



**CAPELLA**  
UNIVERSITY

**2020-2021 MS Marriage and Family  
Therapy Program  
Annual Report**

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## **INTRODUCTION**

This report contains highlights of recent activities, changes, and initiatives that affect the specialized accredited MS Marriage and Family Therapy program. The program continues to focus on academic excellence through its curriculum, residency experiences, practicum and internship, and learner advising. A comprehensive assessment process guides program improvement at the course, program, and department levels.

## **MS MARRIAGE AND FAMILY THERAPY PROGRAM MISSION STATEMENT**

The mission of the COAMFTE-accredited Marriage and Family Therapy program is to prepare master's level clinicians to work effectively with a diverse population of clients across various therapeutic settings and situations as couple and family therapists. Learners receive academic preparation and systemic clinical training designed to prepare them for work with sensitivity to the complex mental health needs of individuals and families within a multicultural society. The program curriculum, aligned with the COAMFTE standards, supports the high standards and rigor of professional practice based upon established ethical standards for therapists.

## **KEY PROGRAM MODIFICATIONS/HIGHLIGHTS IN 2020-2021**

University leadership made the decision to maintain the COAMFTE accreditation for the MFCT program while allowing the CACREP accreditation for the MFCT program to expire at the end of the accreditation cycle in March 2020. COAMFTE is recognized as the primary national accreditor for marriage and family therapy education. The change allowed the program to have a stronger focus on the distinct professional identity of Marriage and Family Therapists and alignment with the COAMFTE standards and professional MFT licensure requirements.

The program also changed the name from the Marriage and Family Counseling/Therapy program to the Marriage and Family Therapy program. Another change was the reduction of the number of program credits from 92 to 72 quarter credits, which increases program affordability and decreases time to complete.

Curriculum changes as a result of the credit reduction and CACREP expiration included:

- Removal of the shared "First Course," which was aligned with CACREP accreditation standards; the MFT introductory course was revised to be the first course for the program and introduces learners immediately to program requirements and the profession of marriage and family therapy.
- Removal of a mental health theories course and career counseling courses which are not used for MFT licensure or alignment with the COAMFTE standards.
- Reduction of site-based learning courses to 2-quarter credits each for cost savings of 8 credits for learners.
- The group counseling course which is not aligned with COAMFTE standards or needed for licensure was revised into Systemic and Group Interventions for Grief, Loss, and Trauma.
- Four courses shared with the Counselor Education program were revised to focus on the systemic perspective: Diversity and social issues in systemic marriage and family

therapy; Working with families across the lifespan; Assessment, tests and measures for marriage and family therapy practice; Principles of psychopathology: Diagnosis and treatment of behavior disorders.

- All course prefixes were changed from COUN to MFT to support program identity.

The program was pleased to hire four new core faculty members during 2021: Dr. Kelly Heenan, Dr. Larry Barlow, Dr. Cynthia Chestnut, and Dr. Weston Crafton. Two faculty members transitioned from other programs: Dr. Rob Eubanks from the CMHC program and Dr. Blaine Everson from the HS program. Dr. Jannette Sturm-Mexic retired from the university at the end of 2020.

## 2020-2021 PROGRAM DEMOGRAPHICS

### Diversity Statement

The School of Social and Behavioral Sciences at Capella University believes a diverse learning community is vital to achieving our mission of extending access to higher education. We believe that attracting, engaging, and supporting diverse learners, faculty, and staff strengthens our university. Capella values human potential and is committed to being an inclusive and culturally competent institution. Capella strives to promote equity within and beyond our community through intentional actions and a transformative exchange of ideas.

The data below is specific to the MS Marriage and Family Therapy Program:

### Learners

<b>Ethnicity</b>	<b>MFT Learners*</b>
<b>American Indian or Alaska Native</b>	.31%
<b>Asian</b>	1.7%
<b>Black or African American</b>	27%
<b>Hispanics of any race</b>	10%
<b>Native Hawaiian or Pacific Islander</b>	.3%
<b>Nonresident Alien</b>	.31%
<b>Race unspecified/unknown</b>	11%
<b>Two or more races</b>	3%
<b>White</b>	45%

\*Column reflects the percentage of the total number of learners active in the program in 2020-2021 that self-identified as each ethnicity.

