



# Daybreak University

## Annual Retreat

March 10, 2023

MA and Ph.D. Programs in Counseling  
with a Specialization in  
Marriage and Family Therapy

Dr. Hye Jin Kim, LMFT, Program Director

# Agenda for Today

- Welcome & Check-in
- MFT Distinguished Professor's Sharing on MFT Teaching, Supervision, Research, and Diversity: Dr. Fred Piercy
- University and Program Updates
- Program Mission
- Program Goals
- Student Learning Outcomes Aggregated Data
- Survey Aggregated Data
- Program Changes & Improvements
- Clinical Updates
- Accreditation Self-study
- Next Steps

# Welcome & Check-in

- Welcome to our Annual Spring Retreat
- How are each of us doing overall? Any “big” news?
- Communities of Interest (COI's)
- Administrators
- Faculty(Core and Adjunct Faculty)
- Program Clinical Supervisors
- Students
- Graduates
- + Staff

# MFT Distinguished Professor's Sharing on MFT Teaching, Supervision, Research, and Diversity



## Fred Piercy, Ph.D., LMFT

Distinguished Professor of Marriage and Family Therapy, Daybreak University

Professor Emeritus of Marriage and Family Therapy, Department of Human Development, Virginia Tech University

Former Professor at Virginia Tech (18 years), Purdue University (18 years) & Texas A&M Commerce (7 years)

Former Consultant to the United Nations Office on Drugs and Crime

Past Editor of the *Journal of Marital and Family Therapy (JMFT)*

AAMFT Approved Supervisor

Over 185 published journal articles and book chapters, five books, and 43 funded grants

Selected books: *Research Methods in Family Therapy*(with Douglas Sprenkle), *Handbook for the Clinical Treatment of Infidelity* (with co-editors Katherine Hertlein, and Joseph Wetchler), & *Family Therapy Sourcebook* (with Douglas Sprenkle, Joseph Wetchler, and Associates)

Recipient of the AAMFT's 2007 Outstanding Contribution to Marriage and Family Therapy Award, 2015 Lifetime Achievement Award of the American Family Therapy Academy, and Virginia Tech's 2007 Alumni Award for Outstanding Graduate Student Advising

# University & Program Updates

- Technology Policies updated and refined
- Telehealth and Virtual Supervision Compliance Policies developed.
- Acknowledgement form and disclosure of state regulatory differences regarding licensure updated.
- Multiple surveys consolidated into one Annual Survey.
- Ph.D. Program : Addition of Supervision practicum and Teaching Practicum courses, addition of course on Contemporary Challenges
- MA & Ph.D. Programs: Use updated Student Monitoring and Progress Report

# MA Program Mission and Program Goals (PG's)

- **Mission:** The mission of the MA Program in Counseling with a Specialization in Marriage and Family Therapy at Daybreak University is to prepare students to be culturally competent, ethical, evidence-based, self-observing, and systemic marriage and family therapists.
- **PG# 1** (Knowledge): The program will train students who demonstrate a foundational knowledge of marriage and family therapy theories, models, and interventions.
- **PG#2** (Practice): The program will train students who demonstrate a foundational competence to practice marriage and family therapy.
- **PG #3** (Diversity): The program will train students to practice MFT from a self-reflective and cultural competence foundation with a variety of diverse clients.
- **PG #4** (Ethics): The program will train students who demonstrate competencies related to legal and professional ethics, standards of practice, and personal awareness in their clinical work.
- **PG #5** (Research): The program will train family therapists who can consume and contribute to research in the field of marriage and family therapy.

# MA Program Goals (PG's), Student Learning Outcomes (SLO's), Targets & Measure

- **PG# 1** (Knowledge): The program will train students who demonstrate a foundational knowledge of marriage and family therapy theories, models, and interventions.
- (*Developmental Competency Component: **Knowledge** of the field*)

**SLO # 1:**(Knowledge): Students will demonstrate comprehensive knowledge of systems theory concepts and MFT models and techniques.

## Target, Measure, Data

- At least 80% of students will pass Part I of the Comprehensive Exam
- Aggregated Data for 2020, 2021, & 2022: 100 % of students passed part 1 of the Comprehensive Exam
- Target Met

# MA Program Goals (PG's), Student Learning Outcomes (SLO's), Targets & Measure

- **PG#2** (Practice): The program will train students who demonstrate a foundational competence to practice marriage and family therapy.
- (*Developmental Competency Component: **Practice***)

**SLO #2** (Practice): Students will demonstrate competence in systemic/relational assessment, treatment planning, interventions, transfer, and termination.

## Target, Measure, Data

- At least 80% of students will pass Part III of the Comprehensive Exam.
- Aggregated Data for 2020, 2021 & 2022: 100 % of students passed part III of the Comprehensive Exam
- Target Met



# MA Program Goals (PG's), Student Learning Outcomes (SLO's), Targets & Measure

- **PG#3** (Diversity): The program will train students to practice MFT from a self-reflective and cultural competence foundation with a variety of diverse clients
- (*Developmental Competency Component: **Diversity***)

**SLO #3.** (Diversity): Students will demonstrate human diversity and practice culturally-sensitive analysis and critical self-awareness when working with a diversity of individuals, couples, and families.

