

Key Element I-B: Outcomes Based Education (OBE) Framework for Assessing Program Achievement

Program Achievement Component	Data collection and preparation for review: who and how	Data review and action: who and how	COI input into review process: who and how	Calendar for review cycle completion
Program Goal #1 The program will graduate a diverse student body prepared with the knowledge of diverse perspectives to advance the field of marriage and family therapy through practice-based leadership, founded on the consumption and production of current and reliable research.				
<p>SLO #1 Students will develop a professional identity as doctoral level marital and family therapists aligned with national practice and COAMFTE standards.</p> <p>Target 1: At least 80% of the graduating cohort will maintain membership in AAMFT and at least one other professional organization.</p> <p>Target 2: At least 80% of the graduating cohort will be licensed MFTs or are pursuing licensure.</p> <p>Target 3: At least 50% of the graduating cohort will report service to the profession.</p>	<p>Target 1 and 2: The Program Director conducts the exit interview and provides the link to the Exit Survey. The Program director verifies survey has been completed before Form D (LLU graduation form) is signed by the Program Director at the end of the student's program.</p> <p>The Program Director also reviews the completed professional development portfolio at the end of the student's program.</p>	<p>The Program Director reviews at the end of the student's program for the exit interview/survey. PD reviews the program development logs quarterly to ensure they are working on at least 2 experiential learning activities over a 9-month timeframe. Progress is addressed with students quarterly with assignment feedback, and quarterly review with doctoral faculty in the Doctoral Faculty Committee.</p>	<p>Students can respond to PD professional development assignment feedback about meeting program requirements.</p> <p>Faculty are provided with information, and they are asked for feedback on student progress during doctoral committee meetings.</p>	<p>Yearly at the end of the student's program for exit interview/survey</p> <p>Quarterly after assignment submission for professional development activities. This is also reviewed as needed and upon student request.</p>
<p>SLO #2 Students will become adept in systems/relational practice, demonstrating sophistication as therapists, program developers, evaluators, and administrators of marital and family therapy services.</p> <p>Target 1: At least 80% of students will achieve "meets expectations" on all criteria as measured on the rubric for the qualifying demonstration of clinical expertise in the Social Context, Self-of-the-Therapist, and Spirituality Clinical Leadership and Systemic Therapeutic Identity courses demonstrating sophisticated conceptualizations of client problems using a systems/relational lens.</p> <p>Target 2: At least 80% of students will</p>	<p>Target 1: PD aggregates data from rubrics in Canvas or VIA.</p> <p>Target 2: Administrative Assistant aggregates the data on the Qualifying Exam rubrics and provides the PD with overall scores and pass rates. PD documents who pass on the first attempt.</p> <p>Targets 3-4: The Program Director reviews the completed professional development portfolio at the end of the student's program.</p>	<p>Target 1: Data is reviewed by PD and course instructor to determine student progress and any needed curriculum changes.</p> <p>Target 2: Data is reviewed by PD and doctoral faculty in the Doctoral Faculty Committee Meetings—changes to milestones and/or curriculum are addressed to best meet the needs of the students.</p> <p>Targets 3-4: The PD reviews the professional development aggregated data with the doctoral faculty in the Doctoral Committee meeting.</p>	<p>Target 1: Students are provided the scores on their rubrics and provided with feedback about growth. Any questions or concerns can be addressed in advising meetings or as needed.</p> <p>If there are curriculum changes needed this is discussed in the doctoral committee meeting.</p> <p>Target 2: Program progress toward target milestones are addressed during advising meetings or on a as needed basis with students.</p> <p>Doctoral Faculty are provided information about completion rates and changes to milestones</p>	<p>Target 1: Quarterly after course conclusion.</p> <p>Target 2: Yearly after the Qualifying Exam submissions are reviewed. Curriculum development is reviewed by Doctoral Faculty as needed when concerns arise.</p> <p>Target 3-4: Quarterly review of professional development progress and at the end of a student's program when the professional development portfolio is complete.</p>

