

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

SLO 1.A.1. Students will demonstrate an expanded knowledge of theoretical and clinical practice of MFT, medical family therapy and integrative care

SLO 1.B.1: Students will attain competency in entry-level marriage and family therapy skills.

Subobjectives: a.) Admission, Assessment and Diagnosis, b.) Treatment Planning and Case Management, c.)

Therapeutic Interventions, d.) Legal Issues, Ethics and Standards, e.) Use of Supervision and Practicum, f.) Social Justice Issues and Self-awareness.

SLO I.B.2: Students will demonstrate competency in a selected area or clinical specialization or expertise.

SLO II.B.1: Extend the knowledge base of MFT through original research and intellectual inquiry

- Theories and Models of MedFT Paper - required paper covering SLO's I, II and III in the Theories and Models course that assesses for competencies in applying theory to clinical practice
- Theory and Supervision Paper - Assesses competencies in supervision of MFT students in route towards becoming an approved supervisor
- Theory and Therapy Paper - An outcome paper that assesses for SLO's I and II on knowledge of theory and principles of MFT.

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report (do not just refer to the assessment plan).

- Personal and Professional Development Evaluation (Fall and Spring - Student) completes PPDE in FolioTek portfolio and evaluated by faculty.
- Clinical Skills Evaluation (Fall, Spring and Summer Year 2) - Student completes CSE in Foliotek portfolio and is evaluated by faculty.
- Integrated Health Skills Evaluation (Fall, Spring, Summer Year 2) - Qualtrics survey is used by site superior or contact provider to evaluate skills of the student in clinical, collaborative and professional areas.
- Medical Family Therapy Case Presentation - Student presents presentation and paper to committee for evaluation on a separate rubric.
- Theories and Models of MedFT Paper - Student uploads document in FolioTek portfolio to be evaluated by faculty to reach competency score.
- Theory and Supervision Paper - Student uploads document in FolioTek portfolio to be evaluated by faculty to reach competency score.
- Theory and Therapy Paper - Student uploads document in FolioTek portfolio to be evaluated by faculty to reach competency score.

4. Data/Results

What were the results of the assessment of learning outcomes? Please be specific on achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL2.7 (a4n8(r)-1.7 -0.6 (l)7 (a4n8(t)0.6 (e

assessment

There are several ways that the faculty disseminate this information:

- The program website reports graduation rates and student achievement criteria
- The yearly Community of Interest Meeting reports data and assessments on an annual basis
- The yearly program retreat and Fall retreat, where faculty review the assessments, along with bringing on members from the Communities of Interest.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

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| <p>Changes to the Curriculum or Pedagogies</p> | <ul style="list-style-type: none"> • Course content • Teaching techniques • Improvements in technology • Prerequisites | <ul style="list-style-type: none"> • Course sequence • New courses • Deletion of courses • Changes in frequency or scheduling of course offerings |
| <p>Changes to the Assessment Plan</p> | <ul style="list-style-type: none"> • Student learning outcomes • Artifacts of student learning • Evaluation process | <ul style="list-style-type: none"> • Evaluation tools (e.g., rubrics) • Data collection methods • Frequency of data collection |

Please describe the actions you are taking because of these findings.

There were several changes in recent years to help improve teaching and/or learning in the program:

Changes to the curriculum or Pedagogies:

1. The course of study was revised for the incoming 2020-2021 cohort. There were additions of a new research course (filling more of SLO II.B.1) a new teaching course (filling more of SLO II.B.2) and a community health course (addressing more of SLO's III and IV. The program deleted the "self of the therapist" course because it aligned more with master's level work with clients.
2. In 2020, during the adjustments of COVID, faculty provided lectures on Panapto, to incorporate more asynchronous learning for when courses shifted online for the year.
3. More course content moved to our medical clinics, where supervision in first and second year has shifted on site at these locations.

Changes to the Assessment Plan

1. Starting in 2019, the original clinical case presentation was modified to become the "Medical Family Therapy Exam." This was to align with more Student Learning Outcomes and Program Goals for Doctoral students prior to their dissertation exam.
2. The program added several assessments (via Qualtrics surveys) to capture information from The Program Director effectiveness, Safety and Climate of the Program, and Faculty Effectiveness in Yearly Output.

If no changes are being made, please explain why.

7. Closing the Loop: Review of Previous Assessment Findings and Changes

