SAINT LOUIS UNIVERSITY.

Program-Level Assessment: Annual Report

Program Name (no acronyms): Medical Family Therapy	Department: Family and Community Medicine
Degree or Certificate Level: PhD	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.A.1.: Students will demonstrate an expanded knowledge of theoretical and clinical practice in MFT, medical family therapy and integrative care.

Outcome I.B.1: Extend the knowledge base of MFT through original research and intellectual inquiry.

Outcome II.B.2: Contribute to the field through the development of effective teaching skills.

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 use a Professional and Personal Evaluation to track maturity, professional competencies, and student development areas. Third, we have a Clinical skills evaluation to track benchmarks of clinical skills and application of course content into specific clinical work. We have also added a second year integrated behavioral health evaluation that tracks progress of students performing competencies in primary care clinical work.

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (please do not just refer to the assessment plan).

The program has three main methods of evaluation. One method is through yearly advisor review meetings. The student reports all of their accomplishments and benchmarks of the program in their annual advisor document. 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. Third, the first year Personal and Professional Development Evaluation (PPDE) has been replaced by the 360 evaluation. This is a full evaluation of the student's coursework, clinical skills, and professional feedback from other faculty.

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 on-campus courses and learning from the previous year:

-Over 90% of students have passed all of the core courses in the program
-All students who have participated in the portfolio examination (the pre-dissertation exam) have passed this qualifying exam on their first time.
-All students have completed their clinical internship on time and have achieved above average reports from their supervisors.

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 Curricular 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.

Strengths of the Curriculum and Pedagogy:
-Courses have prepared students to pass their qualifying examinations in the program
-More collaborations with the department divisions and other areas of the university have produced more publications and presentations that have come out of course assignments.

6. **Closing the Loop: Dissemination and Use of Current Assessment Findings**

A. When and how did your program faculty share and discuss the results and findings from this cycle of assessment?

We share the results of student learning outcomes and assessments in three different areas:
1.) First, the program
reviews the data from the program outcomes and all courses at the annual faculty retreat. The faculty reviewed the course grades, course evaluations, yearly surveys, and the advisor meeting review data.

2.) Second, we have our annual Communities of Interest, which are all of the faculty, collaborators, and stakeholders of the program to help review and provide feedback of our findings.

3.) Third, in the summer of each year, the Program Director and Internship coordinator have the annual clinical site review meeting. Both of these members review the data and effectiveness of clinical sites for the progression of student's knowledge and skills. The results from this meeting help determine which sites continue to be affiliated with the program.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies	• Course content	• Course sequence
	• Teaching techniques	• New courses
	• Improvements in technology	• Deletion of courses
	• Prerequisites	• Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan	• Student learning outcomes	• Evaluation tools (e.g., rubrics)
	• Artifacts of student learning	• Data collection methods
	• Evaluation process	• Frequency of data collection

Please describe the actions you are taking as a result of these findings.

As a result of these findings, we have developed the following this past year:

Changes to the Curriculum or Pedagogies:
-Course content: We have incorporated a diversity assignment in each course, which helps students attain the goals and outcomes in the program in this area.
-New courses: We have added new course options to an elective research course in the second year of the program. This helps students gain more research competencies in a specified research course.

Changes to the Assessment Plan:
-Evaluation Process: We have now incorporated the 360 Evaluation as a way to track student progress and outcomes in the first year.
-Evaluation Tools: We have now implemented a six month and 12 month integrated behavioral health evaluation to track second year clinical work.

If no changes are being made, please explain why.

7. **Closing the Loop: Review of _Previous_ Assessment Findings and Changes**
    A. What is at least one change your program has implemented in recent years **as a result of previous assessment data**?

The program has implemented two new changes as a result of the previous assessment:

-Incorporated more second year clinical skills data tracking for student learning outcomes
-Revised the first year assessment of student learning, developing a "360 evaluation" to make a more comprehensive review of courses, clinical work, and professionalism.

    B. How has the change/have these changes identified in 7A been assessed?

We have evaluations for both items in section 7A, which we will now use on an annual basis.

C. What were the findings of the assessment?

We have found that for the integrated behavioral health evaluations, this tracking has helped improve the student's rotation experience.

For the 360 evaluation, this has eliminated more time taken out by faculty to continually track student competencies at the end of the first year. Over 90% first year students have passed sections of the assessment.

D. How do you plan to (continue to) use this information moving forward?

We will continue to use both of these evaluations to help align the student's progress with the program's goals and learning outcomes. These will better track student's competencies in different areas of their course of study.

