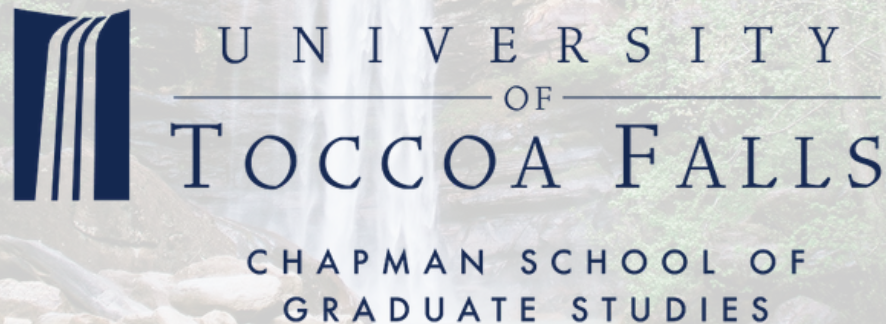


TOCCOA MFT MATTERS

The Toccoa Falls College Marriage & Family Therapy Newsletter



WELCOME HOME

Dear Communities of Interest—Students, Alumni, Core Faculty, and Non-Core Faculty:

Welcome to the 2026–2027 academic year! I hope you had an enjoyable and restful summer and are entering this new year refreshed and ready for the opportunities ahead. It is a privilege to welcome you back on behalf of our Master of Arts in Marriage and Family Therapy program.

Program Outcomes and Your Feedback

An important purpose of this newsletter is to keep our Communities of Interest informed about the program and to invite your participation in our ongoing evaluation and improvement efforts. In this edition, we are pleased to share results related to our **Student Learning Outcomes and Graduate Achievement Data**, as well as findings from our **Faculty Program Clinical Supervisors and Environmental Support surveys**.

This data helps us understand what our program is doing well, identify areas where we can continue to grow, and make thoughtful decisions about the educational and clinical training experiences we provide.

Your voice is an important part of that process. We welcome your feedback on the information presented in this newsletter and encourage you to participate in our **Communities of Interest Town Hall Meeting** and future program surveys. Your participation helps us strengthen our curriculum and clinical training experiences, and ensures that students and faculty have the resources and support needed to thrive.

Student Complaints, Grievances, and Concerns

Students are encouraged to share any feedback via the **Student Complaints, Grievances, and Concerns form**, which provides a clear and accessible avenue for communicating concerns directly to program leadership. Submissions through this form will be sent directly to me as Program Director for review and appropriate follow-up.

<https://tfc.jotform.com/262034644883057>

Welcome to Our Newest MAMFT Students!

One of the greatest joys of a new academic year is welcoming a new group of students into our MAMFT community. This fall, we are delighted to welcome 11 new students to the program:

Alicia Baratki, Sydney Cody, Seymour Edwards, Leah Hearn, Rachel James, Y'keyla Johnson, Jonathan Koritzer, Kyla Rae McIntosh, Ella Minish, Amy Rogers, Laura Thomas, and Michael Watson.

We are excited to have each of you join our program and look forward to watching you grow personally, professionally, clinically, and spiritually throughout your training.

As we enter the 2026–2027 academic year together, I am thankful for the many people who invest their time, expertise, feedback, and care into our MAMFT community. I look forward to another year of learning, collaboration, growth, and service as we continue preparing clinicians to bring hope and healing to the individuals, couples, families, and communities they serve.

May God bless you and the important work ahead this year.

Warmly,
Dr. Jamie Brodarick
Program Director
Master of Arts in Marriage and Family Therapy
University of Toccoa Falls



GRADUATE ACHIEVEMENT DATA

Cohort Year Students Entered Program	# of Students in Program		Advertised Graduation Rate (%)		Job Placement Rate (%)		Licensure Rate (%)	
	FT	PT	FT	PT	FT	PT	FT	PT
2021	7	3	85.7%	66.7%	85.7%	66.7%	85.7%	66.7%
2022	7	3	85.7%	100%	85.7%	100%	85.7%	100%
2023	7	6	85.7%	IP	85.7%	IP	85.7%	85.7%
2024	11	7	IP	IP	IP	IP	IP	IP
2025	13	5	IP	IP	IP	IP	IP	IP
2026	IP	IP	IP	IP	IP	IP	IP	IP

The graduate achievement data reflect strong outcomes for students entering the program in 2021. Across both full-time and part-time students, the majority successfully completed the program, obtained employment, and achieved licensure. Full-time students demonstrated particularly strong outcomes, with graduation, job placement, and licensure rates of 85.7%, while part-time students achieved rates of 66.7% across all three measures. These results provide an important indicator of the program's effectiveness in supporting students from enrollment through graduation and into professional practice. In Progress (IP) indicates that sufficient time has not yet passed to record results for these cohorts.

