SLO #1 – Students will demonstrate the ability to conduct high quality relational/systemic research.

Benchmarks

90% of students will complete the Research and Scholarship Proficiency components as part of a passing Doctoral Portfolio within 3 years of entering the program.

TARGET: 100% of students will complete the Research and Scholarship Proficiency components as part of a passing Doctoral Portfolio within 4 years of entering the program.

Year	# Passing Methods Quals within 3 years	# Passing Methods Quals in more than 3 years	%
2007	5	1	83%
2008	5	3	63%
2009	6		100%
2010	3		100%
2011	4		100%
2012	6		100%
2013	8		100%
2014	6		100%
2015	7		100%
OVERALL	50	4	93%

* The Fall 2015 cohort is the first group of doctoral students with the portfolio option for qualifying examinations. The table represents rates for passing the methods (research) portion of the previous version of the qualifying examination.

75% of students will successfully defend a doctoral thesis within four years of entering the program.

TARGET: 100% of students will successfully defend a doctoral thesis within eight years of entering the program

Academic Yr.	# Entering Program	# Defended Dissertation within 4 yrs.	# Graduating in more than 4 yrs.	%
2006-2007	7	5	2	71%
2007-2008	5	4		80%
2008-2009	4		2	0%
2009-2010	5	4		80%
2010-2011	8	6		75%
2011-2012	8	7	1	88%
OVERALL	37	26		70%

80% of students will record average scores of 4 or greater for items 3 & 5 - 10, on the PhD Program Exit Evaluation survey.

TARGET: 90% of students will record average scores of 4 or greater for items 3 & 5 – 10 (Research Competency), on the PhD Program Exit Evaluation survey.

ITEM	Overall %	Avg.	2015 – 2016 %	2015 – 2016 Avg.
3. The program prepared me to make unique contributions to the clinical research literature.	100	4.5	100	4.5
5. The program prepared me to submit original research for publication.	100	4.25	100	4.25
6. The program prepared me to submit grants for publication.	25	3.25	25	3.25
7. The program prepared me to articulate a program of research.	100	4.25	100	4.25
8. The program prepared me to be a critical consumer of research.	100	4.75	100	4.75
9. The program prepared me to apply relational/systemic ethics to research.	75	4.25	75	4.25
10. The program prepared me to understand and apply advanced quantitative and qualitative research methodologies.	75	4	75	4
OVERALL	82	4.18	82	4.18

80% of students will record average scores of 4 (well) or greater for the items included in questions 22 and 23 of the Alumni Survey.

TARGET: 90% of students will record average scores of 4 (well) or greater for the items included in questions 22 and 23 of the Alumni Survey (Research Competency).

ITEM	2016 %	Avg. Score
How well do you feel the Texas Tech MFT Program prepared you to:		
22.1 conduct high quality empirical research to present or publish?	95	4.28
22.2 write clearly and professionally for a scholarly audience?	97	4.54
22.3 understand and apply qualitative research methodology?	82	4.15
22.4 understand and apply quantitative research methodology?	90	4.21
22.5 conceptualize and design independent research?	92	4.28
22.6 complete and present a research project?	95	4.46
22.7 be an informed consumer of research?	97	4.59
23 Understand and write grants for funded research?	26	2.56
OVERALL	**84**	**4.13**

80% of students will receive scores of 4 (developmentally appropriate) or greater for items 1 – 7 included in question 28 of the Internship/Stakeholder Survey.

TARGET: 90% of students will receive scores of 4 (developmentally appropriate) or greater for items 1 – 7 included in questions 28 of the Internship/Stakeholder Survey (Research Competency).

ITEM	Overall %	Avg.	2015 – 2016 %	2015 – 2016 Avg.
1. The student is prepared to make unique contributions to the body of existing research.	100	6	100	6
2. The student is prepared to submit original research for publication or presentation.	100	6	100	6
3. The student has the necessary skills to submit grants for external funding.	100	6	100	6
4. The student can articulate a program of research.	100	6	100	6
5. The student is a critical consumer of research.	100	6	100	6
6. The student understands and applies appropriate research ethics.	100	6	100	6
7. The student understands advanced qualitative and/or qualitative methodologies.	100	5	100	5
OVERALL	**100**	**5.86**	**100**	**5.86**

SLO #2 – Students will demonstrate an advanced understanding of clinical intervention using a relational/systemic perspective.