## Target, Measure, & Data

- At least 80% of students will pass Part II of the Comprehensive Exam.
- Aggregated Data for 2020, 2021 & 2022: 100 % of students passed part III of the Comprehensive Exam
- Target Met

# MA Program Goals (PG's), Student Learning Outcomes (SLO's), Targets & Measure

- **PG#4** (Ethics): The program will train students who demonstrate competencies related to legal and professional ethics, standards of practice, and personal awareness in their clinical work.
- (*Developmental Competency Component:*
- **Ethics)**

**SLO #4:** (Ethics): Students will demonstrate ethical decision-making, case management, professionalism, and self-awareness in clinical practice

## Target, Measure, & Data

- At least 80% of students will score a B or higher in the main assignment in the CFT 6600: Law, Professional Ethics, and Community Practice course.
- Aggregated Data for 2019, 2020, 2021 & 2022: 100 % of students score a B or higher in the main assignment in the CFT 6600.
- Target Met

# MA Program Goals (PG's), Student Learning Outcomes (SLO's), Targets & Measure

- **PG#5.** (Research): The program will train family therapists who can consume and contribute to research in the field of marriage and family therapy.
- *(Developmental Competency Component: **Knowledge** of the field)*

**SLO #5:** (Research): Students will be able to read and critically evaluate research for evidence - based application in the practice of marriage and family therapy.

## Target, Measure, & Data

- At least 80% of students will pass Part IV of the Comprehensive Exam.
- Aggregated Data for 2020, 2021 & 2022: 100 % of students passed Part IV of the Comprehensive Exam.
- Target Met

# Ph.D. Program Mission and Program Goals (PG's)

- **Mission:** The mission of the PhD Program in Counseling with a Specialization in Marriage and Family Therapy at Daybreak University is to develop scientist-practitioners in the field of couple, marriage, and family therapy. The doctoral program provides academic and clinical training for the purpose of developing scholars with the competence in systemic clinical work, supervision, teaching, and research.
- **PG# 1 (Knowledge):** The program will train students who demonstrate advanced and comprehensive knowledge of systems concepts and MFT theories and techniques.
- **PG#2 (Practice):** The program will train students who demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system
- **PG #3 (Diversity):** The program will train students who demonstrate awareness and competence in culturally sensitive clinical work, supervision, teaching, and research
- **PG #4 (Ethics):** The program will train students who demonstrate applied knowledge of MFT legal and ethical guidelines and professional standards.
- **PG #5 (Research):** The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research.

# PhD Program Goals (PG's), Student Learning Outcomes (SLO's), Targets & Measure

- **PG# 1** (Knowledge): The program will train students who demonstrate advanced and comprehensive knowledge of systems concepts and MFT theories and techniques.
- (*Developmental Competency Component: **Knowledge** of the field*)

**SLO #1** (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.

## Target, Measure, & Data

- Aggregated data 2021-2022: 100% of the students scored 3 or above on section 1 on the Theory of Change Paper in the Comprehensive Portfolio.
- Target Met

# Ph.D. Program: PG #2

- **PG# 2** (Practice): The program will train students who demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.
- (*Developmental Competency Component: **Practice***)
- **SLO#2** (Practice): Students will demonstrate the ability to integrate systems concepts and MFT theories in their clinical work, supervision, teaching, and research.
- **Targets, Measures, & Data:**
- (**Clinical work**) At least 80% of students will score a 3 or better on the end of term practicum evaluation question 10 (*Ability to articulate theoretical and conceptual issues related to cases presented including systemic problem assessment*) in the course CFT7900: Practicum in Marriage and Family Therapy.
  - Aggregated Data 2021-2022: 100% of students scored a 3 or above: **Target Met**
- (**Supervision**) At least 80% of students will score 3 points or above (satisfactory or above) on section 1 on the Philosophy of Supervision Paper in the Comprehensive Portfolio.
  - Aggregated Data 2021-2022: 100% of students scored a 3 or above: **Target Met**
- (**Teaching**) At least 80% of students will score 3 points or above (satisfactory or above) on section 1 on the Teaching Philosophy Paper in the Comprehensive Portfolio.
  - Aggregated Data 2021-2022: 100% of students scored a 3 or above: **Target Met**
- (**Research**) At least 80% of students will score 3 points or above (satisfactory or above) on sections 1 on the Publishable Research Paper in the Comprehensive Portfolio.
  - Aggregated Data 2021-2022: 100% of students scored a 3 or above: **Target Met**

# Ph.D. Program: PG #3

- **PG# 3**(Diversity): The program will train students who demonstrate awareness and competence in culturally sensitive clinical work, supervision, teaching, and research.
- (*Developmental Competency Component: **Diversity***)
- **SLO #3** (Diversity): Students will demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work, supervision, teaching, and research.
  
