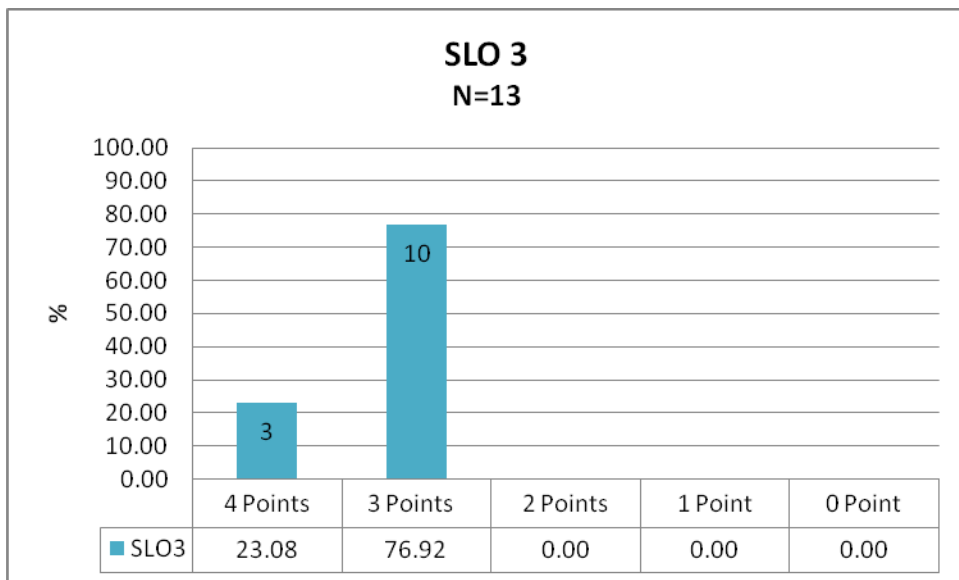
Figure 7

Rubric Criteria Score Means for SLO 3

SLO 3 Rubric Criteria Score Means (0-4)
Spring 2009- Fall 2009
N= 13

	Criterion 1 theraputic alliance	Criterion 2 presenting problems	Criterion 3 history	Criterion 4 mental status	Criterion 5 strengths	Criterion 6 axis diagnoses	Criterion 7 prioritization	Criterion 8 treatment	Criterion 9 discharge
	3.31	3.00	3.23	3.77	4.00	2.85	2.77	3.08	3.38
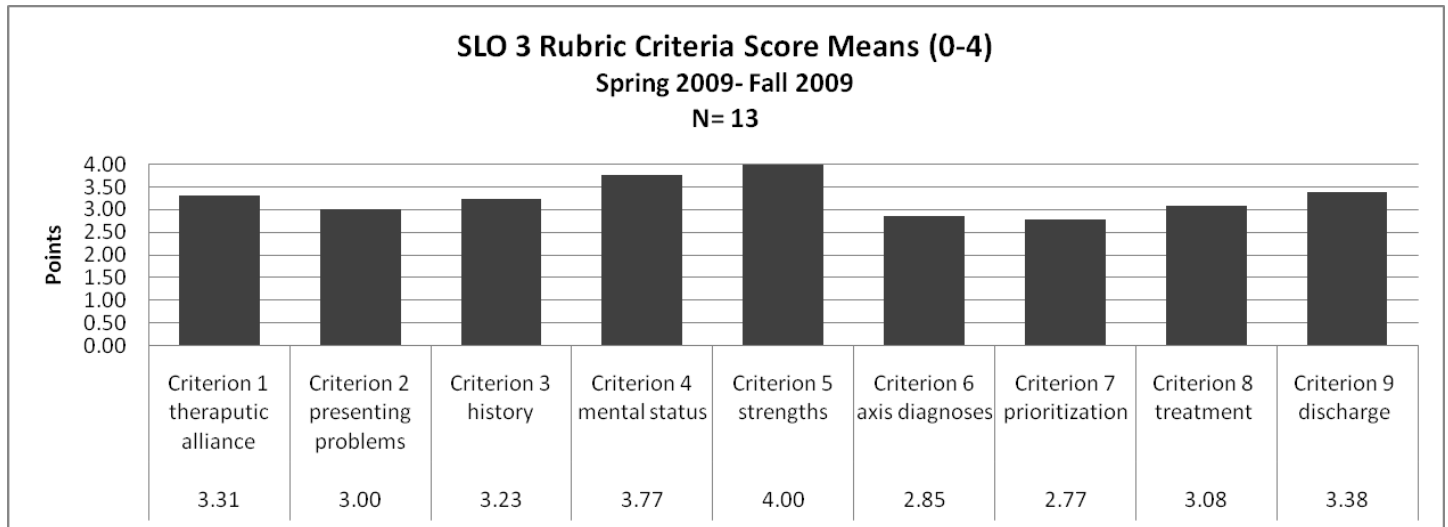
4. <u>OPTIONAL</u>: You may provide *additional* information (e.g., other data, copies of letters of support from granting agencies or school staff, etc.) about candidate performance, the student experience or program effectiveness used to inform programmatic decision making. This may include quantitative and qualitative data sources.

Analysis and Actions

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

The data indicate that most students demonstrate competencies in the three areas assessed: diagnostic skills, family systems theories and treatments, and treatment planning. They also indicate that students may be having some difficulty identifying presenting problems (SLO 3, criterion 2) and in particular, linking the presenting issues to a 5 axis diagnosis (SLO 3, criterion 6) and prioritization of key issues (SLO 3, criterion 7). In regards to program effectiveness, the program may need to change teaching methods to increase candidate performance in these areas.

6. How do these findings compare to past assessment findings?

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.

The program faculty will meet in fall, 2010 to discuss these findings and to critically analyze course content that may be related to the SLOs. Course content and/or teaching methods may be changed in order to increase candidate performance on the SLOs.

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?
	Align syllabi for courses to improve performance on SLO #1		
	Align syllabi for courses to improve performance on SLO#3		