Benchmarks

90% of students will complete the Clinical Proficiency components as part of a passing Doctoral Portfolio within 3 years of entering the program.

TARGET: 100% of students will complete the Clinical Proficiency components as part of a passing Doctoral Portfolio within 4 years of entering the program.

Year	# Passing Theory Quals within 3 years	# Passing Theory Quals in more than 3 years	%
2007	3	2	60%
2008	5	2	71%
2009	6		100%
2010	2		100%
2011	4	1	80%
2012	6		100%
2013	7		100%
2014	8		100%
2015	6		100%
OVERALL	47	5	90%

* The Fall 2015 cohort is the first group of doctoral students with the portfolio option for qualifying examinations. The table represents rates for passing the theory (clinical) portion of the previous version of the qualifying examination.

80% of students will receive scores of 4 or greater on the items included in question 3 (relational/systemic ethics) of the Practicum Evaluation.

TARGET: 90% of students will receive scores of 4 or greater on the items included in question 3 (relational/systemic ethics) of the Practicum Evaluation.

ITEM	Overall %	Avg.	2015 – 2016 %	2015 – 2016 Avg.
3.1 The student is applying appropriate relational/systemic ethics during their interactions with clients during clinical sessions.	100	4.5	100	4.5
3.2 The student is applying appropriate relational/systemic ethics to their paperwork, record keeping, and clinical file maintenance.	91	4.09	91	4.09
3.3 The student is applying appropriate relational/systemic ethics in their interactions with peers, staff, faculty, and supervisors	95	4.23	95	4.23
OVERALL	**95**	**4.27**	**95**	**4.27**

80% of students will record scores of 4 or greater on the items included in question 3 (relational/systemic ethics) of the Practicum Self Evaluation.

TARGET: 90% of students will record scores of 4 or greater on the items included in question 3 (relational/systemic ethics) of the Practicum Self Evaluation.

ITEM	Overall %	Avg.	2015 – 2016 %	2015 – 2016 Avg.
3.1 I am applying appropriate relational/systemic ethics during their interactions with clients during clinical sessions.	87	4.71	87	4.71
3.2 I am applying appropriate relational/systemic ethics to their paperwork, record keeping, and clinical file maintenance	80	4.33	80	4.33
3.3 I am applying appropriate relational/systemic ethics in their interactions with peers, staff, faculty, and supervisors	87	4.70	87	4.70
OVERALL	**85**	**4.58**	**85**	**4.58**

80% of students will receive scores of 4 or greater on the items included in question 5 (relational/systemic theory) of the Practicum Evaluation.

TARGET: 90% of students will receive scores of 4 or greater on the items included in question 5 (relational/systemic theory) of the Practicum Evaluation.

ITEM	Overall %	Avg.	2015 – 2016 %	2015 – 2016 Avg.
5.1 The student is able to clearly articulate their relational/systemic theory/model of therapy, including the underlying epistemological assumptions.	95	4.41	95	4.41
5.2 The student demonstrates the application of their relational/systemic theory/model of therapy when discussing cases during practicum and supervision.	100	4.5	100	4.5
5.3 The student demonstrates the application of their relational/systemic theory/model of therapy in written treatment plans.	95	4.23	95	4.23
5.4 The student develops clinical treatment goals with their clients that are consistent with the student's relational/systemic theory/model of therapy.	100	4.41	100	4.41
5.5 The student demonstrates the application of their relational/systemic theory/model of therapy in written case notes.	90	4.05	90	4.05
5.6 The student demonstrates the application of their relational/systemic theory/model of therapy by using relevant clinical interventions with clients	95	4.45	95	4.45
OVERALL	**96**	**4.34**	**96**	**4.34**

80% of students will record scores of 4 or greater on the items included in question 5 (relational/systemic theory) of the Practicum Self Evaluation.

