

SLO Number	Student Learning Outcome [1]	Measure Number	Measure Description [2]	Measure Location [3]	Student Target [4]	Results [5]	Did results meet target?	How will you use the results next year?	Dean Feedback
1	Program Goal 2. Demonstrate competency in assessing, hypothesizing and diagnosing.	1.1	Integrative Couples Therapy Paper	MFTO 610 Couples Therapy	A group mean of 80%	The group mean for this assessment measure in Su 2 2022 was 82%. The group mean for this assessment measure in Fa 2 2022 was 94%. The group mean for this assessment measure in Sp 2 2023 across 4 sections was 93.4%. The course was redesigned during Fall 2022 and in Spring 2, the newly redesigned course ran for the first time. The assessment measure slightly changed in the redesign but is still mapped to this SLO. The new assessment measure is Treatment Planning with Integrative Behavioral Couple Therapy.	Yes	The program director notes this assessment measure occurs in week 2 of the course and is preceded by one week of instruction about supportive theories. Thus, this is the first theory students are exposed to in the MFTO 610 Couples Therapy course. Therefore, the faculty member should provide a sufficient introduction to the model in their weekly video announcement.	Meets requirement: The measure for outcome 6.4 (MFT 662) is appropriate. The initial concern was the way the Details/Description of the measure were written in that it appeared as a "compliance" about responding to discussion questions, which are required as part of the course. After consultation with the program director, it is determined the measure was appropriate. In the future, it is best to write the measure to identify the artifact that will be measured, rather than the instructions for the course requirement of a discussion question.
		1.2	Recovery Meeting Analysis Paper	MFTO 634 Addictive Disorders	A group mean of 80%	The group mean for this assessment measure in Sp 2 2023 was 96.6%.	Yes	While the ideal target was achieved for the assessment measure Recovery Meeting Analysis Paper, the program director notes this course only ran once during the annual assessment period. As the program continues to scale, the course will run twice next year. That will allow for a larger range of data to analyze. Additionally, faculty should continue to advise students early in the term that this assignment requires participation in an in-person or virtual recovery meeting. The ideal target was achieved for the assessment measure Case Study: Diagnosis I. The program director notes this assignment is the first one in which students practice their diagnostic skills. Faculty should remind students to consult the relevant chapters of the DSM-5-TR prior to completion of the assignment. Students met the competency target but did not achieve the ideal target for the assessment measures Diagnosing Sexual Dysfunction Paper and Sexual Functioning Theory Paper. The course containing these assessment measures was recently redesigned in Fall 2022 and ran for the first time in Summer 1. Weekly introductions, updated assignment instructions, and clearer rubrics were added to the course. These improvements will clarify the expectations for the assessment measures.	
		1.3	Case Study: Diagnosis I	MFTO 645 Systemic Diagnosis and Assessment	A group mean of 80%	The group mean for this assessment measure in Su 1 2022 was 93.7%. The group mean for this assessment measure in Fa 1 2022 was 95.5%. The group mean for this assessment measure in Sp 1 2023 across 3 sections was 99.2%.	Yes	While the ideal target was achieved for the assessment measure Recovery Meeting Analysis Paper, the program director notes this course only ran once during the annual assessment period. As the program continues to scale, the course will run twice next year. That will allow for a larger range of data to analyze. Additionally, faculty should continue to advise students early in the term that this assignment requires participation in an in-person or virtual recovery meeting. The ideal target was achieved for the assessment measure Case Study: Diagnosis I. The program director notes this assignment is the first one in which students practice their diagnostic skills. Faculty should remind students to consult the relevant chapters of the DSM-5-TR prior to completion of the assignment. Students met the competency target but did not achieve the ideal target for the assessment measures Diagnosing Sexual Dysfunction Paper and Sexual Functioning Theory Paper. The course containing these assessment measures was recently redesigned in Fall 2022 and ran for the first time in Summer 1. Weekly introductions, updated assignment instructions, and clearer rubrics were added to the course. These improvements will clarify the expectations for the assessment measures.	
		1.4	Diagnosing Sexual Dysfunction Paper	MFTO 651 Sex Therapy	A group mean of 80%	The group mean for this assessment measure in Su 1 2022 was 90.6%. The group mean for this assessment measure in Fa 2 2022 was 84.3%.	Yes	While the ideal target was achieved for the assessment measure Recovery Meeting Analysis Paper, the program director notes this course only ran once during the annual assessment period. As the program continues to scale, the course will run twice next year. That will allow for a larger range of data to analyze. Additionally, faculty should continue to advise students early in the term that this assignment requires participation in an in-person or virtual recovery meeting. The ideal target was achieved for the assessment measure Case Study: Diagnosis I. The program director notes this assignment is the first one in which students practice their diagnostic skills. Faculty should remind students to consult the relevant chapters of the DSM-5-TR prior to completion of the assignment. Students met the competency target but did not achieve the ideal target for the assessment measures Diagnosing Sexual Dysfunction Paper and Sexual Functioning Theory Paper. The course containing these assessment measures was recently redesigned in Fall 2022 and ran for the first time in Summer 1. Weekly introductions, updated assignment instructions, and clearer rubrics were added to the course. These improvements will clarify the expectations for the assessment measures.	