- **Targets, Measures, & Data:**
- (**Clinical work**) At least 80% of students will score a 3 or above (satisfactory or above) on section 3 of the Theory of Change Paper in the Comprehensive Portfolio.
  - Aggregated Data 2021-2022: 100% of students scored a 3 or above: **Target Met**
- (**Supervision**) At least 80% of students will score 3 points or above (satisfactory or above) on section 2 on the Philosophy of Supervision Paper in the Comprehensive Portfolio.
  - Aggregated Data 2021-2022: 100% of students scored a 3 or above: **Target Met**
- (**Teaching**) At least 80% of students will score 3 points or above (satisfactory or above) on section 2 on the Teaching Philosophy paper in the Comprehensive Portfolio.
  - Aggregated Data 2021-2022: 100% of students scored a 3 or above: **Target Met**
- (**Research**) At least 80% of students will score 3 points or above (satisfactory or above) on sections 3 on the Publishable Research Paper in the Comprehensive Portfolio.
  - Aggregated Data 2021-2022: 100% of students scored a 3 or above: **Target Met**

# Ph.D. Program: PG #4

- **PG #4**(Ethics): The program will train students who demonstrate applied knowledge of MFT legal and ethical guidelines and professional standards.
- (*Developmental Competency Component: **Ethics***)
  
- **SLO #4** (Ethics): Students will demonstrate potential competence in ethical and **professional clinical work**, supervision, **teaching, and research**. (*New in red*)
  
- **Targets, Measures, & Data:**
- **(Clinical work)** At least 80% of students will score a B or higher in the main assignment in the CFT 8600: Law, Professional Ethics, and Community Practice course.
  - Aggregated Data for 2019 - 2022: 100 % of students score a B or higher in the main assignment in the 8600: **Target Met**
- **(Clinical work)** At least 80% of students will score a 3 or above (satisfactory or above) on section 4 of the Theory of Change Paper in the Comprehensive Portfolio.
  - *New for 2023*
- **(Supervision)** At least 80% of students will score 3 points or above (satisfactory or above) on section 3 on the Philosophy of Supervision Paper in the Comprehensive Portfolio.
  - Aggregated Data 2021-2022: 100% of students scored a 3 or above: **Target Met**
- **(Teaching)** At least 80% of students will score 3 points or above (satisfactory or above) on section 3 on the Teaching Philosophy paper in the Comprehensive Portfolio.
  - *New for 2023*
- **(Research)** At least 80% of students will score 3 points or above (satisfactory or above) on sections 5 on the Publishable Research Paper in the Comprehensive Portfolio.
  - *New for 2023*



# PhD Program Goals (PG's), Student Learning Outcomes (SLO's), Targets & Measure

- **PG# 5** (Research): The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research
- (*Developmental Competency Component: **Research***)

**SLO #5** (Research): Students will demonstrate the ability to conduct systemic and relational research that has clinical implications for marriage and family therapy

## Targets, Measures, & Data

- At least 80% of students will score 3 or above (satisfactory or above) on section 4 of the Publishable Research Paper of the Comprehensive portfolio.
- Aggregated data 2020-2022: 100% of the students scored 3 or above on section 4 of the Publishable Research Paper of the Comprehensive portfolio.
- Target met

# Survey Feedback: MA Program Mission, PG's, SLO's

- “Mission and goals are congruent to supporting student outcomes.”
- “Excellent congruent professional framework.”
- “I love Program’s Mission, Program Goals of our school. I am learning about MFT with great satisfaction.”
- “In my opinion, Daybreak University has been fulfilling these program mission, goals and learning outcomes very well.”

# Survey Feedback: Ph.D. Program Mission, PG's, SLO's

- “I feel like they are reflecting well for our university's missions, and Goals, and SLO are well aligned.”
- “I support the program mission. The program goals are well organized by the students and professors.”
- “Exceptionally effective.”

# Survey Feedback: MA Program

## Diverse and Inclusive Learning Environment

- Q1- How well do you believe the program promotes an inclusive and diverse learning
- Q2- To what degree do you believe the program demonstrates sensitivity to the needs of diverse, marginalized, and or underserved communities.
- Q3- How well do you believe the program promotes an open, safe, and respectful exchange of diverse views and opinions?

Rated “Very Well” or  
“Exceptionally Well” on all  
three questions:

- Students: 100%
- Faculty: 100%
- Alumni: 100%
- Supervisors: 100%

# Survey Feedback: Ph.D. Program

## Diverse and Inclusive Learning Environment

- Q1- How well do you believe the program promotes an inclusive and diverse learning
- Q2- To what degree do you believe the program demonstrates sensitivity to the needs of diverse, marginalized, and or underserved communities.
- Q3- How well do you believe the program promotes an open, safe, and respectful exchange of diverse views and opinions?

Rated “Very Well” or  
Exceptionally Well” on all three  
questions:

- Students: 100%
- Faculty: 100%
- Alumni: 100%
- Supervisors: 100%

# Survey Data: Faculty, Program Clinical Supervisor, & Staff Sufficiency

## MA Program

Faculty: 100% of respondents surveyed reported that Faculty are sufficient.