TARGET: 90% of students will record scores of 4 or greater on the items included in question 5 (relational/systemic theory) of the Practicum Self Evaluation.

ITEM	Overall %	Avg.	2015 – 2016 %	2015 – 2016 Avg.
5.1 I am able to clearly articulate my relational/systemic theory/model of therapy, including the underlying epistemological assumptions	87	4.71	87	4.71
5.2 I demonstrate the application of my relational/systemic theory/model of therapy when discussing cases during practicum and supervision.	84	4.35	84	4.35
5.3 I demonstrate the application of my relational/systemic theory/model of therapy in written treatment plans.	87	4.35	87	4.35
5.4 I develop clinical treatment goals with my clients that are consistent with my relational/systemic theory/model of therapy	87	4.61	87	4.61
5.5 I demonstrate the application of my relational/systemic theory/model of therapy in written case notes.	87	4.42	87	4.42
5.6 I demonstrate the application of my relational/systemic theory/model of therapy by using relevant clinical interventions with clients	90	4.84	90	4.84
OVERALL	**87**	**4.55**	**87**	**4.55**

80% of students will receive scores of 4 or greater on the items included in question 9 (empirical validation) of the Practicum Evaluation.

TARGET: 90% of students will receive scores of 4 or greater on the items included in question 9 (empirical validation) of the Practicum Evaluation.

ITEM	Overall %	Avg.	2015 – 2016 %	2015 – 2016 Avg.
9.1 The student is able to apply clinical research literature to their clinical work	77	4	77	4
9.2 The student is able to use empirical data to inform treatment decisions and evaluate treatment outcome.	67	3.93	67	3.93
OVERALL	**73**	**3.97**	**73**	**3.97**

80% of students will record scores of 4 or greater on the items included in question 9 (empirical validation) of the Practicum Self Evaluation.

TARGET: 90% of students will record scores of 4 or greater on the items included in question 9 (empirical validation) of the Practicum Self Evaluation.

ITEM	Overall %	Avg.	2015 – 2016 %	2015 – 2016 Avg.
9.1 I am able to apply clinical research literature to my clinical work	77	4.35	77	4.35
9.2 I am able to use empirical data to inform treatment decisions and evaluate treatment outcome.	77	4.33	77	4.33
OVERALL	**77**	**4.34**	**77**	**4.34**

80% of students will receive scores of 4 or greater on the items included in question 3 (relational/systemic ethics) of the Internship Evaluation.

TARGET: 90% of students will receive scores of 4 or greater on the items included in question 3 (relational/systemic ethics) of the Internship Evaluation.

ITEM	Overall %	Avg.	2015 – 2016 %	2015 – 2016 Avg.
1. The student is applying appropriate ethics during their interactions with clients during clinical sessions.	100	5.5	100	5.5
2. The student is applying appropriate ethics to their paperwork, record keeping, and clinical file maintenance.	100	5.5	100	5.5
3. The student is applying appropriate ethics in their interactions with peers, staff, faculty, and supervisors.	100	5.5	100	5.5
OVERALL	**100**	**5.5**	**100**	**5.5**

80% of students will receive scores of 4 or greater on the items included in question 5 (relational/systemic theory) of the Internship Evaluation.

TARGET: 90% of students will receive scores of 4 or greater on the items included in question 5 (relational/systemic theory) of the Internship Evaluation.

ITEM	Overall %	Avg.	2015 – 2016 %	2015 – 2016 Avg.
1. The student is able to critically evaluate a primary theory/model of therapy, including the underlying epistemological assumptions.	100	5.25	100	5.25
2. The student demonstrates the advanced application of a primary relational/systemic theory/model of therapy when discussing cases during internship and supervision	100	5.5	100	5.5
3. The student demonstrates the advanced application of a primary relational/systemic theory/model of therapy in written treatment plans.	100	5.25	100	5.25
4. The student develops clinical treatment goals with their clients that are consistent with the student's primary relational/systemic theory/model of therapy.	100	5.5	100	5.5
5. The student demonstrates the advanced application of their primary relational/systemic theory/model of therapy in written case notes.	100	5.25	100	5.25
6. The student demonstrates the advanced application of their primary relational/systemic theory/model of therapy by using relevant clinical interventions with clients.	100	5.5	100	5.5
OVERALL	**100**	**5.38**	**100**	**5.38**

80% of students will record scores of 4 or greater on the questions 12, 13, and 14 (clinical) of the Program Exit Evaluation.

