

COMPREHENSIVE ASSESSMENT PLAN
(CAP)

2015 Data Review and Program Improvement

Master of Arts/Master of Science (MA/MS)

Marriage and Family Counseling/Therapy



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Fall 2015

Comprehensive Assessment Plan (CAP)
2015 Data Review and Program Improvement
 Marriage and Family Counseling/Therapy

Overview

The Comprehensive Assessment Plan (CAP) for the Marriage and Family Counseling/Therapy (MFC/T) program serves to provide systematic and comprehensive evaluation of the master’s program, the students, the curriculum, and the faculty through data collection, evaluation and program improvements. The CAP focuses on a 2 year data review and improvement plan, to assure that the MFC/T master’s program adheres to the Council on Accreditation of Counseling and Related Educational Programs (CACREP) standards, which in turn helps to ensure our graduates have high quality training opportunities for national certification, state licensure, and professional development.

Data Collection

Data collection occurred at four levels:

- I. **Program level** – Mission objective; Quality of counselor preparation
- II. **Student level** – Applicant; Student Progress; Quality of student
- III. **Curriculum level** – Meets CACREP Standards; Relevance to the profession
- IV. **Faculty level** – Quality of teaching, research, and service

The assessment at each level involved multiple strategies. For more info about each strategy (e.g. description), please see the Comprehensive Assessment Plan (CAP) for the MFC/T master’s program.

Table 1: The four levels of assessment and the strategies used.

Level	Strategies
PROGRAM	<ul style="list-style-type: none"> • SLO Review • Program Outcome • Survey of Graduates • Survey of Alumni • Survey of Employers • Survey of Internship Supervisors • Quality Enhancement Review*
STUDENT	<ul style="list-style-type: none"> • Application Review • Student Learning Outcome • Practicum Readiness • Town Hall Meeting • Comprehensive examination

	<ul style="list-style-type: none"> • Student Performance in core counseling courses • Student Performance in Practicum and Internship • Faculty Review of Students
CURRICULUM	<ul style="list-style-type: none"> • Advisory Board • Faculty Curriculum Review • Courses/CACREP Matrix • Course Evaluation Plan • Ohio Board CSWMFT
FACULTY	<ul style="list-style-type: none"> • Faculty Outcome • Annual Faculty Review

*This occurs every 7 years, not done in 2015.

(The University wide program review did not occur during the assessment period [2 years data review]. The School of Counseling, MFC/T master's program wide review process has been scheduled for 2020.)

**In addition, the CAP is reviewed annually and changes are made as needed. Changes are also made during the 2 year review cycle.

***Some of the assessment strategies fit at more than one level. For the purpose of this report, they are assigned to one level, however they might impact program changes on multiple levels, as seen below.

Level I: Program Assessment Data and Program Improvement

Student Learning Objectives (SLO) Review

SLO is the assessment of student's continuous progress in the program. For the purpose of the CAP, focus is on two courses as well as Practicum and Internship which will be addressed later.

5600: 623 MFT Ethics and Professional Identity (Student Grades by Year)

YEAR	A	A-	B+	B	B-	F	W
2014	20	5	1				
2015	25	1	1	1			

Students in the MFT Ethics and Professional Identity class have consistently achieved grades of B or better. Individual assignments, when tracked separately had consistently high ratings as well.

5600: 655 Marriage and Family Theory and Techniques

(Student Grades by Year)

YEAR	A	A-	B+	B	B-	F	W
2014	30						
2015	27	2		2			

Grade students in the Marriage and Family Theory and Techniques class have consistently achieved grades of A- or better. Individual assignments, when tracked separately, had consistently high ratings as well.

Student grades have been tracked on an annual basis by the advisor, and through the Annual Student Review, but the aggregated data have been looked at more closely during the 2 year review cycle, to assure student preparedness as well as the quality of students in the MFC/T master’s program preparedness.

Looking at the aggregated data for the identified courses, as part of the CAP (5600:623, 5600:655, 5600:675, 5600:685), student’s performance indicated by the course grade and signature assessments demonstrated that they are quality students. The quality of students demonstrated by the student performance can be linked to the comprehensive student applicant interview process (see CAP), as the process has led to admitting these quality students.