Gender	MFT Learners*
Female	88.5%
Male	11.5%
Unspecified	0%

\* Column reflects the percentage of the total number of learners active in the program in 2020-2021 that self-identified as each gender.

### Faculty

Ethnicity	MFT Faculty*
American Indian or Alaska Native	.5%
Asian or Pacific Islander	.5%
Black or African American	.5%
Hispanics of any race	0%
Nonresident Alien	0%
Race unspecified/unknown	0%
Two or more races	0%
White	86%

\*Column reflects the percentage of the total number of faculty in the program in 2020-2021 that self-identified as each ethnicity.

Gender	MFT Faculty *
Female	36%
Male	63%
Prefers not to identify	0%

\* Column reflects the percentage of the total number of faculty in the program in 2020-2021 that self-identified as each gender.

### Site Supervisors

Ethnicity	MFT Total*
American Indian or Alaska Native	.61%
Asian or Pacific Islander	1.8%
Black or African American	18.84%
Hispanics of any race	5.17%
Race unspecified/unknown	5.17%
Two or more races	2.74%
White	65.15%

\*Column reflects the percentage of the total number of Site Supervisors in the program in 2020-2021 that self-identified as each ethnicity.

Gender	MFT Total*
Female	76%
Male	22%
Unspecified	1.82%

\*Column reflects the percentage of the total number of Site Supervisors in the program in 2020-2021 that self-identified as each gender.

## PROFESSIONAL STAFF

On October 19, 2020, Capella University completed a reorganization of its academic infrastructure, including its schools. The purpose of this reorganization is to improve organizational effectiveness and allow faculty, academic leaders, and professional staff to better support learner experience, encourage persistence, and improve outcomes. As part of this reorganization, the School of Counseling and Human Services and the School of Psychology merged to create the School of Social and Behavioral Sciences. This new school offers 32 academic programs, has a faculty of 420, and serves over 12,000 learners. The School of Social and Behavioral Sciences comprises the Department of Psychology and the Department of Counseling and Family Therapy, within which the Marriage and Family Therapy program is an academic unit. Across the university, the role of "faculty chair" has been replaced by two roles that share the responsibilities formerly held by the faculty chair: program director and faculty director.

These organizational changes will help the program ensure positive learner experience and the achievement of the Marriage and Family Therapy program's mission, goals, and outcomes. Program leadership following the organizational changes consist of:

- **Joshua Stanley, EdD, NCC, ACS** – Dean, School of Social and Behavioral Sciences
- **Jody Neuman-Aamlie, PhD, LP** – Assistant Dean, Department of Counseling and Family Therapy
- **Carol Messmore, PhD, LMFT, AAMFT Approved Supervisor** – Program Director, Marriage and Family Therapy and PhD in Advanced Studies in Human Behavior
- **Bill Utesch, PhD, LMFT, AAMFT Approved Supervisor** – Accreditation and Curriculum Lead
- **Trevon Clow, PhD, LMFT, LMHC** – Accreditation and Assessment Lead
- **Kelly Heenan, PhD, LMFT, LPC, AAMFT Approved Supervisor** – MFT Clinical Training Coordinator
- **Teresa Smith, EdD, NCC, NCSC** – Faculty Director

As program director, Dr. Messmore continues to oversee the MFT program curriculum, clinical training program, and the maintenance and enhancement of the program's quality. The 23 MFT core faculty continue to report to and are evaluated by Dr. Messmore. The 27 part-time and adjunct faculty now have a shared reporting line to Dr. Messmore and the faculty director, Dr. Smith. The faculty director position is a new university role with a joint appointment to the

school and the Office of Faculty Affairs; it is a cross-functional role focused on excellence in teaching and learner retention in collaboration with the program directors of the schools. The MFT program part-time and adjunct faculty continue to report to Program Director Dr. Messmore regarding curriculum, learners, and clinical activities. The faculty director reviews the part-time and adjunct faculty performance metrics and consults with the program director as part of the program assessment process. Dr. Messmore continues to oversee the MFT clinical training program led by Dr. Heenan. The new structure supports each program with added resources and increases the opportunity for collaboration to drive learner and program success.

## **INNOVATIVE PROCESSES SUPPORTING THE MFT PROGRAM**

### **Action Analytics and MFT Assessment System**

The MFT program assessment system provides a framework for regular faculty-led review of curriculum, program procedures and policy, and learner development for the program. The Assessment Plan establishes the guidelines for the Action Analytics process. Within this comprehensive assessment plan, program faculty review data to identify the program's strengths and areas of opportunity and to assess the program's effectiveness in meeting its outcomes and professional standards.