IMPORTANT: Please submit any assessment tools (e.g., artifact prompts, rubrics) with this report as separate attachments or copied and pasted/appended into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document. Thank you.

PhD Program Goals, Objectives, and Student Learning Outcomes

Program Mission: The mission of the Medical Family Therapy Program is to train marriage and family therapists as scientist practitioners who are engaged in service to individuals, couples, families, and the community. Through a scholarly and reflective process, we are involved in the development of professional clinicians and researchers who understand and recognize the primacy and importance of scientific inquiry, diversity, and social justice; who respect and accept multiple perspectives; who strive to practice in a collaborative engagement with other professionals and the community.

SLU Dimensions	MFT Program Goals	Program Outcomes	Program Outcomes Benchmarks	Student Learning Outcomes	Student Learning Outcomes Benchmarks	Faculty Outcomes & Benchmarks
Scholarship and Knowledge By developing a well-rounded educational foundation which incorporates learning through experience, by becoming scholars in their chosen fields, and by dedicating themselves to the advancement of knowledge, students are prepared for advanced study, for their careers, and for lifelong learning.	I. To train sound clinicians who are equipped to work with a wide variety of presenting problems and a diverse array of families.	I.A.: Provide more in-depth knowledge and training in major MFT theoretical models. I.B.: Expand students understanding and ability to apply advanced clinical skills.	Graduation Rate: 50% within advertised length of program. 65% within maximum length of program. Licensure Rate: 70% annual average pass rate for students taking the exam. 70% of graduating students will rank the program at or above a rating of 3 (above average) in meeting their educational needs. 50% of alumni will be active in the profession. 70% of alumni will rank the program at or above 3 (above	I.A.1.: Students will demonstrate an expanded knowledge of theoretical and clinical practice in MFT, medical family therapy and integrative care. I.B.1.: Students will demonstrate advanced competency in clinical practice. 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	• 60% of students will meet or exceed criteria for the Theories and Models of Medical Family Therapy paper (MFT 674) on first submission. – 80% of students will meet or exceed criteria for the Theories and Models of Medical Family Therapy paper (MFT 674) on final submission. • 60% of students will meet or exceed criteria for the Clinical Case Presentation on first submission. – 80% of students will meet or exceed criteria for the Clinical Case Presentation on final submission. • 60% of students will meet or exceed criteria on the Clinical Skills (MFT 672) and Personal and Professional Development Evaluations prior to their last semester. – 80% of	Faculty will demonstrate knowledge and skill in training and preparing competent clinicians and academicians. Faculty will meet or exceed expectations in the area of teaching on their annual performance evaluation as evidenced by work product established by the department, school and university.

SLU Dimensions	MFT Program Goals	Program Outcomes	Program Outcomes Benchmarks	Student Learning Outcomes	Student Learning Outcomes Benchmarks	Faculty Outcomes & Benchmarks
			average) in preparing them for their profession. The MFT Program Advisory Council will review the Student Learning Outcomes Report and evaluate the program's fulfillment of expected outcomes.	Self-Awareness I.B.2.: Students will demonstrate competency in a student-selected area of clinical specialization or expertise.	students will meet or exceed criteria on the Clinical Skills (MFT 672) and Personal and Professional Development Evaluations prior to their last semester. • 60% of students will meet or exceed criteria for the Clinical Specialization paper (MFT 665) on first submission. – 80% of students will meet or exceed criteria for the Clinical Specialization paper (MFT 665) on final submission.	
Intellectual Inquiry and Communication By developing the abilities of intellectual inquiry and communication, students are able to learn effectively, express ideas and concepts clearly, and apply their knowledge to new situations.	II. To foster and develop rigorous and original scholarship for both faculty and students.	II.B.: Provide students the necessary resources and training for their development as researchers, teachers, and supervisors.	80% of students and faculty will meet or exceed the criteria established for Student Learning Outcomes and Faculty Outcomes in the areas of Intellectual Inquiry & Communication. The MFT Program Advisory Council will review the Student Learning Outcomes Report and Faculty	II.B.1.: Extend the knowledge base of MFT through original research and intellectual inquiry. II.B.2.: Contribute to the field through the development of effective teaching skills.	• 60% of students will meet or exceed criteria for the requirements of Intellectual Inquiry (Portfolio) on first submission. – 80% of students will meet or exceed criteria for the requirements for Intellectual Inquiry (Portfolio) on final submission. • 60% of students will meet or exceed criteria for the requirements for Teaching Skills (Portfolio) on first	Faculty will demonstrate the application, production and dissemination of research and scholarly contributions to the field. Faculty will meet or exceed expectations in the areas of research and scholarly activity on their annual performance evaluation as evidenced by work product established by the department, school and university.