Other Signature Assessments:

Program Outcome

Program Outcome 1

80 percent of students will have ethical competency and be knowledgeable about systemic counseling ethical codes (ACA, IAMFC, AAMFT, and Ohio law). Ethical competency is evidenced by student’s passing questions 20, 21 and 23 on the Comprehensive Examination: MFC/T supplement Test B.

Percentage of MFC/T Master’s students that meet the requirement

Program Outcome 1 Data	2013/2014	2014/2015
Percentages of MFC/T Master’s students that met Program Outcome 1 requirement	87%	91%

IMPORTANT: Students have consistently done well, exceeding the benchmark. The MFT program is working on determining if there should be more ethics questions on the comprehensive examination in our litigious society with complex issues. Student outcome is based on faculty teaching students about the IAMFC, ACA and AAMFT code and the ethical decision making process, as evidenced in their strong course evaluation, which has resulted into student learning and a strong student outcome on the comprehensive examination.

Program Outcome 2

80 percent of students will have relational and systemic practice knowledge, as evidenced by students passing 18 of the 22 theory questions on the Comprehensive Examination.

Percentage of MFC/T Master’s students that meet the requirement

Program Outcome 2 Data	2013/2014	2014/2015
Percentages of MFC/T Master’s students that met Program Outcome 2 requirement	89%	91%

IMPORTANT: Students have done well, exceeding the benchmark. The program has learned that it is important to ground students early on in relational and systemic practice. The course sequencing seems important for laying the strong foundation. Student outcome is based on faculty teaching (exposing students to the various MFC/T theories from the founders to emerging theories), as evidenced in their strong course evaluation, which has resulted in student learning and a strong student outcome on the comprehensive examination.

Program Outcome 3

90 percent of students will demonstrate knowledge, understanding, and respect for diversity and nondiscrimination, as evidenced in passing 7 of the 17 Diversity items on the Comprehensive Examination.

Percentage of MFC/T Master's students that meet the requirement

Program Outcome 3 Data	2013/2014	2014/2015
Percentages of MFC/T Master's students that met Program Outcome 3 requirement	100%	100%

IMPORTANT: Students have done well, exceeding the benchmark. With diversity and multiculturalism being woven throughout the program and are not limited to a single course, one student stated it best when she reported: "You cannot think and learn about diversity and nondiscrimination as we are living in a global society. Student outcome is based on faculty (teaching and challenging students believes and values in a safe environment) teaching, as evidenced in their strong course evaluation, which has resulted into student learning and a strong student outcome on the comprehensive examination.

Program Outcome 4

The program will maintain an average passing rate of 70 percent for program students who take the Ohio Association of Marriage and Family Therapy Regulatory Board (AMFTRB) National Exam.

Percentage of MFC/T Master's students that meet the requirement

Program Outcome 4 Data	2013/2014	2014/2015
Percentages of MFC/T Master's students that meet Program Outcome 4 requirement	100%	100%

IMPORTANT: Students have done well, exceeding the benchmark.

Program Outcomes are assessed every two years. Reviewing the program outcomes resulted in rewriting them, as the goal of the MFC/T master's program is the quality of counselor preparedness, as students demonstrate their skills through practice, and report if they have received the knowledge.

Survey of Graduates

Exit Surveys were administered to students in the last or next to last semester in the MFC/T Master's Program. The Survey was originally administered by the MFC/T Masters Program Director at the University of Akron, however in 2013 the Graduate School implemented a new process of collecting student satisfaction of each graduate student in the semester they were graduating.

Exit Survey	2013/2014	2014/2015
A. School of Counseling		
Discuss concerns in a timely fashion <i>Always=1, Usually=2, Never=3</i>	0	0
Advisor was helpful completing the PCD <i>Always=1, Usually=2, Never=3</i>	0	0
Number of times met with the advisor <i>None, 1-3, 4-6, 7-10, more than 10</i>	0	0
Current GPA	0	0
Quality of Instruction <i>Excellent=5, Above Average=4, Average=3, Below Average=2, Poor=1</i>	0	0
Grading Practice <i>Fair=1, Sometimes Fair=2, Sometimes Unfair=3, Unfair=4</i>	0	0
Course Content <i>Highly Relevant=5, Relevant=4, Neither Relevant or Irrelevant=3, Irrelevant=2, Very irrelevant=1</i>	0	0
Instructor attitude <i>Very Concerned=5, Concerned=4, Neither Concerned or Unconcerned=3, Unconcerned=2, Very Unconcerned=1</i>		0
Amount of Work <i>Far too much=5, A little too much=4, About right=3, A little less than it should be=2, A lot less than it should be=1</i>		0
B. Graduate School	0	0