TARGET: 90% of students will record scores of 4 or greater on the questions 12, 13, and 14 (clinical competency) of the Program Exit Evaluation.

ITEM	Overall %	Avg.	2015 – 2016 %	2015 – 2016 Avg.
12. The program prepared me to articulate and critically evaluate a primary clinical theory/model	100	4.75	100	4.75
13. The program prepared me to understand and critically evaluate the epistemological foundations of MFT models	100	4.75	100	4.75
14. The program prepared me to understand and apply evidence based clinical practice.	75	4.25	75	4.25
OVERALL	92	4.58	92	4.58

80% of students will record scores of 4 (well) or greater for the items included in questions 26 and 27 of the Alumni Survey.

TARGET: 90% of students will record scores of 4 (well) or greater for the items included in questions 26 and 27 of the Alumni Survey.

ITEM	2016 %	Avg. Score
How well do you feel the Texas Tech MFT Program prepared you to:		
26.1 be a clinician?	95	4.54
26.2 understand and critically apply theory with relational and individual systems?	93	4.53
26.3 maintain professional clinical records?	68	3.93
26.4 be an ethical clinician?	90	4.61
26.5 understand and apply evidence-based approaches in your clinical work?	83	4.07
How well do you feel the Texas Tech MFT Program helped you		
27. develop your theory of therapy?	88	4.46
OVERALL	**86**	**4.36**

SLO #3 – Students will demonstrate an understanding of relational/systemic clinical supervision.

Benchmarks

90% of students will complete the Supervision Proficiency components as part of a passing Doctoral Portfolio within 3 years of entering the program.

TARGET: 100% of students will complete the Supervision Proficiency components as part of a passing Doctoral Portfolio within 4 years of entering the program.

* The Fall 2015 cohort is the first group of doctoral students with the portfolio option for qualifying examinations. See Appendix M (V11 Benchmarks) for data tracked under version 11 accreditation standards.

80% of students will receive scores of 4 or greater on the items included in question 3 (relational/systemic ethics) of the Supervision Practicum Evaluation.

TARGET: 90% of students will receive scores of 4 or greater on the items included in question 3 (relational/systemic ethics) of the Supervision Practicum Evaluation.

ITEM	Overall %	Avg.	2015 – 2016 %	2015 – 2016 Avg.
1. The supervisor candidate is applying appropriate relational/systemic ethics during their interactions with supervisees.	67	4.17	67	4.17
2. The supervisor candidate is applying appropriate relational/systemic ethics to their paperwork, record keeping, and supervision file maintenance.	83	4.17	83	4.17
3. The supervisor candidate is applying appropriate relational/systemic ethics in their interactions with peers, staff, faculty, and supervisors.	100	4.5	100	4.5
OVERALL	**83**	**4.28**	**83**	**4.28**

80% of students will record scores of 4 or greater on the items included in question 3 (relational/systemic ethics) of the Supervision Practicum Self Evaluation.

TARGET: 90% of students will record scores of 4 or greater on the items included in question 3 (relational/systemic ethics) of the Supervision Practicum Self Evaluation.

ITEM	Overall %	Avg.	2015 – 2016 %	2015 – 2016 Avg.
1. I am applying appropriate relational/systemic ethics during their interactions with supervisees.	100	5	100	5
2. I am applying appropriate relational/systemic ethics to their paperwork, record keeping, and supervision file maintenance.	80	4.6	80	4.6
3. I am applying appropriate relational/systemic ethics in their interactions with peers, staff, faculty, and supervisors.	100	5.4	100	5.4
OVERALL	**93**	**5**	**93**	**5**

80% of students will receive scores of 4 or greater on the items included in question 5 (relational/systemic philosophy of supervision) of the Supervision Practicum Evaluation.

