

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

Program Goal #1. To graduate a diverse student body prepared to provide leadership in the field of family science (SLO 1, 2 & 3).

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
<p>SLO # 1 Theory-Students will be able to analyze, synthesize, apply and critique theories of human development and family therapy/family science to advance and integrate theory into research and practice in the field.</p> <p>a. At least 80% of students will average 45 or higher on the theory qualifying exam question OR students would have submitted at least one publishable paper as first author or be a contributing author on two published papers.</p> <p>b. At least 80% of students will score proficient or 40/50 in CFSD 504 Final Theory Paper and proficient or 80/100 in CFSD 505 Theory Paper</p>	<p>SLO # 1a Program Director aggregates data from qualifying exam OR aggregates data from professional development portfolio summary rubric</p> <p>SLO # 1b Program Director aggregates data from student rubrics collected from CFSD 504 and 505 Assignments</p>	<p>Data is reviewed and discussed by the Program Director and core faculty during doctoral faculty meeting.</p> <p>After review and discussion at doctoral faculty meeting, Data is reported during all faculty meeting.</p>	<p>Students: For qualifying exam, the program director discusses exam score and support plan if student does not pass the THEORY section of the qualifying exam. For professional development portfolio, the PD discusses publication progress, process and opportunities during quarterly advisement meetings. Students are provided with a quarterly advising form detailing these items. The PD schedules meetings with students as needed to address areas of concern.</p> <p>Core-faculty evaluates student progress and achievement component and documentation is provided in our SharePoint Drive</p>	<p>Students: quarterly review or as needed</p> <p>Faculty and PD: quarterly review or as needed</p>
<p>SLO # 2 Research- Students will demonstrate knowledge and skills as a researcher in the field of Marital and Family Therapy/Family Science through research, professional publication and presentation.</p> <p>a. At least 80% students will average 45 or higher on the research qualifying exam question OR students would have submitted at least one publishable paper as first author or be a contributing author on two published papers.</p> <p>b. At least 80% of students would have presented at one professional conference.</p>	<p>SLO # 2a-b Program Director aggregates data from qualifying exam OR aggregates data from professional development portfolio summary rubric</p>	<p>Data is reviewed and discussed by the Program Director and core faculty during doctoral faculty meeting.</p> <p>After review and discussion at doctoral faculty meeting, Data is reported during all faculty meeting.</p>	<p>Students: For qualifying exam, the program director discusses exam score and support plan if student does not pass the RESEARCH section of the qualifying exam. For professional development portfolio, the PD discusses publication progress, process and opportunities during quarterly advisement meetings. Students are provided with a quarterly advising form detailing these items. The PD schedules meetings with students as needed to address areas of concern.</p> <p>Core-faculty evaluates student</p>	<p>Students: quarterly review or as needed</p> <p>Faculty and PD: quarterly review or as needed</p>

			progress and achievement component and documentation is provided in our SharePoint Drive.	
<p>SLO # 3: Teaching- Students will demonstrate competency in teaching and supervision within academic and community settings.</p> <p>Student will serve as a teaching assistant or instructor for academic graduate or undergraduate courses AND/OR provide at least 20-30 hours' of education or program implementation and evaluation in a community setting.</p> <p>a. At least 80% of students will have a mean score of at least 3.5 in CFS courses taught/TA'd</p>	<p>SLO # 3a Program Director aggregates data from course evaluations</p>	<p>SLO # 3a Data is reviewed and discussed by the Program Director and core faculty during doctoral faculty meeting.</p>	<p>Students: During quarterly advisement meetings, the Program Director and students discuss classes taught the previous quarter and reviews student evaluations.</p>	<p>Students: quarterly review or as needed</p> <p>Faculty: as needed</p>

Program Goal #2. The program will train students in evidence-informed practice and current research in the MFT field. (SLO 4, 5, 6 & 7)