		1.5	Sexual Functioning Theory Paper	MFTO 651 Sex Therapy	A group mean of 80%	The group mean for this assessment measure in Su 1 2022 was 86.7%. The group mean for this assessment measure in Fa 2 2022 was 81.9%.	Yes	While the ideal target was achieved for the assessment measure Recovery Meeting Analysis Paper, the program director notes this course only ran once during the annual assessment period. As the program continues to scale, the course will run twice next year. That will allow for a larger range of data to analyze. Additionally, faculty should continue to advise students early in the term that this assignment requires participation in an in-person or virtual recovery meeting. The ideal target was achieved for the assessment measure Case Study: Diagnosis I. The program director notes this assignment is the first one in which students practice their diagnostic skills. Faculty should remind students to consult the relevant chapters of the DSM-5-TR prior to completion of the assignment. Students met the competency target but did not achieve the ideal target for the assessment measures Diagnosing Sexual Dysfunction Paper and Sexual Functioning Theory Paper. The course containing these assessment measures was recently redesigned in Fall 2022 and ran for the first time in Summer 1. Weekly introductions, updated assignment instructions, and clearer rubrics were added to the course. These improvements will clarify the expectations for the assessment measures.	
		1.6	Abbreviated Raw Data Capstone Presentation	MFTO 605 Internship IV	A group mean of 80%	The group mean for this assessment measure in Su 1 2022 across 2 sections was 93.7%. The group mean for this assessment measure in Su 2 2022 across 4 sections was 91.4%. The group mean for this assessment measure in Fa 1 2022 across 4 sections was 90.6%. The group mean for this assessment measure in Fa 2 2022 across 3 sections was 94.2%. The group mean for this assessment measure in Sp 1 2023 across 5 sections was 89%. The group mean for this assessment measure in Sp 2 2023 across 7 sections was 94%.	Yes	Students nearly met the ideal target for the assessment measure Abbreviated Raw Data Capstone Presentation. The program's communities of interest (e.g. current students, program clinical supervisors) have provided feedback to the program about the Capstone process. The program director has created a flowchart to assist students in determining the suitability of raw data clips and will disseminate it in Summer 2 2023. The assessment measure Integrative Couples Therapy Paper has been redesigned to more closely align with the SLO 2.4. Students will now complete a treatment plan based on a case study. The program director notes this new assessment measure was implemented in Spring 2 2023. The assessment measure Suicide Assessment Report was added to the Systemic Diagnosis and Assessment course approximately 18 months ago as a response to feedback from communities of interest (local MFT clinical supervisors) who desired students to have training in suicide assessment. Thus, this is the first time in the program's assessment cycle the program is able to analyze the new data. Based on the findings, the program will continue utilizing this assessment measure to track student achievement of SLO 2.4.	

		1.7	Integrative Couples Therapy Paper	MFTO 610 Couples Therapy	A group mean of 80%	<p>The group mean for this assessment measure in Su 2 2022 was 82%. The group mean for this assessment measure in Fa 2 2022 was 94%. The group mean for this assessment measure in Sp 2 2023 across 4 sections was 93.4%. The course was redesigned during Fall 2022 and in Spring 2, the newly redesigned course ran for the first time. The assessment measure slightly changed in the redesign but is still mapped to this SLO. The new assessment measure is Treatment Planning with Integrative Behavioral Couple Therapy.</p>	Yes	<p>Students nearly met the ideal target for the assessment measure Abbreviated Raw Data Capstone Presentation. The program's communities of interest (e.g. current students, program clinical supervisors) have provided feedback to the program about the Capstone process. The program director has created a flowchart to assist students in determining the suitability of raw data clips and will disseminate it in Summer 2 2023.</p> <p>The assessment measure Integrative Couples Therapy Paper has been redesigned to more closely align with the SLO 2.4. Students will now complete a treatment plan based on a case study. The program director notes this new assessment measure was implemented in Spring 2 2023.</p> <p>The assessment measure Suicide Assessment Report was added to the Systemic Diagnosis and Assessment course approximately 18 months ago as a response to feedback from communities of interest (local MFT clinical supervisors) who desired students to have training in suicide assessment. Thus, this is the first time in the program's assessment cycle the program is able to analyze the new data. Based on the findings, the program will continue utilizing this assessment measure to track student achievement of SLO 2.4.</p>