TARGET: 90% of students will receive scores of 4 or greater on the items included in question 5 (relational/systemic philosophy of supervision) of the Supervision Practicum Evaluation.

ITEM	Overall %	Avg.	2015 – 2016 %	2015 – 2016 Avg.
1. The supervisor candidate is able to critically evaluate a relational/systemic philosophy of supervision, including the underlying epistemological assumptions.	100	4.33	100	4.33
2. The supervisor candidate demonstrates the application of a relational/systemic philosophy of supervision when discussing cases during practicum, supervision, and supervision of supervision.	100	4.33	100	4.33
3. The supervisor candidate develops supervision goals with their supervisees that are consistent with the supervisor candidate's relational/systemic philosophy of supervision	100	4.5	100	4.5
4. The supervisor candidate demonstrates the application of their relational/systemic philosophy of supervision in written supervision case notes.	100	4.5	100	4.5
5. The supervisor candidate demonstrates the application of their relational/systemic philosophy of supervision by using relevant interventions with supervisees.	100	4.5	100	4.5
OVERALL	**100**	**4.43**	**100**	**4.43**

80% of students will record scores of 4 or greater on the items included in question 5 (relational/systemic philosophy of supervision) of the Supervision Practicum Self Evaluation.

TARGET: 90% of students will record scores of 4 or greater on the items included in question 5 (relational/systemic philosophy of supervision) of the Supervision Practicum Self Evaluation.

ITEM	Overall %	Avg.	2015 – 2016 %	2015 – 2016 Avg.
1. I am able to critically evaluate a relational/systemic philosophy of supervision, including the underlying epistemological assumptions.	100	4.6	100	4.6
2. I demonstrate the application of a relational/systemic philosophy of supervision when discussing cases during practicum, supervision, and supervision of supervision.	100	5	100	5
3. I develop supervision goals with their supervisees that are consistent with the supervisor candidate's relational/systemic philosophy of supervision.	100	4.6	100	4.6
4. I demonstrate the application of their relational/systemic philosophy of supervision in written supervision case notes.	100	4.8	100	4.8
5. I demonstrate the application of their relational/systemic philosophy of supervision by using relevant interventions with supervisees.	100	5	100	5
OVERALL	**100**	**4.8**	**100**	**4.8**

80% of students will receive scores of 4 or greater on items 1 and 3 included in question 33 (relational/systemic supervision) of the Internship Evaluation.

TARGET: 90% of students will receive scores of 4 or greater on items 1 & 3 included in question 33 (relational/systemic supervision) of the Internship Evaluation.

ITEM	Overall %	Avg.	2015 – 2016 %	2015 – 2016 Avg.
1. The student is prepared to provide clinical supervision using a relational/systemic perspective.	100	6	100	6
3. The student is able to apply a relational/systemic philosophy of supervision.	100	6	100	6
OVERALL	**100**	**6**	**100**	**6**

80% of students will record scores of 4 or greater on the questions 21, 24, and 26 (supervision) of the Program Exit Evaluation.

TARGET: 90% of students will record scores of 4 or greater on the questions 21, 24, and 26 (supervision) of the Program Exit Evaluation.

ITEM	Overall %	Avg.	2015 – 2016 %	2015 – 2016 Avg.
21. The program prepared me to develop a philosophy of supervision.	100	4.75	100	4.75
24. The program prepared me to provide relational/systemic clinical supervision	100	4.75	100	4.75
26. The program prepared me to meet the doctoral track requirements for the Approved Supervisor designation	75	4.5	75	4.5
OVERALL	**92**	**4.67**	**92**	**4.67**

80% of students will record scores of 4 or greater on the supervision item (4) included in question 31 (relational/systemic supervision) of the Alumni Survey.

TARGET: 90% of students will record scores of 4 or greater on the supervision item (4) included in question 31 (relational/systemic supervision) of the Alumni Survey.