### **Faculty Advising Forum**

Learners in the MFT Program are assigned a faculty advisor who provides guidance and support throughout the program. The Faculty Advising Forum (FAF) is the online courseroom available to learners throughout their programs to provide important program information, including academic, residency, and site-based learning, and to support the learners' personal and professional development. Each FAF courseroom is structured by geographic region, which allows for the sharing of regionally specific information and resources and an opportunity for learners to build their professional network. The FAF courserooms are facilitated by a faculty advisor.

The Academic Learner Review (ALR) that takes place within the FAF provides an opportunity for learners to consult with their program faculty advisor at key milestones throughout their program, beginning in their first quarter of enrollment. In the ALR, the faculty advisor and learner meet to discuss the learner's professional and personal development to define goals, address opportunities, and articulate the learner's strengths. As part of the ALR, faculty review learner progress and development as measured by learning outcomes and professional disposition assessments and create plans for strengthening future performance and professional identity development.

## **HONOR SOCIETY**

The Pi chapter of Delta Kappa International Marriage and Family Therapy Academic Honor Society inducts new members during the MS residency events. The chapter is led by the Executive Board, which comprises eight Capella learners and is guided by two faculty advisors.

### **ADVISORY COUNCIL**

The Marriage and Family Therapy Advisory Council comprises key stakeholders including faculty, practitioners/site supervisors, and learners/alumni. The council meets regularly to review program and accreditation updates, and to explore topics that are relevant to the enhancement and further development of the programs.

### **ACADEMIC STANDARDS AND PROFESSIONAL FITNESS COMMITTEES**

The Counseling and Marriage and Family Therapy Professional Standards and Academic Faculty Review Panels continue to support a growth-based review of learner needs, strengths, and academic/professional requirements. The committee is composed of faculty members from the School of Social and Behavioral Sciences.



**Student/Graduate Achievement Disclosure**

COAMFTE Student Achievement Criteria Data for Capella University Accredited: May 2013 Advertised Program Length*: 4 Years							
Cohort Year Students Entered Program*	# of Students initially enrolled in program	# of Students that did not withdraw or switch programs	# of Students still enrolled in the program	Graduation Rate in Advertised Program Length(% of students initially enrolled in the program **	Overall Graduation Rate (%) of students that did not withdraw from the program	Job Placement Rate (%)***	MFT National Exam Pass Rate (%)****
	PT	PT	PT	PT	PT	PT	PT
2011 – 2012	Not accredited	Not accredited	Not accredited	Not accredited	Not accredited	Not accredited	Not accredited
2012 – 2013	245 <sup>i</sup>	116 <sup>ii</sup>	5 <sup>ii</sup>	19% <sup>i</sup>	96% <sup>ii</sup>	94% <sup>iii</sup>	97% <sup>iv</sup>
2013 – 2014	288 <sup>i</sup>	140 <sup>ii</sup>	8 <sup>ii</sup>	16% <sup>i</sup>	94% <sup>ii</sup>	94% <sup>iii</sup>	98% <sup>iv</sup>
2014 – 2015	388 <sup>i</sup>	209 <sup>ii</sup>	42 <sup>ii</sup>	19% <sup>i</sup>	80% <sup>ii</sup>	95% <sup>iii</sup>	95% <sup>iv</sup>
2015 – 2016	372 <sup>i</sup>	198 <sup>ii</sup>	49 <sup>ii</sup>	24% <sup>i</sup>	75% <sup>ii</sup>	95% <sup>iii</sup>	100% <sup>iv</sup>
2016 – 2017	319 <sup>i</sup>	198 <sup>ii</sup>	110 <sup>ii</sup>	24% <sup>i</sup>	44% <sup>ii</sup>	100% <sup>iii</sup>	100% <sup>iv</sup>
2017 – 2018	334 <sup>i</sup>	243 <sup>ii</sup>	215 <sup>ii</sup>	7% <sup>i</sup>	12% <sup>ii</sup>	100% <sup>iii</sup>	100% <sup>iv</sup>
2018 – 2019	289 <sup>i</sup>	221 <sup>ii</sup>	221 <sup>ii</sup>	In process	In process	In process	In process
2019-2020	289 <sup>i</sup>	254	254	In process	In process	In process	In process
2020-2021	197 <sup>v</sup>	In process	In process	In process	In process	In process	In process