Program Clinical Supervisors: 100% of respondents surveyed reported that Supervisors are sufficient

Staff: 100% of respondents surveyed reported that Staff are sufficient.

## PhD Program

Faculty: 100% of respondents surveyed reported that Faculty are sufficient.

Program Clinical Supervisors: 100% of respondents surveyed reported that Supervisors are sufficient

Staff: 100% of respondents surveyed reported that Staff are sufficient.

# Survey Data: MA Program Environmental Supports

## Asked about the following:

- Library
- Classroom
- Technology
- Student Support Services
- Student Counseling
- Student Advising
- Staff Sufficiency
- Clinic
- Fiscal resources
- Computer Facilities

## Rated all Environmental Supports as Sufficient:

*Students:	100%
Faculty:	100%
Alumni:	100%
Supervisors:	100%

\*Students: Exception-Library  
resources - 80% reported  
sufficient

# Survey Data: Ph.D. Program Environmental Supports

## Asked about the following:

- Library
- Classroom
- Technology
- Student Support services
- Student Counseling
- Student Advising
- Staff sufficiency
- Clinic
- Fiscal resources
- Computer facilities

## Rated all Environmental Supports as Sufficient:

Students:	100%
Faculty:	100%
Alumni:	100%
Supervisors:	100%



# Survey Data: Curriculum Feedback

## MA Program

- The curriculum was excellent. I was able learn the MFT models and skills. Also, I appreciated the self of the therapist reflection in many courses.”
- I like how they are well researched and tested curriculum, and content is inclusive for all learners and culturally responsive. They are also student centered-based, more inclusive regardless of students' conditions, differentiated, and culturally responsive.
- Most academic courses are designed well, but we have too many students for each class. Thus, it is sometimes challenging to have an open discussion.
- I believe DBU's clinical environment is the best because DBU's students are not only newbies to the MFT field. We are having mixed students. Thus, it naturally creates to have various perspectives during class discussions. Plus, clinical professors are professional.
- CFT 6060 Psychopathology: course can be taught in two parts, due to heaviness of diagnosis and diagnostic, case consolation process as well as intensity of the number of cases could make the process more heavy and lots of material to process.

## PhD Program

- All information and resources relate to core epistemological basis of systemic therapy... excellent curriculum which matches closely with the latest developments.
- Curriculum is rigorous and congruent with systemic epistemology of family therapy and clinical needs.
- More diversity in all coursework.

# Survey Data: Faculty, Program Clinical Supervisor and Program Director Effectiveness

## MA Program

- Faculty: 100% of all surveyed reported all faculty are “Effective” or “Exceptionally Effective” in both categories.
- Program Clinical Supervisors: 100% of all surveyed reported all Supervisors are “Effective” or “Exceptionally Effective” in both categories.
- Results are shared with faculty and Program Clinical Supervisors during evaluations
- Program Director: 100% of all surveyed reported the Program Director is “Effective” or “Exceptionally Effective” in all categories.

## PhD Program

- Faculty: 100% of all surveyed reported all faculty are “Effective” or “Exceptionally Effective” in both categories.
- Program Clinical Supervisors: 100% of all surveyed reported all Supervisors are “Effective” or “Exceptionally Effective” in both categories.
- Results are shared with faculty and Program Clinical Supervisors during evaluations
- Program Director: 100% of all surveyed reported the Program Director is “Effective” or “Exceptionally Effective” in all categories.

# Clinical Updates

## **Feb. 2021 – Dec. 2021: a total of 498 therapy requests**

- Each quarter, we have 25-30 interns at Daybreak University Couples and Family Therapy Center (CFTC), and they meet about 4-10 clients weekly → average **100-130 sessions/ week for 50 weeks**
- **Total served cases – 471 cases**

## **Jan. 2022 – Feb. 2023: a total of 706 therapy requests**

- Each quarter, we have 30-37 interns at the CFTC, and they meet about 4-10 clients weekly → average **125-165 sessions/week for 50 weeks**
- **Total serving/served cases – 602 cases**
- **Client Race:** Asian or Pacific Islander (73%), White or Caucasian (13%), Hispanic or Latino (9%), Black or African American (1%), Other (4%)

# Program Changes/Improvements MA Program

## Based On COI Feedback/Input

- Updated Student Monitoring and Progress Report.

## Based on Survey Data

- Will request more feedback from students about library resources then work with the library staff for assistance.
- Will task curriculum committee to review Psychopathology content.
- No other changes required at this time.

## Based On Graduate Achievement Data

- now tracking licensure for benchmarking instead of National Exam Pass rate.
- No other changes required at this time.

## Based on SLO Data

- Should a section on Ethics be added to the MA Comprehensive Exam for SLO#4?
- No changes required at this time.

# Program Changes/Improvements Ph.D. Program

## Based On COI Feedback/Input

- Updated Student Monitoring and Progress Report.
- Addition of Supervision practicum and Teaching Practicum courses.
- Addition of course on Contemporary Challenges.

## Based on Survey Data

- Consider asking curriculum committee to embed more diversity topics in courses?
- No changes needed at this time.