		1.8	Suicide Assessment Report	MFTO 645 Systemic Diagnosis and Assessment	A group mean of 80%	<p>The group mean for this assessment measure in Su 1 2022 was 86.6%. The group mean for this assessment measure in Fa 1 2022 was 96.3%. The group mean for this assessment measure in Sp 1 2023 across 3 sections was 99%.</p>	Yes	<p>Students nearly met the ideal target for the assessment measure Abbreviated Raw Data Capstone Presentation. The program's communities of interest (e.g. current students, program clinical supervisors) have provided feedback to the program about the Capstone process. The program director has created a flowchart to assist students in determining the suitability of raw data clips and will disseminate it in Summer 2 2023.</p> <p>The assessment measure Integrative Couples Therapy Paper has been redesigned to more closely align with the SLO 2.4. Students will now complete a treatment plan based on a case study. The program director notes this new assessment measure was implemented in Spring 2 2023.</p> <p>The assessment measure Suicide Assessment Report was added to the Systemic Diagnosis and Assessment course approximately 18 months ago as a response to feedback from communities of interest (local MFT clinical supervisors) who desired students to have training in suicide assessment. Thus, this is the first time in the program's assessment cycle the program is able to analyze the new data. Based on the findings, the program will continue utilizing this assessment measure to track student achievement of SLO 2.4.</p>
2	Program Goal 3. Demonstrate competency in designing and conducting systemic treatment.	2.1	Raw Data Presentation	MFTO 604 Internship III	A group mean of 80%.	<p>The group mean for this assessment measure in Su 1 2022 across 5 sections was 90.1%. The group mean for this assessment measure in Su 2 2022 across 4 sections was 88.4%. The group mean for this assessment measure in Fa 1 2022 across 3 sections was 97.5%. The group mean for this assessment measure in Fa 2 2022 across 5 sections was 91.6%. The group mean for this assessment measure in Sp 1 2023 across 5 sections was 97.4%. The group mean for this assessment measure in Sp 2 2023 across 4 sections was 86.8%.</p>	Yes	<p>For the assessment measures Raw Data Presentation, students consistently meet the competency targets. However, the program director notes that the overall performance on the Capstone Clinical Presentation, which is what the Raw Data Presentation supports, is uneven among students and different sections of the course. The program director recommends advising students that showing raw data during individual supervision is a likely way to increase performance on this assessment measure, prepare them well for the Capstone Clinical Presentation, and deliver quality family therapy to their clients.</p> <p>The findings for the assessment measure Theory of Change Draft indicate many students are not completing the assignment. The program director notes there is a likely correlation between those students who do not submit the assignment and therefore do not receive feedback and those who do not pass the Capstone Theory of Change Paper on the first attempt. The program director will advise students via a content page in the course about the importance of preparing a draft.</p> <p>The findings for the assessment measure Capstone Theory of Change rubric item align with anecdotal data that suggests students are not able to implement interventions that are consistent and congruent with their chosen model of therapy. The program director and core faculty have recently discussed the need to provide an on-demand resource that serves to prepare students for the Capstone. This will be implemented prior to the next assessment cycle.</p> <p>The assessment measure Emotionally Focused Couple Therapy Paper has been redesigned to more closely align with the SLO 3.1. Students will now complete a treatment plan based on a case study. The program director notes this new assessment measure was implemented in Spring 2 2023.</p> <p>The program director notes the assessment measure Family Assessment Report requires students to solicit volunteers to complete the assignment. While the competency target was met, faculty will continue to remind students they will need volunteers to achieve the outcomes of this assignment.</p> <p>Findings for the assessment measure Solution-Focused Brief Therapy Questions continue to indicate students exceed the ideal target. Faculty will continue to provide detailed feedback about the theoretical suppositions behind helpful questions in the model.</p>
		2.2	Raw Data Presentation	MFTO 605 Internship VI	A group mean of 80%.	<p>The group mean for this assessment measure in Su 1 2022 across 2 sections was 97.1%. The group mean for this assessment measure in Su 2 2022 across 5 sections was 92.2%. The group mean for this assessment measure in Fa 1 2022 across 4 sections was 92.8%. The group mean for this assessment measure in Fa 2 2022 across 3 sections was 97.8%. The group mean for this assessment measure in Sp 1 2023 across 5 sections was 96.8%. The group mean for this assessment measure in Sp 2 2023 across 7 sections was 98.9%.</p>	Yes	<p>For the assessment measures Raw Data Presentation, students consistently meet the competency targets. However, the program director notes that the overall performance on the Capstone Clinical Presentation, which is what the Raw Data Presentation supports, is uneven among students and different sections of the course. The program director recommends advising students that showing raw data during individual supervision is a likely way to increase performance on this assessment measure, prepare them well for the Capstone Clinical Presentation, and deliver quality family therapy to their clients.</p> <p>The findings for the assessment measure Theory of Change Draft indicate many students are not completing the assignment. The program director notes there is a likely correlation between those students who do not submit the assignment and therefore do not receive feedback and those who do not pass the Capstone Theory of Change Paper on the first attempt. The program director will advise students via a content page in the course about the importance of preparing a draft.