ITEM	2016 %	Avg. Score
How well do you feel the Texas Tech MFT Program prepared you to:		
31.4 supervise clinicians from a relational/systemic perspective?	98	4.63
OVERALL	**98**	**4.63**

SLO #4 – Students will demonstrate the ability to provide instruction at the collegiate level.

Benchmarks

90% of students will complete the Teaching Proficiency components as part of a passing Doctoral Portfolio within 3 years of entering the program.

TARGET: 100% of students will complete the Teaching Proficiency components as part of a passing Doctoral Portfolio within 4 years of entering the program.

Year	# Passing Teaching Portfolio within 3 years	# Passing Teaching Portfolio in more than 3 years	%
2013	6		100%
2014	7		100%
2015	6		100%
OVERALL	20		100%

* The first cohort to complete the teaching portfolio did so in 2013. The Fall 2015 cohort is the first group of doctoral students with the updated portfolio option for qualifying examinations. The table represents rates for passing the teaching portfolio component of the previous version of the qualifying examination.

80% of students will receive scores of 4 or greater on items 1 – 3 included in question 37 (teaching) of the Internship Evaluation.

TARGET: 90% of students will receive scores of 4 or greater on the items 1 – 3 included in question 37 (teaching) of the Internship Evaluation.

ITEM	Overall %	Avg.	2015 – 2016 %	2015 – 2016 Avg.
1. The student is prepared to develop an appropriate course syllabus.	100	6	100	6
2. The student is an effective course instructor.	No Data	No Data	No Data	No Data
3. The student is able to articulate a philosophy of teaching and adult learning.	100	5	100	5
OVERALL	**100**	**5.5**	**100**	**5.5**

80% of students will record scores of 4 or greater on questions 22 and 23 (teaching) of the Program Exit Evaluation.

TARGET: 90% of students will record scores of 4 or greater on questions 22 and 23 (teaching) of the Program Exit Evaluation.

ITEM	Overall %	Avg.	2015 – 2016 %	2015 – 2016 Avg.
22. The program prepared me to develop a philosophy of teaching and adult learning	75	4.25	75	4.25
23. The program prepared me to formulate a graduate level course syllabus.	100	4.25	100	4.25
OVERALL	**88**	**4.25**	**88**	**4.25**

80% of students will report scores of 4 or greater on the teaching items (1 – 3) included in question 31 (relational/systemic teaching) of the Alumni Survey.

TARGET: 90% of students will report scores of 4 or greater on the teaching items (1 – 3) included in question 31 (relational/systemic teaching) of the Alumni Survey.

ITEM	2016 %	Avg. Score
How well do you feel the Texas Tech MFT Program prepared you to:		
31.1 competently teach an undergraduate course?	80	4.27
31.2 articulate a philosophy of teaching?	71	3.85
31.3 lead students in discussion and lecture of MFT content?	90	4.37
OVERALL	**80**	**4.16**

SLO #5 – Students will demonstrate understanding of the intersection of contextual factors (Ethnicity, Gender, Sexual Orientation, Socio-Economic Status, etc.) and the research, clinical, supervision, and teaching philosophies and behaviors central to CMFT.

80% of students will record average scores of 4 or greater for item 11 (Research Competency), on the PhD Program Exit Evaluation survey.

TARGET: 90% of students will record average scores of 4 or greater for item 11 (Research Competency), on the PhD Program Exit Evaluation survey.

ITEM	Overall %	Avg.	2015 – 2016 %	2015 – 2016 Avg.
11. The program prepared me to understand how contextual factors are relevant to clinical research.	100	4.5	100	4.5
OVERALL	**100**	**4.5**	**100**	**4.5**

80% of students will receive scores of 4 (developmentally appropriate) or greater on item 8 included in questions 28 of the Internship/Stakeholder Survey (Research Competency).

TARGET: 90% of students will receive scores of 4 (developmentally appropriate) or greater on item 8 included in question 28 of the Internship/Stakeholder Survey (Research Competency).