SLU Dimensions	MFT Program Goals	Program Outcomes	Program Outcomes Benchmarks	Student Learning Outcomes	Student Learning Outcomes Benchmarks	Faculty Outcomes & Benchmarks
			Outcomes Report and evaluate the program's fulfillment of expected outcomes.		submission. – 80% of students will meet or exceed criteria for the requirements for Teaching Skills (Portfolio) on final submission.	
				II.B.3.: Attain basic competency in providing clinical supervision.	• 60% of students will meet or exceed criteria for the requirements for Clinical Supervision (Portfolio) on first submission. – 80% of students will meet or exceed criteria for the requirements for Clinical Supervision (Portfolio) on first submission.	
Community Building By welcoming and working with others, regardless of race, ethnicity, religion, or gender, students build an inclusive community which leads to respect and compassion for human life and the dignity of each person.	III. Students will be trained to be adept at understanding and working with clients from a variety of multicultural backgrounds, with a specific emphasis on the concerns of poor and underserved populations.	III.A.: The Program will increase students' knowledge, awareness and sensitivity of cultural injustices that occur in our local, national, and global community.	At least 50% of the clinical training will occur at sites serving underserved populations. The Center for Counseling & Family Therapy will consistently provide services to a diverse population. The MFT Program Advisory Council will review the Student Learning Outcomes	III.A.1.: Attain an increased cultural competence in working with diverse populations.	• 60% of students will meet or exceed criteria for the Clinical Case Presentation (Portfolio) on first submission. – 80% of students will meet or exceed criteria for the Clinical Case Presentation (Portfolio) on final submission.	Faculty will demonstrate and foster professional service and practice to clients and patients from a variety of multicultural backgrounds and underserved populations. Faculty will meet or exceed expectations in the area of service, teaching, research and scholarly activity on objectives related to this goal on their annual performance evaluation; as evidenced by work product established by the

SLU Dimensions	MFT Program Goals	Program Outcomes	Program Outcomes Benchmarks	Student Learning Outcomes	Student Learning Outcomes Benchmarks	Faculty Outcomes & Benchmarks
			Report, Faculty Outcomes Report and the CCFT Demographic Report and evaluate the program's fulfillment of expected outcomes.			department, school and university.
Leadership and Service By serving others and by promoting social justice, students become men and women for others who lead by their example.	IV. To educate professionals who are knowledgeable and skilled clinicians and leaders in their profession and community; and promote social justice among all people.	IV.A.: The Program will foster leadership and service through the exercise of personal and professional skills that promote social justice.	At least 50% of the clinical training will occur at sites serving underserved populations. The Center for Counseling & Family Therapy will consistently provide services to a diverse population. 50% of alumni will be active in the profession. 70% of alumni will rank the program at or above _____ in preparing them for their profession.	IV.A.1. Students will demonstrate personal and professional skills that promote social justice through involvement and leadership in their communities.	• 60% of students will meet or exceed criteria for the Outreach Requirement on first submission. – 80% of students will meet or exceed criteria for the Outreach Requirement on final submission.	Faculty will demonstrate their knowledge and skills as clinicians and leaders in the profession and community. Faculty will meet or exceed expectations in the area of service on their annual performance evaluation as evidenced by work product established by the department, school and university.
Spirituality and Values By developing their spirituality, values, and openness to	V. To prepare reflective practitioners who understand themselves in	V.A.: The program will create a context that incorporates spiritual, moral, and ethical principles into its	80% of students will meet or exceed criteria of sub-objectives d. Legal Issues, Ethics and	V.A.1.: Students will effectively communicate their values and demonstrate how they guide their personal and	• 60% of students will meet or exceed criteria for Personal Philosophy of Therapy paper (MFT 682) on first submission.	Faculty will effectively demonstrate and model reflective practice in their teaching, research and service.

SLU Dimensions	MFT Program Goals	Program Outcomes	Program Outcomes Benchmarks	Student Learning Outcomes	Student Learning Outcomes Benchmarks	Faculty Outcomes & Benchmarks
the transcendent, students determine principles to guide their actions and their relationships with others.	relation to those they serve and who incorporate spiritual, moral, and ethical principles into their personal and professional lives.	curriculum and clinical experiences thus enabling students to safely explore/understand themselves and their values.	Standards & f. Social Justice Issues and Self-Awareness on the Clinical Skills Evaluation.	professional lives.	– 80% of students will meet or exceed criteria for the Personal Philosophy of Therapy paper (MFT 682) on final submission.	Faculty will meet or exceed expectations on established objectives in the area of personal and professional development on their annual performance evaluation.