## Based On Graduate Achievement Data

- No changes required at this time.

## Based on SLO Data

- Will add Ethics to all remaining Comprehensive portfolio papers rubrics. (Theory of change, Teaching Philosophy, Research).
- Will Change SLO #4 (Ethics) to include, clinical work, teaching, & research.

# Next Steps

- Community of Interest (COI) Representative shares Retreat Meeting information and discussions with constituents.
- Program Director will share this slide presentation with COI's.
- Program Director requests feedback about this Retreat meeting.
- Adjourn Retreat

Daybreak University  
MA and Ph.D. Programs in Counseling  
with a Specialization in Marriage and Family Therapy

**Daybreak University MFT Program Annual Retreat  
March 10, 2023**

**10:30am-12pm**

I. Welcome & Check-in

Attending:

1. Hye Jin Kim, PD, Faculty
2. Jane Goldberg, Supervisor
3. Monica Lee, Faculty, 1<sup>st</sup> Ph.D. Graduate, Clinical Director
4. Fred Piercy, Distinguished Faculty
5. Joy Ji, MA Student
6. Ken Silvestri, Supervisor
7. Sun Park, MA Student
8. Nichole Nahal Hydaryarcil, Supervisor
9. Beachy Park, MA student
10. Yuri Kang, MA Graduate
11. Sean Hyunsik Kang, MA Student
12. Jin Hwang, Ph.D. Student
13. Han Yi, MA student
14. Ayse Alpasian, MA Student
15. Coral Gutierrez, MA student
16. Niki Caballero, MA student
17. Igor Meystelman, MA Student

II. MFT Distinguished Professor's Sharing on MFT Teaching, Supervision, Research, and Diversity:  
Dr. Fred Piercy

International experience in a number of countries, including Indonesia and Nepal. Brought students from abroad to study in US. Diversity strategic plan, department voted most exemplary department in terms of diversity, the budget is a reflection of the values and commitments. Football team doesn't just complain, they have a goal and focus on working together.

III. University and departmental updates

- Technology Policies updated and refined. Discussed some details.
- Telehealth and Virtual Supervision Compliance Policies developed. Discussed requirements for students and Program Clinical Supervisors must sign and comply with policy.
- Acknowledgement form and disclosure of state regulatory differences regarding licensure – updated and MUST be signed prior to starting the program.

- Multiple surveys consolidated into one Annual Survey. Distributed in the Fall and reviewed now at Spring Annual Retreat.
- Ph.D. Program: Addition of Supervision practicum and Teaching Practicum courses, addition of course on Contemporary Challenges in the field.
- MA & Ph.D. Programs: Use of Student Monitoring and Progress Report check will help students to see their own progress.
- COAMFTE Self-studies for both MA and Ph.D. Program in MFT will be submitted by April 1, 2023.

IV. Program Mission:

**MA Program: Reviewed**

The mission of the MA Program in Counseling with a Specialization in Marriage and Family Therapy at Daybreak University is to prepare students to be culturally competent, ethical, evidence-based, self-observing, and systemic marriage and family therapists.

**Ph.D. Program.: Reviewed**

The mission of the PhD Program in Counseling with a Specialization in Marriage and Family Therapy at Daybreak University is to develop scientist-practitioners in the field of couple, marriage, and family therapy. The doctoral program provides academic and clinical training for the purpose of developing scholars with the competence in systemic clinical work, supervision, teaching, and research.

V. Program Goals

**MA Program:**

**PG# 1 (Knowledge):** The program will train students who demonstrate a foundational knowledge of marriage and family therapy theories, models, and interventions.

**PG#2 (Practice):** The program will train students who demonstrate a foundational competence to practice marriage and family therapy.

**PG #3 (Diversity):** The program will train students to practice MFT from a self-reflective and cultural competence foundation with a variety of diverse clients.

**PG #4 (Ethics):** The program will train students who demonstrate competencies related to legal and professional ethics, standards of practice, and personal awareness in their clinical work.

**PG #5 (Research):** The program will train family therapists who can consume and contribute to research in the field of marriage and family therapy.

**Ph.D. Program:**

**PG# 1 (Knowledge):** The program will train students who demonstrate advanced and comprehensive knowledge of systems concepts and MFT theories and techniques.



**PG#2 (Practice):** The program will train students who demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.

**PG #3 (Diversity):** The program will train students who demonstrate awareness and competence in culturally sensitive clinical work, supervision, teaching, and research.

**PG #4 (Ethics):** The program will train students who demonstrate applied knowledge of MFT legal and ethical guidelines and professional standards.

**PG #5 (Research):** The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research.

Briefly described how Program Goals are aligned with the COAMFTE Developmental Competency Components.