</p> <p>The findings for the assessment measure Capstone Theory of Change rubric item align with anecdotal data that suggests students are not able to implement interventions that are consistent and congruent with their chosen model of therapy. The program director and core faculty have recently discussed the need to provide an on-demand resource that serves to prepare students for the Capstone. This will be implemented prior to the next assessment cycle.</p> <p>The assessment measure Emotionally Focused Couple Therapy Paper has been redesigned to more closely align with the SLO 3.1. Students will now complete a treatment plan based on a case study. The program director notes this new assessment measure was implemented in Spring 2 2023.</p> <p>The program director notes the assessment measure Family Assessment Report requires students to solicit volunteers to complete the assignment. While the competency target was met, faculty will continue to remind students they will need volunteers to achieve the outcomes of this assignment.</p> <p>Findings for the assessment measure Solution-Focused Brief Therapy Questions continue to indicate students exceed the ideal target. Faculty will continue to provide detailed feedback about the theoretical suppositions behind helpful questions in the model.</p>

2.3	Capstone Theory of Change Draft	MFTO 606 Internship V	A group mean of 90%.	<p>The group mean for this assessment measure in Su 1 2022 across 3 sections was 87.3%.</p> <p>The group mean for this assessment measure in Su 2 2022 across 3 sections was 97% for those students who submitted the assignment. The group mean for this assessment measure in Su 2 2022 across 3 sections, including those scores for those who did not submit, was 13.8%.</p> <p>The group mean for this assessment measure in Fa 1 2022 across 7 sections was 77.7% for those students who submitted the assignment. The group mean for this assessment measure in Fall 1 2022 across 7 sections, including those scores for those who did not submit, was 56.3%.</p> <p>The group mean for this assessment measure in Fa 2 2022 across 4 sections was 84% for those students who submitted the assignment. The group mean for this assessment measure in Fall 2 2022 across 4 sections, including those scores for those who did not submit, was 65.3%.</p> <p>The group mean for this assessment measure in Sp 1 2023 across 4 sections was 81.6%.</p> <p>The group mean for this assessment measure in Sp 2 2023 across 4 sections was 76.5%.</p>	No	<p>For the assessment measures Raw Data Presentation, students consistently meet the competency targets. However, the program director notes that the overall performance on the Capstone Clinical Presentation, which is what the Raw Data Presentation supports, is uneven among students and different sections of the course. The program director recommends advising students that showing raw data during individual supervision is a likely way to increase performance on this assessment measure, prepare them well for the Capstone Clinical Presentation, and deliver quality family therapy to their clients.</p> <p>The findings for the assessment measure Theory of Change Draft indicate many students are not completing the assignment. The program director notes there is a likely correlation between those students who do not submit the assignment and therefore do not receive feedback and those who do not pass the Capstone Theory of Change Paper on the first attempt. The program director will advise students via a content page in the course about the importance of preparing a draft.</p> <p>The findings for the assessment measure Capstone Theory of Change rubric item align with anecdotal data that suggests students are not able to implement interventions that are consistent and congruent with their chosen model of therapy. The program director and core faculty have recently discussed the need to provide an on-demand resource that serves to prepare students for the Capstone. This will be implemented prior to the next assessment cycle.</p> <p>The assessment measure Emotionally Focused Couple Therapy Paper has been redesigned to more closely align with the SLO 3.1. Students will now complete a treatment plan based on a case study. The program director notes this new assessment measure was implemented in Spring 2 2023.</p> <p>The program director notes the assessment measure Family Assessment Report requires students to solicit volunteers to complete the assignment. While the competency target was met, faculty will continue to remind students they will need volunteers to achieve the outcomes of this assignment.</p> <p>Findings for the assessment measure Solution-Focused Brief Therapy Questions continue to indicate students exceed the ideal target. Faculty will continue to provide detailed feedback about the theoretical suppositions behind helpful questions in the model.</p>