<p>achieve a “PASS” on the first attempt of the Qualifying Exam.</p> <p>Target 3: At least 25% of students will work on funded research or funded projects prior to graduation.</p> <p>Target 4: At least 80% of the graduating cohort will have administrative or teaching responsibilities.</p>		<p>Individual data is reviewed with students on a quarterly basis.</p>	<p>are addressed in the Doctoral Faculty Meetings.</p> <p>Targets 3-4: Students can review with the PD their progress toward the professional development requirement quarterly or as needed. Student challenges toward completing the professional development requirements are addressed in Doctoral Committee meetings.</p>	
<p>SLO #3 Students will be able to use marital and family therapy, human development, and family science research literature to design and evaluate programs, clinical protocols, organizational structures, and service delivery processes utilizing applied research methods.</p> <p>Target 1: At least 80% of students will achieve a “PASS” on the first attempt of the Qualifying Exam.</p> <p>Target 2: At least 80% of students will complete and successfully defend their doctoral research in the areas of needs assessment, program design or evaluation utilizing applied research methods within the advertised program timeframe.</p>	<p>Target 1: Administrative Assistant aggregates the data on the Qualifying Exam rubrics and provides the PD with overall scores and pass rates. PD documents who pass on the first attempt.</p> <p>Target 2: Administrative assistant collects the results of the project research defense (students defend their final defense in their final quarter) and provide the results to the PD.</p>	<p>Target 1: Data is reviewed by PD and doctoral faculty in the Doctoral Faculty Committee Meetings—changes to milestones and/or curriculum are addressed to best meet the needs of the students.</p> <p>Target 2: PD reviews decisions to fail the student defense with the committee chair as well as with the student who will need to revise their research and defend again. PD reviews all results before graduation each year to determine who is eligible to graduate.</p>	<p>Target 1: Program progress toward target milestones are addressed during advising meetings or on a as needed basis with students.</p> <p>Doctoral Faculty are provided information about completion rates and changes to milestones are addressed in the Doctoral Faculty Meetings.</p> <p>Target 2: Students who pass their defense are eligible to graduate and complete Form D (LLU graduation Form). Students who do not pass their defense consult with the PD as well as the committee chair for support in completing their research.</p> <p>PD reviews milestones related to graduation with doctoral faculty in the doctoral committee meeting to address strategies to support our students in completing their program requirements within the advertised length of time.</p>	<p>Target 1: Yearly after the Qualifying Exam submissions are reviewed. Curriculum development is reviewed by Doctoral Faculty as needed when concerns arise.</p> <p>Target 2: Yearly or as needed for students who did not pass their defense within the advertised length of time.</p>
<p>Program Goal #2 The program will prepare doctoral level family therapy professionals in the practice of systemic/relational principles to develop, evaluate, and administer ethically competent programs, using applied research, that contribute to MFT practice.</p>				