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
<p>SLO # 4: Scientist-Practitioner-Students will become adept in systems/ relational practice, demonstrating sophistication as a scientist/practitioner.</p> <p>a. At least 80% of students will attain 30 hours of advanced training outside of program course work in clinical and mental health practice.</p> <p>b. Students will average 4 or higher on each evaluation criteria on the qualifying clinical demonstration.</p>	<p>SLO # 1a Program Director aggregates data from professional development portfolio summary rubric</p> <p>SLO # 1b Program Director aggregates data from student rubrics collected from CFSD 634</p>	<p>SLO # 1a Data is reviewed and discussed by the Program Director and core faculty during doctoral faculty meeting.</p> <p>SLO # 1b After review and discussion at doctoral faculty meeting, Data is reported during all faculty meeting.</p>	<p>Students: For professional development portfolio, the PD discusses training experiences and opportunities during quarterly advisement meetings. Students are provided with a quarterly advising form detailing these items. The PD schedules meetings with students as needed to address areas of concern.</p> <p>Faculty: Course instructor reaches out to PD if they have concerns about student. Concerns are brought by faculty to the doctoral faculty meeting or Student Welfare and Academic Standards Committee</p>	<p>Students: quarterly review or as needed</p> <p>Faculty: as needed</p>

<p>SLO # 5: Service and Professionalism- Students will develop a professional identity as doctoral level family therapists/educators aligned with national practice standards. Student will demonstrate service and professionalism through professional and community involvement. At least 80% of graduating cohort will document service to the profession</p>	<p>SLO #5 PD aggregates data from professional development portfolio summary rubric</p>	<p>SLO #5 Data is reviewed and discussed by the Program Director and core faculty during doctoral faculty meeting.</p> <p>After review and discussion at doctoral faculty meeting, Data is reported during all faculty meeting.</p>	<p>Students: For the student activities report, the tracks student's professionalism and discusses opportunities during quarterly advisement meetings. Students are provided with a quarterly advising form detailing these items.</p> <p>Core-faculty evaluates student progress and achievement component and documentation is provided in SharePoint Report.</p>	<p>Reviewed annually at doctoral faculty meeting review</p>
<p>SLO # 6: Responsive to Diversity- Students will be responsive to the societal, cultural, and spiritual contexts in which health and well-being are embedded.</p> <p>a. Mean score on diversity criteria on LLU Values Professional Development Assessment will be 3 or more.</p> <p>b. For classes TA'd or taught the mean score on respect for diversity questions on course evaluations will be at least 3.5</p>	<p>SLO # 6a Program Director aggregates data from LLU Values Professional Development Assessment evaluations</p> <p>SLO # 6b Program Director aggregates data from course evaluations</p>	<p>SLO # 6a Data is given out by students to professors they TA for and collaborators they work with on research and professional projects. Assessment are reviewed when student submits their professional development portfolio for review by the Program Director and core faculty during doctoral faculty meeting.</p> <p>SLO # 6b Data is reviewed and discussed by the Program Director and core faculty during doctoral faculty meeting.</p>	<p>SLO #6a Student data reviewed during assessment review of professional development portfolio</p> <p>SLO # 6b Students: During quarterly advisement meetings, the Program Director and students discuss classes taught the previous quarter and reviews student evaluations.</p>	<p>Students: when professional development portfolio is submitted for review prior to advancing to candidacy</p> <p>Faculty: During quarterly advising, as needed.</p>

<p>SLO # 7 Students will be proficient in the legal guidelines of the MFT/Family Life Education field developing an ethical consciousness that guides their practice in all aspects of professional work.</p> <p>a. Mean score on LLU Values Professional Development Assessment will be at least 3.</p> <p>b. For classes TA'd or taught the mean score on university values questions on course evaluations will be at least 3.5.</p>	<p>SLO # 7a Program Director aggregates data from LLU Values Professional Development Assessment evaluations</p> <p>SLO # 7b Program Director aggregates data from course evaluations</p>	<p>SLO # 7a Data is given out by students to professors they TA for and collaborators they work with on research and professional projects. Assessment are reviewed when student submits their professional development portfolio for review by the Program Director and core faculty during doctoral faculty meeting.</p> <p>SLO # 7b Data is reviewed and discussed by the Program Director and core faculty during doctoral faculty meeting.</p>	<p>SLO #7a Student data reviewed during assessment review of professional development portfolio</p> <p>SLO # 7b Students: During quarterly advisement meetings, the Program Director and students discuss classes taught the previous quarter and reviews student evaluations.</p>	<p>Students: when professional development portfolio is submitted for review prior to advancing to candidacy</p> <p>Faculty: During quarterly advising, as needed.</p>
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