Annual Assessment Report to the College 2009-2010

College: _Education____________________________

Department: _Educational Psychology and Counseling___________________________

Program: __Marriage Family Therapy_____________________________

Note: Please submit report to your department chair or program coordinator and to the Associate Dean of your College by September 30, 2010. You may submit a separate report for each program which conducted assessment activities.

Liaison: __Wilda Laija-Rodriguez______________________________

1. Overview of Annual Assessment Project(s)

<table>
<thead>
<tr>
<th>1a. Assessment Process Overview:</th>
<th>Provide a brief overview of the intended plan to assess the program this year. Is assessment under the oversight of one person or a committee?</th>
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<tr>
<td>In the Marriage and Family Therapy program student’s are assessed every year to gather data for the CACREP, which is an accreditation agency for counselor education. The assessment is under the oversight of the program coordinator and various faculty members. This data is entered directly by students, faculty, and supervisors into the College of Education’s data warehouse.</td>
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<tr>
<th>1b. Implementation and Modifications:</th>
<th>Did the actual assessment process deviate from what was intended? If so, please describe any modification to your assessment process and why it occurred.</th>
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<tbody>
<tr>
<td>The assessment process continued as intended this past year. No deviations occurred.</td>
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March 30, 2009, prepared by Bonnie Paller
2. **Student Learning Outcome Assessment Project**: Answer questions according to the individual SLO assessed this year. If you assessed an additional SLO, report in the next chart below.

2a. **Which Student Learning Outcome was measured this year?**

   **SLO #3**: Develop empathic, respectful, and congruent interpersonal skills and abilities to work successfully with groups and individuals from diverse backgrounds in educational, community, and mental health settings.

2b. **What assessment instrument(s) were used to measure this SLO?**

   Fieldwork evaluations, disposition survey, and graduate follow up survey.

2c. **Describe the participants sampled to assess this SLO**: discuss sample/participant and population size for this SLO. For example, what type of

   First (n=15) year students in fieldwork were used to assess this SLO, as well as the graduating class (n=5) for 2009-2010.

2d. **Describe the assessment design methodology**: For example, was this SLO assessed longitudinally (same students at different points) or was a cross-sectional comparison used (comparing freshmen with seniors)? If so, describe the assessment points used.

   This was a cross-sectional comparison. The assessment occurred with first year students and second year students (graduating class for 2009-2010).

2e. **Assessment Results & Analysis of this SLO**: Provide a summary of how the data were analyzed and highlight important findings from the data collected.

   Scale used (1-5: 1= poorly to 5=very competently)

   First year MFT students (n=14) during 2009-2010 were evaluated by their supervisors in the field. Supervisors rated first year students ability to use inclusive practices as strong (m=4.79). Graduating MFT students rated themselves as competent (m=4.40) in their ability to be empathic, respectful, and congruent in their interpersonal skills abilities to work with groups and individuals of diverse backgrounds as critically important.

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2f. **Use of Assessment Results of this SLO:** Think about all the different ways the results were or will be used. For example, to recommend changes to course content/topics covered, course sequence, addition/deletion of courses in program, student support services, revisions to program SLO’s, assessment instruments, academic programmatic changes, assessment plan changes, etc. Please provide a clear and detailed description of how the assessment results were or will be used.

There will be more focus on increasing the sample size used for these assessments.

Some programs assess multiple SLOs each year. If your program assessed an additional SLO, report the process for that individual SLO below. If you need additional SLO charts, please cut & paste the empty chart as many times as needed. If you did NOT assess another SLO, skip this section.

2a. **Which Student Learning Outcome was measured this year?**

2b. **What assessment instrument(s) were used to measure this SLO?**

2c. **Describe the participants sampled to assess this SLO:** discuss sample/participant and population size for this SLO. For example, what type of students, which courses, how decisions were made to include certain participants.

2d. **Describe the assessment design methodology:** Was this SLO assessed longitudinally (same students at different points) or was a cross-sectional comparison used (comparing freshmen with seniors)? If so, describe the assessment points used.

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2e. **Assessment Results & Analysis of this SLO:** Provide a summary of how the data were analyzed and highlight important findings from the data collected.

2f. **Use of Assessment Results of this SLO:** Think about all the different ways the results were (or could be) used. For example, to recommend changes to course content/topics covered, course sequence, addition/deletion of courses in program, student support services, revisions to program SLO’s, assessment instruments, academic programmatic changes, assessment plan changes, etc. Please provide a clear and detailed description of each.

The use of these assessment results is used to evaluate student’s ability and perception to work effectively with diverse individuals.

### 3. How do your assessment activities connect with your program’s strategic plan?

Our assessment activities are part of our strategic plan, as we need to continually gather data to report to accreditation agencies.

### 4. Overall, if this year’s program assessment evidence indicates that new resources are needed in order to improve and support student learning, please discuss here.

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5. Other information, assessment or reflective activities not captured above.

6. Has someone in your program completed, submitted or published a manuscript which uses or describes assessment activities in your program? Please provide citation or discuss.

No.