#### VI. Student Learning Outcomes Aggregated Data

##### **MA Program:**

**SLO # 1:(Knowledge): Students will demonstrate comprehensive knowledge of systems theory concepts and MFT models and techniques.**

- At least 80% of students will pass Part I of the Comprehensive Exam
- Aggregated Data for 2020, 2021, & 2022: 100 % of students passed part 1 of the Comprehensive Exam
- **Target Met**

**SLO #2 (Practice): Students will demonstrate competence in systemic/relational assessment, treatment planning, interventions, transfer, and termination.**

- At least 80% of students will pass Part III of the Comprehensive Exam.
- Aggregated Data for 2020, 2021 & 2022: 100 % of students passed part III of the Comprehensive Exam
- **Target Met**

**SLO #3. (Diversity): Students will demonstrate human diversity and practice culturally sensitive analysis and critical self-awareness when working with a diversity of individuals, couples, and families.**

- At least 80% of students will pass Part II of the Comprehensive Exam.
- Aggregated Data for 2020, 2021 & 2022: 100 % of students passed part III of the Comprehensive Exam
- **Target Met**

**SLO #4: (Ethics): Students will demonstrate ethical decision-making, case management, professionalism, and self-awareness in clinical practice.**

- At least 80% of students will score a B or higher in the main assignment in the CFT 6600: Law, Professional Ethics, and Community Practice course.
- Aggregated Data for 2019, 2020, 2021 & 2022: 100 % of students score a B or higher in the main assignment in the CFT 6600

➤ **Target Met**

SLO #5: (Research): Students will be able to read and critically evaluate research for evidence - based application in the practice of marriage and family therapy.

- At least 80% of students will pass Part IV of the Comprehensive Exam.
- Aggregated Data for 2020, 2021 & 2022: 100 % of students passed Part IV of the Comprehensive Exam
- **Target Met**

**Ph.D. Program:**

SLO #1 (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.

- At least 80% of students will score 3 or above on section 1 of the Theory of Change paper in the Comprehensive Portfolio.
- Aggregated data 2021-2022: 100% of the students scored 3 or above on section1 on the Theory of Change Paper in the Comprehensive Portfolio
- **Target Met**

SLO#2 (Practice): Students will demonstrate the ability to integrate systems concepts and MFT theories in their clinical work, supervision, teaching, and research.

- **(Clinical work)** At least 80% of students will score a 3 or better on the end of term practicum evaluation question 10 (*Ability to articulate theoretical and conceptual issues related to cases presented including systemic problem assessment*) in the course MFT/IRT 7900: Practicum in Marriage and Family Therapy.
- Aggregated Data 2021-2022: 100% of students scored a 3 or above.
- **Target Met**
  
- **(Supervision)** At least 80% of students will score 3 points or above (satisfactory or above) on section 1 on the Philosophy of Supervision Paper in the Comprehensive Portfolio.
- Aggregated Data 2021-2022: 100% of students scored a 3 or above.
- **Target Met**
  
- **(Teaching)** At least 80% of students will score 3 points or above (satisfactory or above) on section 1 on the Teaching Philosophy Paper in the Comprehensive Portfolio.
- Aggregated Data 2021-2022: 100% of students scored a 3 or above.
- **Target Met**
  
- **(Research)** At least 80% of students will score 3 points or above (satisfactory or above) on sections 1 on the Publishable Research Paper in the Comprehensive Portfolio.
- Aggregated Data 2021-2022: 100% of students scored a 3 or above.
- **Target Met**

**SLO #3 (Diversity): Students will demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work, supervision, teaching, and research.**

- **(Clinical work)** At least 80% of students will score a 3 or above (satisfactory or above) on section 3 of the Theory of Change Paper in the Comprehensive Portfolio.
- Aggregated Data 2021-2022: 100% of students scored a 3 or above.
- **Target Met**
  
- **(Supervision)** At least 80% of students will score 3 points or above (satisfactory or above) on section 2 on the Philosophy of Supervision Paper in the Comprehensive Portfolio.
- Aggregated Data 2021-2022: 100% of students scored a 3 or above.
- **Target Met**
  
- **(Teaching)** At least 80% of students will score 3 points or above (satisfactory or above) on section 2 on the Teaching Philosophy paper in the Comprehensive Portfolio.
- Aggregated Data 2021-2022: 100% of students scored a 3 or above.
- **Target Met**
  
- **(Research)** At least 80% of students will score 3 points or above (satisfactory or above) on sections 3 on the Publishable Research Paper in the Comprehensive Portfolio.
- Aggregated Data 2021-2022: 100% of students scored a 3 or above. **Target Met**

**SLO #4 (Ethics): Students will demonstrate potential competence in ethical and professional clinical work, supervision, teaching, and research. (New in red)**

- **(Clinical work)** At least 80% of students will score a B or higher in the main assignment in the CFT 8600: Law, Professional Ethics, and Community Practice course.
- Aggregated Data for 2019 - 2022: 100 % of students score a B or higher in the main assignment in the 8600.
- **Target Met**
  
- **New for 2023:**
- **(Clinical work)** At least 80% of students will score a 3 or above (satisfactory or above) on section 4 of the Theory of Change Paper in the Comprehensive Portfolio.
  