The Graduate School reported that despite their efforts to have graduating Masters students complete the survey, only limited data were available for the MFC/T Masters graduates. Although the Graduate

School sends out several requests asking graduating Masters students to complete the Exit Survey, it is not required. One of the graduates reported not having been contacted by anyone regarding the survey, therefore she was not aware that she had missed completing it.

The lack of data has made it difficult for the program to look at program improvement, especially as the program has new faculty. The Graduate School Student Exit Survey will continue to be requested for the 2 year comprehensive assessment, and if numbers are equally low in two years, the MFC/T Masters Program faculty will develop their own exit survey, as this is another way to assess the quality of the Counselor preparation in the program, which is important to assure ongoing program improvement is occurring.

Survey of Alumni

Alumni Surveys are sent out each summer term to graduates (summer, fall and spring) of that year. The surveys are sent via the Postal Service and a return envelope is included. The return rate is around 52 percent, which according to the alumni office is an acceptable rate, as not all alums keep the university informed of address changes and survey results, according to the literature, tend to be around 52.7 percent (Baruch & Holtom, 2008).

Alumni Survey	2013/2014	2014/2015
Sufficient number of courses	10=3.9	12=4.2
Blend of theory and practice	10=3.7	12=4.1
Relevant course materials	10=3.8	12=3.8
Adequate clinical experience	10=4.2	12=3.9
Adequate multicultural experience	10=4.1	12=4.3
Current theory and research	10=3.6	12=3.9
Faculty availability	10=3.9	12=3.8
Faculty support	10=4.1	12=3.9
Faculty qualification	10=4.2	12=4.8
Faculty teaching ability	10=4.1	12=4.6
Faculty advising	10=3.9	12=3.8
Employment	9=Y	8=Y
Employment preparation	10=3.9	12=4.2

All but the last two items are rated as Excellent=5, Good=4, Fair=3, Poor=2.

The next to last item is Yes=y or No=N. The last item is scored as Extremely Helpful=5, Very Helpful=4, Somewhat Helpful=3, Slightly Helpful=2, Not Helpful=1.

The data review showed that over the past 2 years, alumni rated all items as Good=4/Fair=3, except for the last three items. The 3rd to last item focusing on advising was Good=4/Fair=3. The employment question was a Yes/No answer. The last item is scored as Very Helpful=4, Somewhat Helpful=3.

The Survey of Alumni, one of the summative evaluations, indicates that alumni perceive that they have received a good counselor education. It also shows that alumni rated the coursework as meeting CACREP standards and being relevant to the profession of MFC/T. Some of the ratings are lower because these alumni experienced some major transitions (death of the coordinator, retirement, visiting professor and eventually new tenure-track faculty. The faculty decided not to make any major changes as they perceived the faculty changes/transitions were the reason for some of the lower ratings, not the quality of the program or curriculum.

Survey of Employer

Employer surveys were collected by the previous MFCT Masters Program Director, who passed away in 2012. She left limited information in some binders for the School Chair, which is available for these years

Employer Survey	2013/2014	2014/2015
MFT Skills	6=2.9	10=3.9
Consulting Skills	6=2.6	10=3.2
Practicing Ethically	6=3.1	10=3.6
Relating to Clients	6=3.7	10=3.6
Self of Therapist Insight	6=2.8	10=3.3
Assessment, Diagnosis & Treatment	6=3.1	10=2.9
Working with Other Systems	6=3.4	10=3.8
Overall Job Preparation	6=3.6	10=3.8

The ratings for all items are Excellent=4, Good=3, Fair=2, Poor=1 and N/A=0

The Survey of Employers, another summative assessment, indicated that graduates presented with Good=3/Fair=2 ratings. Faculty reviewed course content and also was cognizant that the program had gone through multiple transitions, which might have impacted the student learning and experience in the program. In addition, faculty looked at the course content, to assure that it meets the 2009 CACREP standards. The faculty wanted to assure that the program not only meets CACREP accreditation standards, but also is relevant to what is happening in the counseling profession. The program faculty

determined that they wanted to add another source of assessment as part of the CAP, by starting an Advisory Board that would consist of student representation, part-time faculty and internship supervisors.