Several steps have been taken to improve part-time graduate achievement benchmarks, including streamlined degree plans and oversight with a designated faculty advisor (Dr. Arielle Blum) and implementation of status change forms for students reducing course load hours, which allows for close monitoring of each student's progress.



U N I V E R S I T Y
OF
T O C C O A F A L L S

ASSESSMENT OUTCOME SUMMARIES 2024-2026

Number	Course Title	Student Learning Outcome Assessment	Assignment Used As Assessment Outcome Piece	Results as reported by professor <70/70-79/80-89/90-100
FALL 2024				
MFT513	Worldview, Professional Identity & Ethics	SLO #4	Clinical Case Studies (4)	1/0/3/12
MFT633	Theories of Counseling & MFT I	SLO #1	Final Case Presentation and Paper	0/3/0/2
MFT763	Internship2	SLO #3	Case Conceptualization Paper	0/1/2/0
MFT543	Foundational Skills for Counseling & MFT	SLO #4	Skills Assessment	0/2/2/10
MFT743	Family Therapy	SLO #4	Skills Assessment: Residency Role Plays	0/0/2/4
MFT793	Professional & Spiritual Identity Capstone	SLO#5	Coursework & Clinical Portfolio	0/0/0/4
SPRING 2025				
MFT563	Multiculturalism & Diversity	SLO#3	Cultural Autobiographical Paper	0/0/7/10
MFT793	Professional & Spiritual Identity Capstone	SLO #5	Coursework & Clinical Portfolio	0/0/1/1
MFT763	Internship 2	SLO #3	Case Conceptualization Paper	0/0/0/3
MFT643	Premarital & Marital Counseling	SLO #4	Skills Assessment: Residency Role Plays	0/0/2/15
MFT653	Treatment Planning	SLO #4	Skills Assessment: Residency Role Play	0/0/2/4
MFTS83	Research & Evaluation	SLO #5	Literature Review Paper	0/0/1/10
SUMMER 2025				
MFT683	Contemporary Issue & Community Resources	SLO #5	PowerPoint Presentation	0/0/3/11
MFT763	Internship II	SLO #3	Case Conceptualization Paper	0/0/0/1
FALL 2025				
MFT633A	Theories of Counseling & MFT I	SLO #1	Final Case Presentation	0/0/1/19
MFT793A	Professional & Spiritual Identity Capstone	SLO #5	Coursework & Clinical Portfolio	0/0/0/2
MFT763 OL1	Internship II	SLO #3	Case Conceptualization Paper	0/0/0/3
MFT543B	Foundational Skills for Counseling & MFT	SLO #4	Skills Assessment	1/0/2/12
MFT743B	Family Therapy	SLO #4	Skills Assessment: Residency Role Plays and Presentation	0/0/3/11
MFT733B	Theories of Counseling & MFT II	SLO #1	Recording and Paper	1/1/0/18
SPRING 2026				
MFT513	Worldview, Professional Identity, & Ethics	SLO #4	Clinical Case Studies (4)	1/0/1/14
MFT563	Multiculturalism & Diversity	SLO #3	Diversity Immersion Experience	0/0/2/2
MFT793	Professional & Spiritual Identity Capstone	SLO #5	Coursework & Clinical Portfolio	0/0/1/3
MFT643	Premarital & Marital Counseling	SLO #4	Skills Assessment: Residency Role Plays	0/0/0/12
MFT653	Treatment Planning	SLO #4	Presentation	0/1/3/9

SLO #1: Students will identify, articulate, and describe a coherent and complete systemic theoretical approach to treatment in MFT.

SLO #2: Students demonstrate systemic/relational techniques and skills in clinical practice.