2.4	Capstone Theory of Change Paper	MFTO 607 Internship VI	A group mean of 80% on the rubric line: Implement interventions that are consistent and congruent with model of therapy and articulates goals of the treatment plan in the case study.	<p>The group mean for the Capstone Theory of Change Paper rubric item "Implement interventions that are consistent and congruent with model of therapy and articulates goals of the treatment plan in the case study" was 71% for students during Summer 1 2022 - Spring 2 2023. The group mean reflects the first submission scores.</p>	No	<p>For the assessment measures Raw Data Presentation, students consistently meet the competency targets. However, the program director notes that the overall performance on the Capstone Clinical Presentation, which is what the Raw Data Presentation supports, is uneven among students and different sections of the course. The program director recommends advising students that showing raw data during individual supervision is a likely way to increase performance on this assessment measure, prepare them well for the Capstone Clinical Presentation, and deliver quality family therapy to their clients.</p> <p>The findings for the assessment measure Theory of Change Draft indicate many students are not completing the assignment. The program director notes there is a likely correlation between those students who do not submit the assignment and therefore do not receive feedback and those who do not pass the Capstone Theory of Change Paper on the first attempt. The program director will advise students via a content page in the course about the importance of preparing a draft.</p> <p>The findings for the assessment measure Capstone Theory of Change rubric item align with anecdotal data that suggests students are not able to implement interventions that are consistent and congruent with their chosen model of therapy. The program director and core faculty have recently discussed the need to provide an on-demand resource that serves to prepare students for the Capstone. This will be implemented prior to the next assessment cycle.</p> <p>The assessment measure Emotionally Focused Couple Therapy Paper has been redesigned to more closely align with the SLO 3.1. Students will now complete a treatment plan based on a case study. The program director notes this new assessment measure was implemented in Spring 2 2023.</p> <p>The program director notes the assessment measure Family Assessment Report requires students to solicit volunteers to complete the assignment. While the competency target was met, faculty will continue to remind students they will need volunteers to achieve the outcomes of this assignment.</p> <p>Findings for the assessment measure Solution-Focused Brief Therapy Questions continue to indicate students exceed the ideal target. Faculty will continue to provide detailed feedback about the theoretical suppositions behind helpful questions in the model.</p>
2.5	Emotionally Focused Couple Therapy Paper	MFTO 610 Couples Therapy	A group mean of 80%	<p>The group mean for this assessment measure in Su 2 2022 was 85.9%.</p> <p>The group mean for this assessment measure in Fa 2 2022 was 94.8%.</p> <p>The group mean for this assessment measure in Sp 2 2023 across 4 sections was 93.3%. The course was redesigned during Fall 2022 and in Spring 2, the newly redesigned course ran for the first time. The assessment measure slightly changed in the redesign but is still mapped to this SLO. The new assessment measure is Practicing Emotionally Focused Couple Therapy (EFCT) with a Case Study.</p>	Yes	<p>For the assessment measures Raw Data Presentation, students consistently meet the competency targets. However, the program director notes that the overall performance on the Capstone Clinical Presentation, which is what the Raw Data Presentation supports, is uneven among students and different sections of the course. The program director recommends advising students that showing raw data during individual supervision is a likely way to increase performance on this assessment measure, prepare them well for the Capstone Clinical Presentation, and deliver quality family therapy to their clients.</p> <p>The findings for the assessment measure Theory of Change Draft indicate many students are not completing the assignment. The program director notes there is a likely correlation between those students who do not submit the assignment and therefore do not receive feedback and those who do not pass the Capstone Theory of Change Paper on the first attempt. The program director will advise students via a content page in the course about the importance of preparing a draft.</p> <p>The findings for the assessment measure Capstone Theory of Change rubric item align with anecdotal data that suggests students are not able to implement interventions that are consistent and congruent with their chosen model of therapy. The program director and core faculty have recently discussed the need to provide an on-demand resource that serves to prepare students for the Capstone. This will be implemented prior to the next assessment cycle.</p> <p>The assessment measure Emotionally Focused Couple Therapy Paper has been redesigned to more closely align with the SLO 3.1. Students will now complete a treatment plan based on a case study. The program director notes this new assessment measure was implemented in Spring 2 2023.</p> <p>The program director notes the assessment measure Family Assessment Report requires students to solicit volunteers to complete the assignment. While the competency target was met, faculty will continue to remind students they will need volunteers to achieve the outcomes of this assignment.</p> <p>Findings for the assessment measure Solution-Focused Brief Therapy Questions continue to indicate students exceed the ideal target. Faculty will continue to provide detailed feedback about the theoretical suppositions behind helpful questions in the model.</p>