ITEM	Overall %	Avg.	2015 – 2016 %	2015 – 2016 Avg.
8. The student demonstrates on understanding of the influence of contextual factors (race, ethnicity, SES, sexual orientation, etc.) on research.	100	6	100	6
OVERALL	**100**	**6**	**100**	**6**

80% of students will receive scores of 4 or greater on the items included in question 7 (contextual factors) of the Practicum Evaluation.

TARGET: 90% of students will receive scores of 4 or greater on the items included in question 7 (contextual factors) of the Practicum Evaluation.

ITEM	Overall %	Avg.	2015 – 2016 %	2015 – 2016 Avg.
7.1 The student is able to clearly articulate how their relational/systemic theory/model of therapy does and does not address contextual factors (ethnicity, SES, gender, sexual orientation, etc.).	82	4.23	82	4.23
7.2 The student demonstrates an understanding of the clinical relevance of contextual factors when discussing cases during practicum and supervision.	86	4.23	86	4.23
7.3 The student demonstrates an understanding of the clinical significance of contextual factors in their written treatment plans and case notes	77	3.82	77	3.82
7.4 The student demonstrates an understanding of the clinical significance of contextual factors through their interaction and intervention during clinical sessions	82	4.18	82	4.18
7.5 The student is able to join and work effectively with diverse clientele.	86	4.27	86	4.27
OVERALL	**83**	**4.15**	**83**	**4.15**

80% of students will record scores of 4 or greater on the items included in question 7 (contextual factors) of the Practicum Self Evaluation.

TARGET: 90% of students will record scores of 4 or greater on the items included in question 7 (contextual factors) of the Practicum Self Evaluation.

ITEM	Overall %	Avg.	2015 – 2016 %	2015 – 2016 Avg.
7.1 I am able to clearly articulate how my relational/systemic theory/model of therapy does and does not address contextual factors (ethnicity, SES, gender, sexual orientation, etc.)	84	4.52	84	4.52
7.2 I demonstrate an understanding of the clinical relevance of contextual factors when discussing cases during practicum and supervision.	84	4.48	84	4.48
7.3 I demonstrate an understanding of the clinical significance of contextual factors in my written treatment plans and case notes.	84	4.35	84	4.35
7.4 I demonstrate an understanding of the clinical significance of contextual factors through my interaction and intervention during clinical sessions.	84	4.61	84	4.61
7.5 I am able to join and work effectively with diverse clientele.	90	4.84	90	4.84
OVERALL	**85**	**4.56**	**85**	**4.56**

80% of students will receive scores of 4 or greater on the items included in question 7 (contextual factors) of the Internship Evaluation.

TARGET: 90% of students will receive scores of 4 or greater on the items included in question 7 (contextual factors) of the Internship Evaluation.

ITEM	Overall %	Avg.	2015 – 2016 %	2015 – 2016 Avg.
1. The student is able to clearly articulate how their primary relational/systemic theory/model of therapy does and does not address contextual factors (ethnicity, SES, gender, sexual orientation, etc.).	100	5	100	5
2. The student demonstrates an understanding of the clinical relevance of contextual factors when discussing cases during internship and supervision.	100	5.25	100	5.25
3. The student demonstrates an understanding of the clinical significance of contextual factors in their written treatment plans and case notes.	100	5.25	100	5.25
4. The student demonstrates an understanding of the clinical significance of contextual factors through their interaction and intervention during clinical sessions.	100	5	100	5
5. The student is able to join and work effectively with diverse clientele	100	5.5	100	5.5
OVERALL	**100**	**5.2**	**100**	**5.38**

80% of students will record scores of 4 or greater on question 20 (clinical competency) of the Program Exit Evaluation.

TARGET: 90% of students will record scores of 4 or greater on questions 20 (clinical competency) of the Program Exit Evaluation.

ITEM	Overall %	Avg.	2015 – 2016 %	2015 – 2016 Avg.
20. The program prepared me to understand how contextual factors are relevant to clinical practice	100	4.75	100	4.75
OVERALL	**100**	**4.75**	**100**	**4.75**

80% of students will receive scores of 4 or greater on the items included in question 7 (contextual factors) of the Supervision Practicum Evaluation.