Survey of Internship Supervisors

Topics	Employer Survey	2014/2015
Acquisition of skills	Ethical and legal application	8=4
	MFC/T role, function & standards	8=4
	Uses various MFC/T theories and methods	8=3.5
	Lifecycle development in a contemporary and diverse societies	8=4
	Understands disaster and trauma events	8=3.5
	Knowledgeable about diversity	8=4
	Knowledgeable about the family life cycle	8=4
	Knowledgeable about family function	8=4
	Knowledgeable about human sexuality	8=3.5
	Knowledgeable about professional issues	8=3.5
	Knowledgeable about MFC/T assessment	8=4
Supervision	Knows about different supervision theories	8=0
	Clear identity of supervision theory	8=0
Teaching	Teaching roles and responsibilities	8=0
	Instructional theory	8=0
	Classroom management	8=0

	Ethical and legal responsibilities	8=0
	Incorporates multiculturalism	8=0
	Incorporates technology	8=0
Leadership	Leadership theory	8=0
	Advocacy/advocacy models	8=4
	Multicultural issues	8=3.5
Research	Incorporates research into teaching and clinical practice	8=4

(The ratings for all items are Excellent=4, Good=3, Fair=2, Poor=1 and N/A=0)

The Survey of Internship Supervisors is another summative assessment which has limited data, as it is a new assessment that has only been recently implemented. The assessment results show that Internship Supervisors had consistent ratings of Excellent=4 to Good=3. The topic of supervision and teaching was rated as N/A=0 as these students are not trained in these subjects, and therefore Supervisors were unable to assess the MFC/T master's students. This relatively new summative assessment is an important component for assessing the preparation of counselors and the relevance to the profession. The faculty decided to revise the Internship Supervisor Survey to be more fitting for master's students. In addition, the faculty will keep on tracking the data and see if the results are consistently strong in two years.

Quality Enhancement Review

The quality enhancement review is scheduled for Summer 2017, as the program will have completed its accreditation and it will fall under the 2016 CACREP standards, to assure quality counselor preparation, as well as to assure that the program meets CACREP standards and is relevant. The faculty hopes that the Advisory Board will want to be involved in this process. Also there will be opportunities for student and supervisor feedback.

Level II: Student Assessment Data and Program Improvement

Application Review

The Application Review was revised in 2014, and new faculty hires created an opportunity to implement a new process (see CAP). The process since has been slightly adjusted, and is annually reviewed. The components of role play, group exercise, 1:1 meetings, and the writing exercise have shown to be very valuable as it has provided multiple data points, which serve to assure that quality students are admitted. This can be seen when looking at these students' performance in their Masters coursework as assessed in the student's Performance in Core Counseling Courses. In addition, student progress has

been monitored closely and students chosen through this new admission’s process are progressing well through the program, as we have seen in our annual student reviews.

Student Learning Outcome

Student Learning Outcome 1

90 percent of students will demonstrate skills of ethical practice consistent with systemic counseling (ACA, IAMFC, AAMFT and Ohio Licensure law) as evidenced by successfully completing Internship as measured by the “Internship Clinical Evaluation,” in which Internship Supervisors rate the Internship student on all items in the section titled “Maintaining Professional Ethics” with a rating of “3” or higher (Weak=1, Needs Work=2, Competent=3, Strong=4, Very Strong=5) or above.

Percentage of MFC/T Master’s students that meet the requirement

Ratings	2013/2014	2014/2015
Student Learning Outcome 1	100%	100%

IMPORTANT: As evidenced by the percentage ratings, MFC/T master’s students not only met this benchmark, but exceeded it, as evidenced by their internship evaluations.

Student Learning Outcome 2

90 percent of students will demonstrate competency specific to relational and systemic practice as measured by the “Internship Clinical Evaluation,” in which Internship Supervisors will rate the Internship student on all items in the section titled “Design and Conducting Treatment” with a rating of “3” or higher (Weak=1, Needs Work=2, Competent=3, Strong=4, Very Strong=5) or above.

