

Unit Assessment Plan Guidelines
Office of the Provost and Academic Affairs

Couples and Family Therapy

Learning Goals and Objectives

Student Learning Outcome 1: Students will develop an understanding of professional conduct and ethical standards and will demonstrate an ability to effectively apply their knowledge in clinical practice.

Student Learning Outcome 2: Students will develop an ability to critically evaluate the research literature and demonstrate an understanding of the relationship between research results and clinical decision-making.

Student Learning Outcome 3: Students will gain an understanding of the core theoretical assertions of couples and family therapy and will critically assess their own systems-oriented theory of change.

Student Learning Outcome 4: Students will develop attitudes that value human diversity, will practice culturally-sensitive analysis and critical self-awareness when counseling diverse populations, and will demonstrate cultural competence in all professional activities.

Student Learning Outcome 5: Students will develop an understanding of the unique systemically-oriented assessment and intervention competencies, will apply them effectively in practice, and will critically evaluate their own practice.

Assessment Methods

Student Learning Outcome 1: Students will develop an understanding of professional conduct and ethical standards and will demonstrate an ability to effectively apply their knowledge in clinical practice.	
<i>Assessment</i>	<i>Benchmark</i>
Formal Client Presentation (FCP)	100% of graduating students will score 80%/ above on FCP items 3, 11, 12.
Comprehensive Exam 2 (C2)	100% of students will score 3.0/above on all pertinent sections of exam.
Comprehensive Exam 1 (C1)	100% of students will score 80%/above, CI items 2, 3.
End of Term Practicum Evaluation (ET)	100% of students will score 3.0/above, ET items 5-8, 15-17.

Student Learning Outcome 2: Students will develop an ability to critically evaluate the research literature and demonstrate an understanding of the relationship between research results and clinical decision-making.	
<i>Assessment</i>	<i>Benchmark</i>
Formal Client Presentation (FCP)	100% of graduating students will score 80%/ above on item 6
Comprehensive Exam 1 (C1)	100% of students will score 3.0/above on items 2, 3
End of Term Practicum Evaluation (ET)	100% of students will score 3.0/above, ET items 13-15.

Student Learning Outcome 3: Students will gain an understanding of the core theoretical assertions of couples and family therapy and will critically assess their own systems-oriented theory of change.	
<i>Assessment</i>	<i>Benchmark</i>
Formal Client Presentation (FCP)	100% of graduating students will score 80%/ above on FCP items 3-7
Comprehensive Exam 1 (C1)	100% of students will score 80%/above, CI items 1, 3.
End of Term Practicum Evaluation (ET)	100% of students will score 3.0/above, ET items 12-15

Student Learning Outcome 4: Students will develop attitudes that value human diversity, will practice culturally-sensitive analysis and critical self-awareness when counseling diverse populations, and will demonstrate cultural competence in all professional activities.	
<i>Assessment</i>	<i>Benchmark</i>
Formal Client Presentation (FCP)	100% of graduating students will score 80%/ above on FCP items 1, 2, 7
Comprehensive Exam 1 (C1)	100% of students will score 80%/above, CI items 2, 3.
End of Term Practicum Evaluation (ET)	100% of students will score 3.0/above, ET items 11, 14.

Student Learning Outcome 5: Students will develop an understanding of the unique systemically-oriented assessment and intervention competencies, will apply them effectively in practice, and will critically evaluate their own practice.	
<i>Assessment</i>	<i>Benchmark</i>
Formal Client Presentation (FCP)	100% of graduating students will score 80%/ above on FCP items 1, 2, 7.
Comprehensive Exam 2 (C2)	100% of students will score 3.0/above on all pertinent sections of exam
End of Term Practicum Evaluation (ET)	100% of students will score 3.0/above, ET items 2, 4, 10, 14-17.

Assessment Process

Due to accreditation requirements, practicum data are routinely collected and stored in the college’s assessment system, Tk20. Other required data are part of student’s academic records/files (i.e., FCP, C1, C2).