PT=Part-time

**i. Graduation rate as required by COAMFTE is the percentage of the total number of learners that entered the program, including those that withdrew or changed programs, who finished their degree within 4 years. 46 of 245 learners that initially enrolled in the 2012-2013 cohort graduated within 4 years. 47 of 288 learners that initially enrolled in the 2013-2014 cohort graduated within 4 years. 75 of 388 learners that initially enrolled in the 2014-2015 cohort graduated within 4 years. 89 of the 372 learners that initially enrolled in the 2015-2016 cohort graduated within 4 years. 76 of the 319 learners that initially enrolled in the 2016-2017 cohort graduated within 4 years. Thus far, 25 of the 334 learners that initially enrolled in the 2017-2018 cohort graduated within 4 years.**

ii. **Overall Graduation rate is the number of students that did not withdraw from the program and graduated within six years. In the 2012-2013 cohort, of 116 learners that did not withdraw or switch programs, 5 are still active in the program, and 111 have graduated. In the 2013-2014 cohort, of 140 learners that did not withdraw or switch programs, 8 are still active in the program, and 132 have graduated. In the 2014-2015 cohort, of 209 learners from that did not withdraw or switch programs, 42 are still active in the program, and 167 have graduated. In the 2015-2016 cohort, of 198 learners that did not withdraw or switch programs, 49 are still active in the program, and 149 have graduated. In the 2016-2017 cohort, of 198 learners that did not withdraw or switch programs, 110 are still active in the program, and 88 have graduated. In the 2017-2018 cohort, of 243 learners that did not withdraw or switch programs, 215 are still active in the program, and 28 have graduated.**

iii. **Job placement rate is the percentage of graduates that reported employment in the field. 58 out of 62 learners from the 2012-2013 cohort that reported on employment reported obtaining employment, 49 out of 52 graduates in the 2013-2014 cohort that reported on employment reported obtaining employment, 70 out of 74 graduates for the 2014-2015 cohort that reported on employment reported obtaining employment, 63 out of 66 graduates for the 2015-2016 cohort that reported on employment reported obtaining employment, 44 out of 44 graduates for the 2016-2017 cohort that reported on employment reported obtaining employment, and 10 out of 10 graduates for the 2017-2018 cohort that reported on employment reported obtaining employment.**

iv. **National Exam Pass Rate is the percentage of graduates that self-reported taking the Association of Marriage and Family Therapy Regulatory Boards (AMFTRB) exam and also reported passing. Of the 37 graduates from the 2012-2013 cohort who reported taking the exam, 36 passed. Of the 40 graduates from the 2013-2014 cohort who reported taking the exam, 39 passed. Of the 58 graduates who reported taking the exam from the 2014-2015 cohort, 55 passed. Of the 42 graduates from the 2015-2016 cohort who reported taking the exam, 42 passed. Of the 17 graduates from the 2016-2017 cohort who reported taking the exam, 17 passed. Of the 1 graduate from the 2017-2018 cohort who reported taking the exam, 1 passed.**

v. **Enrollment period for cohort has not ended.**

Programs are only required to provide data on the past 10 years/cohort or since the program was initial accredited, whichever is shorter.

\* Programs should report graduation rates for program's Advertised Length of Completion which is how long the program is designed to complete as written.

\*\*Programs applying for initial or renewal of accreditation are required to publish the following in their SAC table: (1) the maximum length of program completion (years only) and (2) graduation rates for maximum length of program completion (maximum allowable time in which a student must finish the program). Programs in Maintenance of Accreditation are encouraged to continue publishing the graduation rates for maximum length of completion but are not required to do so.

\*\*\* Masters and Doctoral programs are required to provide this information. Job Placement Rates by cohort is defined as the percentage of graduates from the cohort year listed that are employed utilizing skills learned in the COAMFTE accredited program.

\*\*\*\* Masters programs are required to provide this information. Doctoral and Post-Degree programs are encouraged to share this with the public. For Master's programs only, COAMFTE has established a benchmark of 70% pass rate for each cohort. Programs in California can use the California Law and Ethics exam for MFTs to meet this requirement. Masters programs can add a column if they have International students that do not take the exam or if they have students that take either the National Exam or the California Exam.