SLO #3: Students will demonstrate an intersectional understanding of the environment and communities where families reside, as well as the larger sociopolitical factors affecting families.

SLO #4: Students will demonstrate the ability to identify ethical considerations in clinical case studies.

SLO #5: Students will demonstrate the ability to identify key implications of research literature for the field of MFT as well as for future research.

The MAMFT program demonstrates consistently strong student achievement across assessed learning outcomes, with approximately 95% of reported assessment performances meeting or exceeding the 80% benchmark from Fall 2024 through Spring 2026. Particularly strong outcomes are evident in applied clinical skills, family and couples therapy competencies, capstone performance, and later-stage clinical integration.

The most significant area of concern emerged in Fall 2024 around students' ability to translate theoretical models into clinical application and case conceptualization. Faculty responded by simplifying expectations, clarifying assignments, providing exemplars, and increasing instructional scaffolding. Subsequent assessment results, most notably the improvement in MFT 633 from 40% meeting/exceeding expectations in Fall 2024 to 100% in Fall 2025, suggest that these curricular modifications were effective.

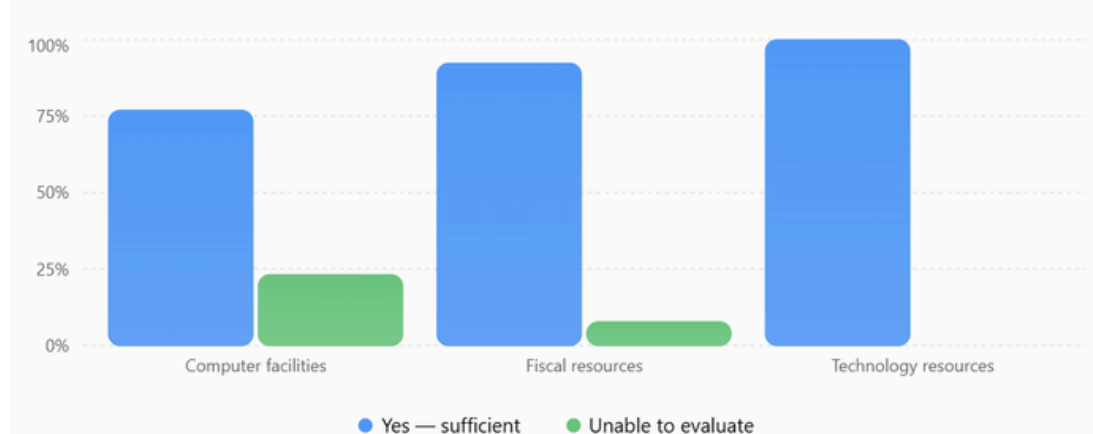
Across courses, faculty observations also reveal recurring needs related to APA proficiency, graduate-level scholarly writing, assignment clarity, use of faculty feedback, and scaffolding of complex clinical assignments. These findings suggest an opportunity for coordinated program-level supports rather than isolated course-level interventions.

COMMUNITY OF INTEREST SURVEYS

We are extremely grateful for your feedback and wanted to share the results of the Communities of Interest Surveys that were sent back in March.

2026 Environmental Support & Program Resources Survey Results

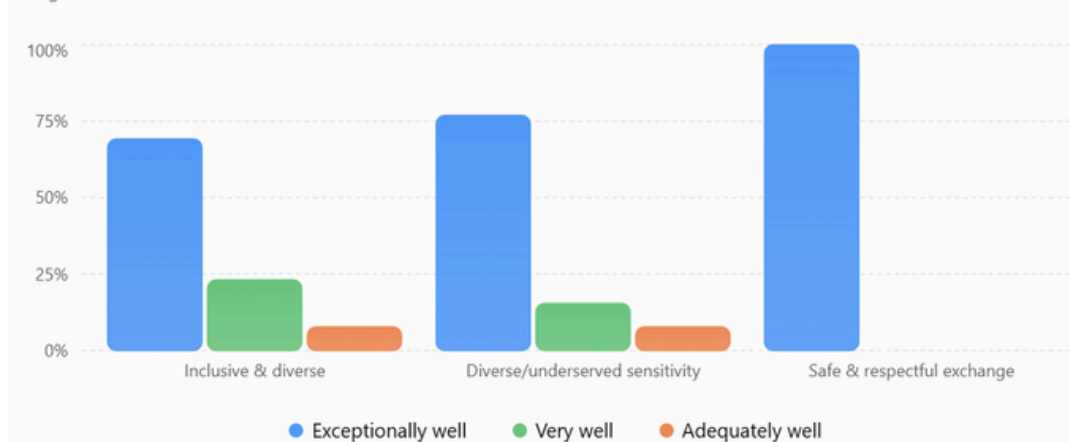
Faculty, Program Clinical Supervisor, and Student responses (n = 13). Percentage of respondents indicating that each program resource was sufficient.