<p>SLO #4 To further benefit families and communities, students will demonstrate the ability to use research and evaluation methodologies to improve human service program performance and outcomes.</p> <p>Target 1: At least 80% of graduating students will contribute to an organizational consultation report and meet expectations as measured by the consultation report rubric</p> <p>Target 2: At least 80% of students will achieve a “PASS” on the first attempt of the Qualifying Exam.</p>	<p>Target 1: PD aggregates data from Canvas course rubrics</p> <p>Target 2: Administrative Assistant aggregates the data on the Qualifying Exam rubrics and provides the PD with overall scores and pass rates. PD documents who pass on the first attempt.</p>	<p>Target 1: PD reviews aggregated data with course instructor to ensure the curriculum is sufficient for learning and demonstrating competence in organizational change.</p> <p>Target 2: Data is reviewed by PD and doctoral faculty in the Doctoral Faculty Committee Meetings—changes to milestones and/or curriculum are addressed to best meet the needs of the students.</p>	<p>Target 1: Program and course concerns are addressed with students during quarterly advising meetings or as needed. Students are provided the scores on their rubric and can request a meeting with the instructor and or PD with any concerns about the areas of competence they did not meet.</p> <p>Target 2: Program progress toward target milestones are addressed during advising meetings or on a as needed basis with students.</p> <p>Doctoral Faculty are provided information about completion rates and changes to milestones are addressed in the Doctoral Faculty Meetings.</p>	<p>Target 1: Yearly after the course concludes</p> <p>Target 2: Yearly after the Qualifying Exam submissions are reviewed. Curriculum development is reviewed by Doctoral Faculty as needed when concerns arise.</p>
<p>SLO #5 Students will be responsive to the societal, cultural, and spiritual contexts in with health and well-being are embedded.</p> <p>Target 1: At least 80% of students will achieve “meets expectations” on all criteria as measured on the rubric for the qualifying demonstration of clinical expertise in the Social Context Clinical Leadership and Systemic Therapeutic Identity course demonstrating advanced clinical attunement to areas of diversity within their clinical work in which they demonstrate an average of “meets expectation” in all competency criteria.</p> <p>Target 2: At least 80% of students will successfully complete a LLU designated service learning project to demonstrate competence in global mental health in which they average “meets expectations” across all competency criteria.</p>	<p>Target 1: PD aggregates data from rubrics in Canvas or VIA.</p> <p>Target 2: PD aggregates data from Canvas course rubrics</p>	<p>Target 1: Data is reviewed by PD and course instructor to determine student progress and any needed curriculum changes.</p> <p>Target 2: PD reviews aggregated data with course instructor to ensure the curriculum is sufficient for learning and demonstrating competence in organizational change.</p>	<p>Target 1: Students are provided the scores on their rubrics and provided with feedback about growth. Any questions or concerns can be addressed in advising meetings or as needed.</p> <p>If there are curriculum changes needed this is discussed in the doctoral committee meeting.</p> <p>Target 2: Program and course concerns are addressed with students during quarterly advising meetings or as needed. Students are provided the scores on their rubric and can request a meeting with the instructor and or PD with any concerns about the areas of competence they did not meet.</p>	<p>Target 1: Yearly after course conclusion.</p> <p>Target 2: Yearly after the course concludes</p>

<p>SLO #6 Students will develop an ethical consciousness that guides their practice in all aspects of professional development.</p> <p>Target 1: At least 80% of students will successfully pass the qualifying demonstration of clinical expertise in the Social Context, Self-of-the-Therapist, and Spirituality Clinical Leadership and Systemic Therapeutic Identity courses demonstrating advanced ethical consideration and competence in which they demonstrate an average of “meets expectation” in all competency criteria.</p> <p>Target 2: At least 80% of students will be members in good standing with AAMFT.</p>	<p>Target 1: PD aggregates data from rubrics in Canvas or VIA.</p> <p>Target 2: The Program Director conducts the exit interview and provides the link to the Exit Survey. The Program director verifies survey has been completed before Form D (LLU graduation form) is signed by the Program Director at the end of the student's program.</p> <p>The Program Director also reviews the completed professional development portfolio at the end of the student's program.</p>	<p>Target 1: Data is reviewed by PD and course instructor to determine student progress and any needed curriculum changes.</p> <p>Target 2: The Program Director reviews at the end of the student's program for the exit interview/survey. PD reviews the program development logs quarterly to ensure they are working on at least 2 experiential learning activities over a 9-month timeframe. Progress is addressed with students quarterly with assignment feedback, and quarterly review with doctoral faculty in the Doctoral Faculty Committee.</p>	<p>Target 1: Students are provided the scores on their rubrics and provided with feedback about growth. Any questions or concerns can be addressed in advising meetings or as needed.</p> <p>Target 2: Students can respond to PD professional development assignment feedback about meeting program requirements.</p> <p>Faculty are provided with information, and they are asked for feedback on student progress during doctoral committee meetings.</p>	<p>Target 1: Quarterly after course concludes.</p> <p>Target 2: Yearly at the end of the student's program for exit interview/survey</p> <p>Quarterly after assignment submission for professional development activities. This is also reviewed as needed and upon student request.</p>
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