		2.6	Family Assessment Report	MFTO 645 Systemic Diagnosis and Assessment	A group mean of 80%	The group mean for this assessment measure in Su 1 2022 was 87.4%. The group mean for this assessment measure in Fa 1 2022 was 89.5%. The group mean for this assessment measure in Sp 1 2023 across 3 sections was 96%.	Yes	<p>For the assessment measures Raw Data Presentation, students consistently meet the competency targets. However, the program director notes that the overall performance on the Capstone Clinical Presentation, which is what the Raw Data Presentation supports, is uneven among students and different sections of the course. The program director recommends advising students that showing raw data during individual supervision is a likely way to increase performance on this assessment measure, prepare them well for the Capstone Clinical Presentation, and deliver quality family therapy to their clients.</p> <p>The findings for the assessment measure Theory of Change Draft indicate many students are not completing the assignment. The program director notes there is a likely correlation between those students who do not submit the assignment and therefore do not receive feedback and those who do not pass the Capstone Theory of Change Paper on the first attempt. The program director will advise students via a content page in the course about the importance of preparing a draft.</p> <p>The findings for the assessment measure Capstone Theory of Change rubric item align with anecdotal data that suggests students are not able to implement interventions that are consistent and congruent with their chosen model of therapy. The program director and core faculty have recently discussed the need to provide an on-demand resource that serves to prepare students for the Capstone. This will be implemented prior to the next assessment cycle.</p> <p>The assessment measure Emotionally Focused Couple Therapy Paper has been redesigned to more closely align with the SLO 3.1. Students will now complete a treatment plan based on a case study. The program director notes this new assessment measure was implemented in Spring 2 2023.</p> <p>The program director notes the assessment measure Family Assessment Report requires students to solicit volunteers to complete the assignment. While the competency target was met, faculty will continue to remind students they will need volunteers to achieve the outcomes of this assignment.</p> <p>Findings for the assessment measure Solution-Focused Brief Therapy Questions continue to indicate students exceed the ideal target. Faculty will continue to provide detailed feedback about the theoretical suppositions behind helpful questions in the model.</p>
		2.7	Solution-Focused Therapy Questions	MFTO 661 Family Therapy II	A group mean of 80%.	The group mean for this assessment measure in Fa 1 2022 was 95.5%. The group mean for this assessment measure in Sp 1 2023 across 3 sections was 95.8%.	Yes	<p>For the assessment measures Raw Data Presentation, students consistently meet the competency targets. However, the program director notes that the overall performance on the Capstone Clinical Presentation, which is what the Raw Data Presentation supports, is uneven among students and different sections of the course. The program director recommends advising students that showing raw data during individual supervision is a likely way to increase performance on this assessment measure, prepare them well for the Capstone Clinical Presentation, and deliver quality family therapy to their clients.</p> <p>The findings for the assessment measure Theory of Change Draft indicate many students are not completing the assignment. The program director notes there is a likely correlation between those students who do not submit the assignment and therefore do not receive feedback and those who do not pass the Capstone Theory of Change Paper on the first attempt. The program director will advise students via a content page in the course about the importance of preparing a draft.</p> <p>The findings for the assessment measure Capstone Theory of Change rubric item align with anecdotal data that suggests students are not able to implement interventions that are consistent and congruent with their chosen model of therapy. The program director and core faculty have recently discussed the need to provide an on-demand resource that serves to prepare students for the Capstone. This will be implemented prior to the next assessment cycle.</p> <p>The assessment measure Emotionally Focused Couple Therapy Paper has been redesigned to more closely align with the SLO 3.1. Students will now complete a treatment plan based on a case study. The program director notes this new assessment measure was implemented in Spring 2 2023.</p> <p>The program director notes the assessment measure Family Assessment Report requires students to solicit volunteers to complete the assignment. While the competency target was met, faculty will continue to remind students they will need volunteers to achieve the outcomes of this assignment.</p> <p>Findings for the assessment measure Solution-Focused Brief Therapy Questions continue to indicate students exceed the ideal target. Faculty will continue to provide detailed feedback about the theoretical suppositions behind helpful questions in the model.</p>
		2.8		No Measure specified			Yes	
