

Program-Level Assessment: Annual Report

Program Name (no acronyms): Family Therapy

Department: Family and Community Medicine

Degree or Certificate Level: MA

College/School: School of Medicine

Date (Month/Year): December 2023

Assessment Contact: Max Zubatsky

In what year was the data upon which this report is based collected? 2022-2023

In what year was the program's assessment plan most recently reviewed/updated? 2022-2023

Is this program accredited by an external program/disciplinary/specialized accrediting organization or subject to state/licensure requirements? 2021

If yes, please share how this affects the program's assessment process (e.g., number of learning outcomes assessed, mandated exams or other assessment methods, schedule or timing of assessment, etc.):

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please provide the complete list of the program's learning outcome statements and **bold** the SLOs assessed in this cycle.)

Outcome I.B.1: Students will attain competency in entry-level marriage and family therapy skills. Sub-objectives: 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

Outcome II.B.1: Students will understand and use research in clinical practice.

Outcome III.A.1.: Students will attain an increased cultural competence in working with diverse populations.

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe the artifacts in detail, identify the course(s) in which they were collected, and if they are from program majors/graduates and/or other students. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

The program uses multiple artifacts to evaluate student learning outcomes on a yearly basis. First, course evaluations and grades have been the most effective way to track outcomes. Every course has multiple graded assignments that determine specific competencies of students. Second, we replaced the first year PPDE evaluation with a "360 evaluation," which is more of a comprehensive overview of the student's work. Third, we have a Clinical skills evaluation to track benchmarks of clinical skills and application of course content into specific clinical work.

Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning

- 1.) One method is through yearly advisor review meetings. The student reports all their accomplishments and benchmarks of the program in their annual advisor document.
- 2.) The second assessment method is using Foliotek, a portfolio that tracks the student completing benchmarks in core program goals and learning objectives. There are specific assignments tied to each Foliotek section.
- 3.) Third, the student has a new evaluation called a "360 evaluation," which helps track outcomes in courses, clinical work, and other professional areas of work.

4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

The following are the results of the previous assessments of the learning outcomes. These outcomes are from all oncampus courses and learning from the previous year:

- All students have passed the core courses in the program
- All students who have successfully defended their MA oral examination in the program on the first time.
- All students have completed their second year clinical internship on time and have completed the required clinic hours in the program.

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you? Address both a) learning gaps and possible curricular or pedagogical remedies, and b) strengths of curriculum and pedagogy.

The faculty have learned the following areas based on the results:

Learning Gaps and Cirricular Remedies:

- Core and adjunct faculty are continuing to achieve student learning outcomes in coursework and helping students achieve high grades and assignment quality
- Students have been able to apply more of the student learning outcomes and course content into different internship areas of the progrm.

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Medical Family Therapy Program
Master of Arts Goals and Outcomes



Leadership and
Service