- **(Supervision)** At least 80% of students will score 3 points or above (satisfactory or above) on section 3 on the Philosophy of Supervision Paper in the Comprehensive Portfolio.
- Aggregated Data 2021-2022: 100% of students scored a 3 or above.
- **Target Met**
  
- **New for 2023**

- **(Teaching)** At least 80% of students will score 3 points or above (satisfactory or above) on section 3 on the Teaching Philosophy paper in the Comprehensive Portfolio.

- **New for 2023**

- **(Research)** At least 80% of students will score 3 points or above (satisfactory or above) on sections 5 on the Publishable Research Paper in the Comprehensive Portfolio.

**SLO #5 (Research): Students will demonstrate the ability to conduct systemic and relational research that has clinical implications for marriage and family therapy.**

- At least 80% of students will score 3 or above (satisfactory or above) on section 4 of the Publishable Research Paper of the Comprehensive portfolio.
- Aggregated data 2020-2022: 100% of the students scored 3 or above on section 4 of the Publishable Research Paper of the Comprehensive portfolio.
- **Target met.**

## VII. Survey Aggregated Data

### **MA Program:**

Mission, Goals, SLO's:

- "Mission and goals are congruent to supporting student outcomes."
- "Excellent congruent professional framework."
- "I love Program's Mission, Program Goals of our school. I am learning about MFT with great satisfaction."
- "In my opinion, Daybreak University has been fulfilling these program mission, goals and learning outcomes very well."

### **Ph.D. Program:**

Mission, Goals, SLO's:

- "I feel like they are reflecting well for our university's missions, and Goals, and SLO are well aligned."
- "I support the program mission. The program goals are well organized by the students and professors."
- "Exceptionally effective."

### **MA Program:**

#### Diverse and Inclusive Learning Environment

Q1- How well do you believe the program promotes an inclusive and diverse learning?

Q2- To what degree do you believe the program demonstrates sensitivity to the needs of diverse, marginalized, and or underserved communities?

Q3- How well do you believe the program promotes an open, safe, and respectful exchange of diverse views and opinions?

Rated “Very Well” or “Exceptionally Well” on all three questions:

- Students: 100%
- Faculty: 100%
- Alumni: 100%
- Supervisors: 100%

**Ph.D. Program:**

Diverse and Inclusive Learning Environment

Q1- How well do you believe the program promotes an inclusive and diverse learning.

Q2- To what degree do you believe the program demonstrates sensitivity to the needs of diverse, marginalized, and or underserved communities.

Q3- How well do you believe the program promotes an open, safe, and respectful exchange of diverse views and opinions?

Rated “Very Well” or “Exceptionally Well” on all three questions:

- Students: 100%
- Faculty: 100%
- Alumni: 100%
- Supervisors: 100%

**MA Program:**

Faculty, Program Clinical Supervisor, & Staff Sufficiency

- Faculty: 100% of respondents surveyed reported that Faculty are sufficient.
- Program Clinical Supervisors: 100% of respondents surveyed reported that Supervisors are sufficient.
- Staff: 100% of respondents surveyed reported that Staff are sufficient.

**Ph.D. Program:**

Faculty, Program Clinical Supervisor, & Staff Sufficiency

- Faculty: 100% of respondents surveyed reported that Faculty are sufficient.
- Program Clinical Supervisors: 100% of respondents surveyed reported that Supervisors are sufficient.
- Staff: 100% of respondents surveyed reported that Staff are sufficient.

**MA Program:**

Environmental Supports

Environment supports queried on survey: Physical, Technology, Instructional, Clinical, Student Academic, Student Support:

- Library
- Classroom
- Technology
- Student Support services
- Student Counseling
- Student Advising
- Staff sufficiency
- Clinic
- Fiscal resources
- Computer facilities

**Rated all Environmental Supports as Sufficient:**

- \*Students: 100%
- Faculty: 100%
- Alumni: 100%
- Supervisors: 100%

\*Students: Exception-Library resources - 80% reported sufficient

**Ph.D. Program:**

Environmental Supports

Environment supports queried on survey: Physical, Technology, Instructional, Clinical, Student Academic, Student Support:

- Library
- Classroom
- Technology
- Student Support services
- Student Counseling
- Student Advising
- Staff sufficiency
- Clinic
- Fiscal resources
- Computer facilities

**Rated all Environmental Supports as Sufficient:**

- Students: 100%
- Faculty: 100%
- Alumni: 100%
- Supervisors: 100%

**MA Program:**

Curriculum Feedback

- The curriculum was excellent. I was able learn the MFT models and skills. Also, I appreciated the self of the therapist reflection in many courses.”
- I like how they are well researched and tested curriculum, and content is inclusive for all learners and culturally responsive. They are also student centered-based, more inclusive regardless of students’ conditions, differentiated, and culturally responsive.
- Most academic courses are designed well, but we have too many students for each class. Thus, it is sometimes challenging to have an open discussion. B) I believe DBU's clinical environment is the best because DBU's students are not only newbies to the MFT field. We are having mixed students. Thus, it naturally creates to have various perspectives during class discussions. Plus, clinical professors are professional.
- CFT 6060 Psychopathology: course can be taught in two parts, due to heaviness of diagnosis and diagnostic, case consolation process as well as intensity of the number of cases could make the process heavier and lots of material to process.