3	Program Goal 6. Demonstrate competency in maintaining ethical, legal, and professional standards.	3.1	Full Mock Capstone	MFTO 606 Internship V	A group mean of 80%.	The group mean for this assessment measure in Su 1 2022 across 3 sections was 98%. The group mean for this assessment measure in Su 2 2022 across 3 sections was 96.6%. The group mean for this assessment measure in Fa 1 2022 across 7 sections was 85.6%. The group mean for this assessment measure in Fa 2 2022 across 4 sections was 88.5%. The group mean for this assessment measure in Sp 1 2023 across 4 sections was 86%. The group mean for this assessment measure in Sp 2 2023 across 4 sections was 82% for those students who submitted the assignment. The group mean for this assessment measure in Sp 2 2023 across 4 sections, including those scores for those who did not submit, was 61.5%.	Yes	<p>The findings for the assessment measure Capstone Clinical Presentation rubric item align with anecdotal data that suggests students are not able to develop systemic hypotheses about relationship patterns. The program director and core faculty have recently discussed the need to provide an on-demand resource that serves to prepare students for the Capstone. This will be implemented prior to the next assessment cycle.</p> <p>The program director notes the assessment measure Full Mock Capstone should loosely correlate to pass rates for the Capstone Clinical Presentation. While students in this assessment cycle achieved the competency target, faculty should still consider applying the same scrutiny on this assessment measure to ensure the student is adequately prepared to sit for the Capstone Clinical Presentation.</p>

3.2	Capstone Clinical Presentation	MFTO 607 Internship VI	A group mean of 80% on the rubric line: Develop hypotheses regarding relationship patterns, their bearing on the presenting problem, and the influence of extra-therapeutic factors on client systems.	The group mean for the Capstone Clinical Presentation rubric item "Develop hypotheses regarding relationship patterns, their bearing on the presenting problem, and the influence of extra-therapeutic factors on client systems" was 76.3% for students during Summer 1 2022 - Spring 2 2023. The group mean reflects the first submission scores.	No	<p>The findings for the assessment measure Capstone Clinical Presentation rubric item align with anecdotal data that suggests students are not able to develop systemic hypotheses about relationship patterns. The program director and core faculty have recently discussed the need to provide an on-demand resource that serves to prepare students for the Capstone. This will be implemented prior to the next assessment cycle.</p> <p>The program director notes the assessment measure Full Mock Capstone should loosely correlate to pass rates for the Capstone Clinical Presentation. While students in this assessment cycle achieved the competency target, faculty should still consider applying the same scrutiny on this assessment measure to ensure the student is adequately prepared to sit for the Capstone Clinical Presentation.</p>
3.3	Developing a Spiritual Perspective on Therapy	MFTO 601 Pre-Internship	A group mean of 80%	<p>The group mean for this assessment measure in Su 1 2022 was 95.5%.</p> <p>The group mean for this assessment measure in Su 2 2022 was 82.6%.</p> <p>The group mean for this assessment measure in Fa 1 2022 was 92.8%.</p> <p>The group mean for this assessment measure in Fa 2 2022 was 92.1%.</p> <p>The group mean for this assessment measure in Sp 1 2023 across 2 sections was 95.2%.</p> <p>The group mean for this assessment measure in Sp 2 2023 across 2 sections was 91.5%.</p>	Yes	<p>The program director notes the findings for the assessment measure Developing a Spiritual Perspective on Therapy indicate students are approaching the intersection of family therapy and their personal spiritual/religious perspective with thoughtfulness. While this is their first exercise in describing their viewpoint, faculty will continue to emphasize the importance of considering this perspective throughout the program.</p> <p>The assessment measure Using Cognition, Behavior, and Emotion in Therapy: A Case Study has been redesigned to more closely align with the SLO 6.4. Students will now complete A Theology of Marriage paper. The program director notes this new assessment measure was implemented in Spring 1 2023. Findings from Spring 1 and Spring 2 indicate students exceeded the ideal competency. Faculty should continue to provide a video during week 7 emphasizing the importance of this assignment.</p> <p>Findings for the assessment measure Personal Spirituality and the Practice of MFT Discussion Question were somewhat skewed by non-participation in one section of the course. The faculty will remind students of the importance of engaging in the discussion thread and how it is helpful to hone our personal understanding of the intersection of our faith and practice.</p> <p>Students completing the assessment measure Survivor Case Study Video rubric item exceeded the ideal target. Faculty should continue to provide specific feedback about the thoughtfulness (or lack thereof) of the student's response to the role of spirituality and faith in meaning-making regarding trauma.</p>
3.4	Using Cognition, Behavior, and Emotion in Therapy: A Case Study	MFTO 639 Family Theory	A group mean of 80%	<p>The group mean for this assessment measure in Su 1 2022 was 96%.</p> <p>The group mean for this assessment measure in Su 2 2022 was 89.2%.</p> <p>The group mean for this assessment measure in Fa 1 2022 was 92.8%.</p> <p>The group mean for this assessment measure in Fa 2 2022 was 96.2%.</p> <p>The course was redesigned during Fall 2022 and in Spring 1, the newly redesigned course ran for the first time. The assessment measure slightly changed in the redesign but is still mapped to this SLO. The new assessment measure is A Theology of Marriage.</p> <p>The group mean for this assessment measure in Sp 1 2023 was 97.7%.</p> <p>The group mean for this assessment measure in Sp 2 2023 across 2 sections was 98.6%.