For the purposes of this accreditation, the faculty will look at the following Learning objects annually:

Learning Objective	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23
LO1	X		X		X
LO2	X		X		X
LO3	X		X		X
LO4		X		X	
LO5		X		X	

Status, Outcomes and Results

The program faculty meet three times monthly during the academic year to review information from students and graduates (e.g., COE Exit Survey, Appendix P, COAMFTE self study) about their experience in the program. Additionally, the program faculty meet in an annual day-long retreat for the purposes of program review and quality improvement. Faculty also meet once per term with the CFT student advisory group (Community Advisory Group) for the purpose of student-faculty feedback loops, ongoing climate assessment, and continuous improvement. Additionally, CFT faculty meet twice annually with the CFT Alumni Advisory Group. Per our COAMFTE self-study and national accreditation agreements, the program faculty review all pertinent available information and discuss ways to support and enhance our effectiveness. Changes and improvements may include academic policy changes, changes in practicum policies and procedures, or addition of student supports.

Decisions, Plans and Recommendations

In order to ensure high program quality and to monitor necessary program improvements, we routinely review our Student Learning Outcomes and Family Therapy Principles through a process of self-review and direct feedback from our Communities of Interest. Our Communities of Interest include: students and alumni, members of the public who seek our services, the Oregon Board of Licensed Professional Counselors and Therapists (OBLPCT), social service organization administrators and internship supervisors, underrepresented populations, and our own faculty.

Our review process is routine, planned, and designed to gather data at multiple time points. Student Learning Outcomes, Faculty Outcomes and Program Outcomes are reviewed at regular time points. This is summarized in the following table:

Outcome	Review Time Points	Measurement	Community of Interest
Student Learning Outcomes	<ol style="list-style-type: none"> every term, course level 4 terms, 2nd year, Advanced Practicum, course level annually, prior to client contact 	<ol style="list-style-type: none"> course assignments, course grades End of Term Practicum Evaluation Comprehensive Exams 	<ol style="list-style-type: none"> faculty and adjunct instructors faculty and externship site supervisors faculty and adjunct instructors
Faculty Outcomes	<ol style="list-style-type: none"> twice yearly at retreats, course level annually annually, at time of graduation annually 	<ol style="list-style-type: none"> course evaluations & Site Supervisor Term Evaluation faculty annual review COE Exit Survey Employer Survey 	<ol style="list-style-type: none"> students faculty/self & Department Head students alumni employers, agency administrators
Program Outcomes	<ol style="list-style-type: none"> annually, post-graduation, annually, final term annually, final term 	<ol style="list-style-type: none"> Employer Survey COE Exit Survey Client Presentation Student Exit Interviews 	<ol style="list-style-type: none"> employers, agency administrators graduating students Alumni (represented by advisory council)

Approximately 80% of our graduating students complete exit interviews with their advisor or other faculty member of their choosing to give feedback regarding program strengths and areas for

improvement. Exit interview questions are structured to give feedback on specific outcomes. Information from Exit interviews are reviewed at each CFT faculty summer retreat as they relate to changes for the upcoming year.

The program has also reached out to alumni representing a wide range of our past cohorts. This alumni advisory council meets twice per year to discuss alumni involvement, possible program updates, and community needs related to the profession. Minutes are collected at each Alumni Council meeting.

We continue to seek annual feedback from employers related to program outcome one as a part of our Employer Survey. We also review faculty and adjunct instructor evaluations twice yearly at our winter and summer staff retreats in order to inform changes to courses in which students indicate areas for improvement.

In addition to the review process described above, CFT Educational Outcomes are often discussed in CFT faculty and staff meetings. CFT faculty meet three times/month during the academic year to discuss the operations of the program, to consider the educational guidelines, communities of interest, and to support the advancement of the program. Pro tem instructors share one meeting per term with the core faculty in order to provide feedback on their courses and discuss potential areas for addition or improvement. Minutes are captured at each staff meeting where confidential issues are not discussed