Percentage of MFC/T Master’s students that meet the requirement

Ratings	2013/2014	2014/2015
Student Learning Outcome 2	100%	100%

IMPORTANT: As evidenced by the percentage ratings, MFC/T master’s students not only met this benchmark, but exceeded it as evidenced by their internship evaluation

Student Learning Outcome 3

90% of students will demonstrate knowledge, understanding, and respect for diversity as evidence by nondiscrimination, and measured by the “Internship Clinical Evaluation,” in which Internship Supervisors will rate the Internship student on two items listed under “Task Statements 5.01, 5.05 in

the section titled “Designing and Conducting Treatment” with a rating of “3” or higher (Weak=1, Needs Work=2, Competent=3, Strong=4, Very Strong=5).

Percentage of MFC/T Master’s students that meet the requirement

Student Learning Outcome 3 Data	2013/2014	2014/2015
Percentages of MFC/T Master’s students that met Student Learning Outcome 2 requirement	100%	100%

***IMPORTANT:** As evidenced by the percentage ratings, MFC/T Master’s students not only met this benchmark, but exceeded it, as evidenced by their internship evaluation.*

Student Learning Outcome 4

70 percent of students will demonstrate a commitment to the Association of Marriage and Family Therapy Regulatory Board (AMFTRB) National Exam by applying to take the exam in their last semester of completing the program.

Percentage of MFC/T Master’s students that meet the requirement

Student Learning Outcome 4 Data	2013/2014	2014/2015
Percentages of MFC/T Master’s students that met Student Learning Outcome 4 requirement	100%	100%

***IMPORTANT:** As evidenced by the percentage ratings, MFC/T Master’s students not only met this benchmark, but exceeded it, as evidenced by the number of students applying to take the national exam.*

In summary, the Student Learning Outcomes (1-4) clearly indicate that they are quality students who were chosen through the comprehensive interview process implemented by the program. Results also indicated that the MFC/T master’s program prepares quality counselors, as evidenced by the Student Learning Outcomes. The faculty decided to continually collect and review the data from the 4 Student Learning Outcomes.

Practicum Readiness Interview

Practicum Readiness Interview and Supportive Materials

(Interviews are conducted each semester by the MFC/T director and/or core faculty)

Year	Pass	Fail
2014	100%	0
2015	100%	0

IMPORTANT: MFC/T faculty discuss students coming up for their Practicum Readiness Interview prior to the interview, so that concerns can be raised during the interview.

The data from the past two years show that MFC/T master’s students were well prepared for their transition to Practicum. The high pass rate was a strong indicator that the students were making good progress. It also was an indicator about the quality of the counselor preparation. The faculty decided to continue this assessment process as is.

Town Hall Meeting

Town hall meeting minutes were reviewed, specific to the MFC/T master’s program.

Department of Counseling

College of Education-MFC/T (Masters & Doctoral) Town Hall Meeting

University of Akron

Summer 2013

Attendees: Dr. Jordan

Absent with notice: Dr. Bellous

Number of Students in Attendance: 10 master's students, 0 doctoral students

Student Concerns/Feedback	Action Taken	Need for Future Actions
Students identified worries about more faculty leaving and not having hired new faculty	Let students know that we were in the process of searching for 2 full-time tenure-track faculty and one visiting faculty.	N/A
Students requested that one of the visiting faculty members not be re-hired, as she was "too tough" and not "reasonable."	Let students know the process of hiring tenure-track faculty and that it is a competitive process. I also let students know that they might be in a class in which some of the applicants will demonstrate their teaching methods and that their feedback/student feedback will be solicited.	
Students voiced concerns about being switched to a new advisor who did not know about the program, and since some of them had been already switched twice, they did not want to switch again.	Let students know that no advising changes would be done at this time	

School of Counseling

College of Health Professions-MFCT (Masters & Doctoral) Town Hall Meeting

University of Akron

Summer 2014

Attendees: Dr. Jordan

Absent with notice: (faculty not on contract)