</p>	Yes	<p>The program director notes the findings for the assessment measure Developing a Spiritual Perspective on Therapy indicate students are approaching the intersection of family therapy and their personal spiritual/religious perspective with thoughtfulness. While this is their first exercise in describing their viewpoint, faculty will continue to emphasize the importance of considering this perspective throughout the program.</p> <p>The assessment measure Using Cognition, Behavior, and Emotion in Therapy: A Case Study has been redesigned to more closely align with the SLO 6.4. Students will now complete A Theology of Marriage paper. The program director notes this new assessment measure was implemented in Spring 1 2023. Findings from Spring 1 and Spring 2 indicate students exceeded the ideal competency. Faculty should continue to provide a video during week 7 emphasizing the importance of this assignment.</p> <p>Findings for the assessment measure Personal Spirituality and the Practice of MFT Discussion Question were somewhat skewed by non-participation in one section of the course. The faculty will remind students of the importance of engaging in the discussion thread and how it is helpful to hone our personal understanding of the intersection of our faith and practice.</p> <p>Students completing the assessment measure Survivor Case Study Video rubric item exceeded the ideal target. Faculty should continue to provide specific feedback about the thoughtfulness (or lack thereof) of the student's response to the role of spirituality and faith in meaning-making regarding trauma.</p>
3.5	Discussion: Personal Spirituality and the Practice of MFT Discussion Question	MFTO 662 Family Life Cycle	A group mean of 80%.	<p>The group mean for this assessment measure in Su 1 2022 was 90.8% for those students who submitted the assignment. The group mean for this assessment measure in Su 1 2022, including the scores for those who did not submit, was 72.6%.</p> <p>The group mean for this assessment measure in Fa 2 2022 was 82.2%.</p>	Yes	<p>The program director notes the findings for the assessment measure Developing a Spiritual Perspective on Therapy indicate students are approaching the intersection of family therapy and their personal spiritual/religious perspective with thoughtfulness. While this is their first exercise in describing their viewpoint, faculty will continue to emphasize the importance of considering this perspective throughout the program.</p> <p>The assessment measure Using Cognition, Behavior, and Emotion in Therapy: A Case Study has been redesigned to more closely align with the SLO 6.4. Students will now complete A Theology of Marriage paper. The program director notes this new assessment measure was implemented in Spring 1 2023. Findings from Spring 1 and Spring 2 indicate students exceeded the ideal competency. Faculty should continue to provide a video during week 7 emphasizing the importance of this assignment.</p> <p>Findings for the assessment measure Personal Spirituality and the Practice of MFT Discussion Question were somewhat skewed by non-participation in one section of the course. The faculty will remind students of the importance of engaging in the discussion thread and how it is helpful to hone our personal understanding of the intersection of our faith and practice.</p> <p>Students completing the assessment measure Survivor Case Study Video rubric item exceeded the ideal target. Faculty should continue to provide specific feedback about the thoughtfulness (or lack thereof) of the student's response to the role of spirituality and faith in meaning-making regarding trauma.</p>
3.6	Survivor Case Study Video	MFTO 697 Ecology of Crisis and Trauma for the Therapist	A group mean of 80% on this rubric item: Video summarizes the role of spirituality and faith in making meaning of this situation, as well as your personal process of meaning making and its effects on you.	<p>The group mean for the Survivor Case Study Video rubric item "Video summarizes the role of spirituality and faith in making meaning of this situation, as well as your personal process of meaning-making and its effects on you" was 100% and 96.6% for students during Fa 1 2022 and Sp 1 2023, respectively.</p>	Yes	<p>The program director notes the findings for the assessment measure Developing a Spiritual Perspective on Therapy indicate students are approaching the intersection of family therapy and their personal spiritual/religious perspective with thoughtfulness. While this is their first exercise in describing their viewpoint, faculty will continue to emphasize the importance of considering this perspective throughout the program.</p> <p>The assessment measure Using Cognition, Behavior, and Emotion in Therapy: A Case Study has been redesigned to more closely align with the SLO 6.4. Students will now complete A Theology of Marriage paper. The program director notes this new assessment measure was implemented in Spring 1 2023. Findings from Spring 1 and Spring 2 indicate students exceeded the ideal competency. Faculty should continue to provide a video during week 7 emphasizing the importance of this assignment.</p> <p>Findings for the assessment measure Personal Spirituality and the Practice of MFT Discussion Question were somewhat skewed by non-participation in one section of the course. The faculty will remind students of the importance of engaging in the discussion thread and how it is helpful to hone our personal understanding of the intersection of our faith and practice.</p> <p>Students completing the assessment measure Survivor Case Study Video rubric item exceeded the ideal target. Faculty should continue to provide specific feedback about the thoughtfulness (or lack thereof) of the student's response to the role of spirituality and faith in meaning-making regarding trauma.</p>