TARGET: 90% of students will receive scores of 4 or greater on the items included in question 7 (contextual factors) of the Supervision Practicum Evaluation.

ITEM	Overall %	Avg.	2015 – 2016 %	2015 – 2016 Avg.
1. The supervisor candidate is able to clearly articulate how their relational/systemic philosophy of supervision does and does not address contextual factors (ethnicity, SES, gender, sexual orientation, etc.).	100	4.83	100	4.83
2. The supervisor candidate demonstrates an understanding of the clinical relevance of contextual factors when discussing cases during supervision and supervision of supervision.	100	4.83	100	4.83
3. The supervisor candidate demonstrates an understanding of the clinical significance of contextual factors through their interaction and intervention during supervision.	100	4.5	100	4.5
4. The supervisor candidate is able to join and work effectively with diverse supervisees.	100	4.83	100	4.83
OVERALL	**100**	**4.75**	**100**	**4.75**

80% of students will record scores of 4 or greater on the items included in question 7 (contextual factors) of the Supervision Practicum Self Evaluation.

TARGET: 90% of students will record scores of 4 or greater on the items included in question 7 (contextual factors) of the Supervision Practicum Self Evaluation.

ITEM	Overall %	Avg.	2015 – 2016 %	2015 – 2016 Avg.
1. I am able to clearly articulate how their relational/systemic philosophy of supervision does and does not address contextual factors (ethnicity, SES, gender, sexual orientation, etc.).	100	5	100	5
2. I demonstrate an understanding of the clinical relevance of contextual factors when discussing cases during supervision and supervision of supervision.	100	5.2	100	5.2
3. I demonstrate an understanding of the clinical significance of contextual factors through their interaction and intervention during supervision.	100	4.8	100	4.8
4. I am able to join and work effectively with diverse supervisees.	100	5.2	100	5.2
OVERALL	**100**	**5.05**	**100**	**5.05**

80% of students will receive scores of 4 or greater on item 2 included in question 33 (relational/systemic supervision) of the Internship Evaluation.

TARGET: 90% of students will receive scores of 4 or greater on items 2 included in question 33 (relational/systemic supervision) of the Internship Evaluation.

ITEM	Overall %	Avg.	2015 – 2016 %	2015 – 2016 Avg.
2. The student understands how contextual factors (race, SES, gender, sexual orientation, etc.) are relevant to clinical supervision.	100	5.5	100	5.5
OVERALL	**100**	**5.5**	**100**	**5.5**

80% of students will record scores of 4 or greater on the question 25 (supervision) of the Program Exit Evaluation.

TARGET: 90% of students will record scores of 4 or greater on the question 25 (supervision) of the Program Exit Evaluation.

ITEM	Overall %	Avg.	2015 – 2016 %	2015 – 2016 Avg.
25. The program prepared me to understand how contextual factors are relevant to teaching/supervision.	100	4.75	100	4.75
OVERALL	**100**	**4.75**	**100**	**4.75**

80% of students will receive scores of 4 or greater on items 4 and 5 included in question 37 (teaching) of the Internship Evaluation.

TARGET: 90% of students will receive scores of 4 or greater on items 4 and 5 included in question 37 (teaching) of the Internship Evaluation.

ITEM	Overall %	Avg.	2015 – 2016 %	2015 – 2016 Avg.
4. The student understands how contextual factors (race, SES, gender, sexual orientation, etc) are relevant to course instruction.	100	6	100	6
5. The student is able to effectively integrate consideration of contextual factors with class discussion, activities, and assignments.	100	6	100	6
OVERALL	**100**	**6**	**100**	**6**

80% of students will record scores of 4 or greater on question 25 (teaching) of the Program Exit Evaluation.

TARGET: 90% of students will record scores of 4 or greater on question 25 (teaching) of the Program Exit Evaluation.

ITEM	Overall %	Avg.	2015 – 2016 %	2015 – 2016 Avg.
25. The program prepared me to understand how contextual factors are relevant to teaching/supervision.	100	4.75	100	4.75
OVERALL	**100**	**4.75**	**100**	**4.75**