Number of Students in Attendance: 5 master's students/1 doctoral students

Student Concerns/Feedback	Action Taken	Need for Future Actions
Students identified that they had difficulties getting their Internship hours in two semesters, and that they need to be given permission to see more than 12 clients (direct client contact hours) per week.	Let students know that the MFT faculty would address this in their next program meeting	N/A
Students asked if Dr. Katafiasz will be made a permanent faculty member. They reported that she is very committed and knowledgeable. Students asked if they should send a petition to the Provost office.	Let students know that I was working on it with the dean's office, and asked students not to send a petition.	Follow up with HR to check on the unfilled MFT tenure track position.
Students asked if additional faculty would be hired.	Let students know that we were hiring another visiting professor.	N/A
Request for separate town hall meeting for doctoral students and involve all MFT faculty.	Let students know that this could be done. Explored time of the meeting and concluded that fall term might be best to have new and old students benefit.	Set up meeting with MFT faculty.

Town hall meeting minutes from the past 2 years were reviewed and revealed that there was a need to provide stability after the multiple changes (Coordinator died, faculty member retired, visiting faculty and gradual replacement of permanent faculty). In 2014, the issue of advising was raised, and the concerns students had in light of the multiple transitions the program had gone through. The faculty discussed the importance of keeping students informed about changes that were occurring in the program. In addition, it was decided to not make advising changes for students in the program who had

previously lost their advisor, in order to maintain some stability for the students and to assure that they can make good progress.

Comprehensive Examination

This is a two-part exam, the Counselor Preparation Comprehensive Examination (CPCE) and the MFC/T Supplemental Exam.

Counselor Preparation Comprehensive Examination

Counselor Preparation Comprehensive Examination (CPCE)

(Reviewed for Trends Each Spring Semester)

Year	Pass	Fail
2014	21	2*
2015	7	1**

*Failed the exam the first time.

**Failed twice and had to go through the oral comprehensive examination

The CPCE assesses the 8 core competencies:

1. Professional Orientation and Ethical Practices
2. Social and Cultural Diversity
3. Human Growth and Development
4. Career Development
5. Helping Relationships
6. Group Work
7. Assessment
8. Research and Program Evaluations

The faculty carefully reviewed the MFC/T master's students CPCE results. The passing rate has been consistently high, indicating that the students are experiencing a quality counselor education and that the student preparations are based on the CACREP Standards. In addition, it speaks to the quality of students in the program. There was a 1st time oral examination because of the two-time unsuccessful passing of the CPCE.

The faculty also decided that several courses should be changed to include some multiple choice examinations, to help students be more comfortable with multiple choice test-taking,

MFC/T Supplementary Exam

This 23 item in-house multiple choice exam

MFC/T Supplementary Exam

(Reviewed for Trends Each Spring Semester)

Year	Pass	Fail
2014	23	0
2015	8	0

Students have done consistently well on the examination. MFC/T master’s students’ test results indicate that they have a good knowledge base in the area of Marital, Couple and Family Counseling (MCFC). The passing rate indicates that the students are experiencing a quality counselor education and that the student preparations are based on the CACREP Standards. In addition, it speaks to the quality of students in the program.

Student Performance in Practicum and Internship

5600:675 Practicum
(Student Grades by Year)

YEAR	Grade	Ratings 3 or above on Practicum Eval.	IP	WD
2014	18=A 5=A- 1=B-	100%	0	0
2015	14=A 2=A- 2=B+	100%	0	0

Students in Practicum class have consistently achieved grades of B- or better, with the majority of the grades being an A. The Practicum Evaluation is one of the signature assessments. Students are expected to get a 3 or better on the evaluation to pass Internship. Students in the 2 year review cycle consistently had ratings of 3 or better.

5600:685 Internship
(Student Grades by Year)

YEAR	CR	Ratings 3 or above on Internship Eval.	IP	WD
2014	34	95%	0	1
2015	28	98%	0	0

In this Pass/Fail course, during the 2 year review cycle, students have consistently received a “Pass.” The Internship Evaluation is one of the signature assessments. Students are expected to get a 3 or better on the evaluation to pass Internship. Students in the 2 year review cycle did get ratings of 3 or better.

Over the past 2 years, students have performed well in Practicum and Internship. In cases of student issues, the faculty has followed closely established guidelines, serving as gate-keeper and assessing student fitness for the professions. These procedures were reviewed and a document was created to have a standardized process for assessing the student’s disposition, as no such assessment tool had previously existed, it serves as a way to assess the student’s fitness for the profession.