Survey findings reflect strong confidence in the resources available to support the MAMFT program. Across computer facilities, fiscal resources, and technological resources, 35 of 39 responses (89.7%) indicated that resources were sufficient, with the remaining responses reflecting an inability to evaluate rather than dissatisfaction. Technology resources received unanimous positive responses from those surveyed. These results suggest that the program currently has appropriate environmental and institutional resources to support its educational and clinical training mission. The program will continue to assess resource needs as enrollment, technology, and clinical training demands evolve.

2026 Diversity, Inclusion & Learning Environment Survey Results

Faculty, Program Clinical Supervisor, and Student responses (n = 13). Percentage of respondents selecting each rating.



Results indicate a highly positive perception of the program's learning environment among students, faculty, and Program Clinical Supervisors. Across the three measures, 82.1% of responses were rated "Exceptionally Well," with all remaining responses falling within "Very Well" or "Adequately Well." Most notably, all 13 respondents indicated that the program does exceptionally well in fostering an open, safe, and respectful environment for the exchange of ideas. These findings suggest that the program's efforts to cultivate an inclusive learning community and prepare students to work sensitively with diverse and underserved populations are being experienced positively by its Communities of Interest. The program will continue to monitor these areas and seek feedback regarding opportunities for continued growth.

COMMUNITY OF INTEREST SURVEYS CONTINUED

2026 Student Evaluation of Program Leadership & Oversight

Annual Student Survey responses (n = 6). Percentage of students selecting each response.



Student feedback regarding program leadership and oversight was highly positive. All responding students rated Program Director leadership as “Exceptionally Effective,” while strong ratings were also reported for curriculum and outcome assessment, clinical training oversight, and the maintenance and enhancement of overall program quality. Responses that did not indicate “Exceptionally Effective” reflected an inability to evaluate the area rather than a negative assessment. These findings suggest that students perceive strong program leadership and oversight while also highlighting the importance of continuing to communicate how program evaluation, curriculum oversight, and clinical training processes operate so that students are able to meaningfully evaluate these areas.

PROGRAM CLINICAL SUPERVISOR SURVEY RESULTS

MAMFT Faculty Program Clinical Supervisor Evaluation Results 2025-2026

My faculty program clinical supervisor made positive contributions to the program.

Dr. Arielle Blum	N=8	3.75/4
Dr. Francesca Meyers	N=2	4/4

My faculty program clinical supervisor is effective in the role as a supervisor.

Dr. Arielle Blum	N=8	3.5/4
Dr. Francesca Meyers	N=2	4/4

My faculty program clinical supervisor was knowledgeable regarding program policies, accreditation expectations, and clinical training requirements.

Dr. Arielle Blum	N=8	3.875/4
Dr. Francesca Meyers	N=2	4/4

My faculty program clinical supervisor was available and responsive when questions or concerns arose and provided constructive, timely, and meaningful feedback.

Dr. Arielle Blum	N=8	3.625/4
Dr. Francesca Meyers	N=2	4/4

My faculty program clinical supervisor encouraged reflection on diversity, equity, inclusion, and culturally responsive clinical practice.

Dr. Arielle Blum	N=8	3.75/4
Dr. Francesca Meyers	N=2	4/4

OVERALL	N=10	3.8/4
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At UTF, we are privileged to offer students the opportunity to be supervised by two experienced and highly trained AAMFT Approved Supervisors, Dr. Arielle Blum and Dr. Francesca Meyers.

Current students and alumni were asked to evaluate the quality of the supervision they received and the results can be found on the corresponding chart.

For any questions or to provide additional feedback on these survey results, please email Dr. Brodarick: Jbrodarick@utf.edu