**Ph.D. Program:**

Curriculum Feedback

- All information and resources relate to core epistemological basis of systemic therapy... excellent curriculum which matches cl.
- Curriculum is rigorous and congruent with systemic epistemology of family therapy and clinical needs.
- More diversity in all coursework.

**MA Program:**

Faculty, Program Clinical Supervisor and Program Director Effectiveness

- Faculty: 100% of all surveyed reported all faculty are “Effective” or “Exceptionally Effective” in both categories.
- Program Clinical Supervisors: 100% of all surveyed reported all Supervisors are “Effective” or “Exceptionally Effective” in both categories.
- Results are shared with faculty and Program Clinical Supervisors during evaluations
- Program Director: 100% of all surveyed reported the Program Director is “Effective” or “Exceptionally Effective” in all categories.

**Ph.D. Program:**

Faculty, Program Clinical Supervisor and Program Director Effectiveness

- Faculty: 100% of all surveyed reported all faculty are “Effective” or “Exceptionally Effective” in both categories.
- Program Clinical Supervisors: 100% of all surveyed reported all Supervisors are “Effective” or “Exceptionally Effective” in both categories.
- Results are shared with faculty and Program Clinical Supervisors during evaluations.
- Program Director: 100% of all surveyed reported the Program Director is “Effective” or “Exceptionally Effective” in all categories.

VIII. Program Changes & Improvements

## MA Program:

### Based On COI Feedback/Input

- New: Student Monitoring and Progress Report.

### Based on Survey Data

- Will request more feedback from students about library resources then work with the library staff for assistance.
- Will task curriculum committee to review Psychopathology content.
- No other changes required at this time.

### Based On Graduate Achievement Data

- COAMFTE now tracking licensure track for benchmarking instead of National Exam Pass rate.
- No other changes required at this time.

### Based on SLO Data

- Should a section on ethics be added to the MA Comprehensive Exam for SLO#4?
- No changes required at this time.

## Ph.D. Program:

### Based On COI Feedback/Input

- New: Student Monitoring and Progress Report.
- Addition of Supervision practicum and Teaching Practicum courses.
- Addition of course on Contemporary Challenges.

### Based on Survey Data

- Consider asking curriculum committee to embed more diversity topics in courses?
- No changes needed at this time.

### Based On Graduate Achievement Data

- No changes required at this time.

### Based on SLO Data

- Will add Ethics to all remaining Comprehensive portfolio papers rubrics. (Theory of change, Teaching Philosophy, Research).
- Will Change SLO #4 (Ethics) to include, clinical work, teaching, & research.

## IX. Clinical Updates: Both Programs:

- **Feb. 2021 – Dec. 2021: a total of 498 therapy requests**
- Each quarter, we have 25-30 interns at Daybreak University Couples and Family Therapy Center (CFTC), and they meet about 4-10 clients weekly → average **100-130 sessions/ week for 50 weeks.**
- **Total served cases – 471 cases.**
- **Jan. 2022 – Feb. 2023: a total of 706 therapy requests**
- Each quarter, we have 30-37 interns at the CFTC, and they meet about 4-10 clients weekly → average **125-165 sessions/week for 50 weeks.**
- **Total serving/served cases – 602 cases**



- **Client Race:** Asian or Pacific Islander (73%), White or Caucasian (13%), Hispanic or Latino (9%), Black or African American (1%), Other (4%)

X. Next Steps:

- Community of Interest (COI) Representative shares Retreat Meeting information and discussions with constituents.
- Program Director will share slide presentation with COI's.
- Program Director requests feedback.

XI. Adjourn Retreat 12pm

**Additional Communities of Interest feedback during the retreat:**

Curriculum:

MA student: Self-of-the-therapist journey in coursework is engaging and helping become a good therapist. Unique to this program. Makes me feel like colleagues are like family.

MA Student: Internship very, very valuable. Makes an enormous difference in preparing to work with people.

Feedback to PD:

"Dr. Kim, I just wanted to say that you ROCK! and you must be so proud of yourself and everyone in your team! It's so humbling, exciting, and deeply moving to listen to your presentation and celebrate how far Daybreak has come; my heart is full for you and for the future of Daybreak!"

Ideas for improvement: PD invited input.

MA Student: I really love Daybreak. How great professors are, how they are so experienced in their field, acquiring knowledge from different supervisors. Express my gratitude. Gratifying to work with others but a lot of work on ourselves, self-of-the-therapist, so important.

Faculty: DBU has a spirit that is tangible. Spirit of collegiality, cooperation

Supervisor: "Therapists out there are not doing a lot of family therapy." Impressed with amazingly dedicated program, faculty, supervisors in training students to do the work of family therapists." Keep camaraderie, mutual respect. Appreciated systemic work, not much happening out there especially from original theorists.

Supervisors: Enjoy the systemic view, use theories, prepare for exam, students putting pieces together,

Doctoral student: highly organized program especially since short time since started, greatest asset are professors and students, I'd like to tell everybody that will be the best school in US in 10 years.