Faculty Review of Student

The School of Counseling has an annual process in which all faculty evaluates students in all the programs. The faculty felt that it was important to start an annual Faculty Review of Students. They also discussed creating an annual assessment form for master’s students. They developed a very comprehensive form that will be sent to all MFC/T Masters Students. Students will complete the form and send it, along with their PCD and transcript. Information sent will be used to assess if the student is continuing to make progress.

Level III: Curriculum Assessment Data and Program Improvement

Advisory Board

An advisory board with student representatives and representatives from the communities of interest (internship site supervisors, or MFC/T supervisors) will be established in order to get regular (fall and spring) feedback about the MFC/T Masters program strengths and growth edges. The advisory board will serve to:

- get feedback on student performance
- get student feedback on their knowledge, skill and performance level
- identify needs/areas of program relevance when preparing counselors and meeting CACREP Standards

- identify and explore emerging trends and ways the program can:
 - (a) maintain relevance
 - (b) provide new and innovative opportunities,
 - and
 - (c) look at other ways to engage in ongoing program assessment and improvements.

Faculty Curriculum Review

This is an ongoing process of review. Although the curriculum meets the 2009 CACREP standards, since the Interim Program Coordinator is also an administrator, according to The University of Akron AAUP guidelines is not permitted to propose any curricular changes. The program faculty therefore engaged in an ongoing review and improvement of the content in the various program courses. In an effort to assure that CACREP Standards are being met, as well as the program being relevant, and to assure quality preparation of counselors, lead faculty annually reviews and updates the program's courses to assure content is not overlapping and that the course content meets CACREP Standards and is relevant. Only minor changes have been made. When the coordination of the program is turned over to faculty, a comprehensive course review will occur, and curriculum changes are planned.

Courses/CACREP Matrix

The Course/CACREP Matrix is done every two years to assure that all CACREP standards are met, and to assure quality counselor preparation is maintained (please see attached matrix). After the matrix has been developed, faculty reviews it to assure that all Masters CACREP standards are met.

Course Evaluation Plan

Students engage in regular course evaluations that include course content areas, text book(s) and articles, as well as online resources. In addition, courses are assessed especially when course content is changed, to assure that the CACREP standards covered through the course are accurately listed.

The course evaluation was designed to assure quality counselor preparation, meet CACREP standards, and assure that the courses are relevant. This is an ongoing process that faculty is engaged in and has identified a lead faculty to assure that course review and updates occur not only every two years, but as needed.

Ohio Board of Counselors, Social Workers and Marriage and Family Therapists

Minutes are collected and used to stay informed and make program changes as needed.

This is an ongoing process, and every two years changes made are reviewed, to assure that documents have been appropriately updated and that faculty (full and part-time) is informed

The faculty has reviewed the process presently in place and wants to maintain it as it is working well to assure that CACREP standards are met and student’s education is relevant and of quality.

Level IV: Faculty Assessment Data and Program Improvement

Faculty Outcome

Faculty Outcome 1

90 percent of program faculty will document that they have received continuing education related to the appropriate Codes of Ethics as required during each licensing renewal cycle and evidenced through maintaining an active initial or independent license.

AAMFT Code of Ethics Training (2 year cycle):

Faculty Outcome 1	2012/2014	2014/2016
Percentage of full time faculty meeting Faculty Outcome 1 requirement	100% (5 out of 5)	100% (5 out of 5)

IMPORTANT: Faculty not only met, but exceeded the benchmark.

Faculty Outcome 2

Faculty Outcome 2 Full time faculty	Means (ranges over the past 5 years)	Percentage of faculty with a "2" or lower rating
Organization	1.00-1.42	100%
Clear presentation of objectives and expectations	1.00-1.42	100%
Clarity about course relevance	1.00-1.57	100%
Knowledgeable about topic	1.00-1.46	100%
Treats students respectfully	1.00-1.26	100%
Provides help outside the class as needed	1.00-1.15	100%
Is fair with students	1.00-1.42	100%
Recognizes when students did not understand materials	1.00-1.30	100%
Attempts to help students	1.00-1.57	100%

Uses assignments, projects and other activities to facilitate student learning	1.00-1.46	100%
Has high expectations for learning by all students	1.00-1.21	100%
Was an enthusiastic teacher	1.00-1.24	100%

90 percent of faculty teaching the program’s Marriage and Family Counseling/Therapy: Theories and Techniques (5600:655) course will demonstrate excellence in teaching, as evidenced by course evaluations for this classes with a mean rating of 2 or lower on a Likert scale (1= Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree and 5=Strongly Disagree).

Course Evaluation for 5600:655 Marriage and Family Therapy: Theories and Techniques:

***IMPORTANT:** Faculty not only met, but exceeded the benchmark.*

Course Evaluation for 5600:646 Multicultural Counseling:

Faculty Outcome 3 Full-time faculty	Means (<i>ranges over the past 5 years</i>)	Percentage of faculty with a "2" or lower rating
Organization	1.13-1.92	100%
Clear presentation of objectives and expectations	1.09-1.92	100%
Clarity about course relevance	1.27-2.14	100%
Knowledgeable about topic	1.13-1.71	100%
Treats students respectfully	1.04-1.64	100%
Provides help outside the class as needed	1.36-1.85	100%
Is fair with students	1.13-1.85	100%
Recognizes when students did not understand materials	1.18-1.69	100%
Attempts to help students	1.22-1.78	100%
Uses assignments, projects and other activities to facilitate student learning	1.13-1.79	100%
Has high expectations for learning by all students	1.31-1.92	100%
Was an enthusiastic teacher	1.04-1.71	100%

***IMPORTANT:** Faculty not only met, but exceeded the benchmark.*

Outcome 4

90 percent of the MFC/T faculty will serve as role models, taking the Association of Marriage and Family Therapy Regulatory Board (AMFTRB) National Exam and obtaining their initial Marriage and Family Therapy (MFT) license or by holding an Independent Marriage and Family Therapy (IMFT) license.

MFT or IMFT Licensed MFC/T Master’s Program Full-time Faculty:

Faculty Outcome 4 Data	2013/2014	2014/2015
Percentage of the MFC/T Master’s program faculty who are licensed (MFT/IMFT)	100%	100%

IMPORTANT: The Faculty Outcome was not only met, but exceeded.

All four Faculty Outcomes were not only met, but exceeded. These ratings imply not only that faculty is teaching *5600:655 and 5600:646) at an above mean rating, it also implies quality of counselor preparation.

Faculty Outcome 3 data implies a commitment to ethics, which not only meets CACREP standards, it also demonstrates relevance to the profession. Faculty Outcomes demonstrate the faculty’s commitment to teaching, as well as the commitment to prepare qualified counselors by following CACREP Standards.

Annual Faculty Review

The faculty goes through an annual faculty review process (Merit review see CAP). This process occurs at the end of spring term and is a way to assure that faculty has course ratings that are between 1 and 2 (School of Counseling mean ratings are just below 2, [1= Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree and 5=Strongly Disagree]). It also assures that faculty is engaged in research activities and service. All of these are rated by faculty (self-assessment and Chairs/School Director level) to assure quality teaching, research and service. The quality in research, teaching and service are important, as they contribute to the quality of counselor preparation, as well as meeting CACREP standards. The process presently in place is both an AAUP and faculty driven process that cannot be changed.

The review process indicated strong performance by the program faculty in the areas of teaching research and service and seems evident in the student progress while going through the program, ranging from course and signature assessment grades, to the comprehensive examination.

Faculty will continually keep this part of the CAP and review the new data in two years.

Summary

The faculty has reviewed all data collected over the past 2 years and has decided to add some additional assessment data, such as the MFC/T Advisory Board. It also identified areas for improvement, such as starting an Advisory Board. However, the faculty was pleased with the results of previous changes, such as the admission screening process, which has been proven to assure quality student admissions. In addition, the program faculty saw that the multiple faculty transitions had impacted the students. The faculty made a strong commitment to create consistency, and has also, through their course content review and revision, made sure that students receive a quality counselor preparation that meets the 2009 CACREP standards. In addition, there is a desire to increase the relevance of the program. The faculty seems well-prepared and committed to assuring quality counselor preparation in which coursework is grounded in the 2009 CACREP standards.