MFT Program Policy on Assessment Plan and Outcome-Based Education Framework

Policy Availability

This policy is available to the public via the link to Program Handbook and Policies on the MFT website.

Policy Overview

This document lays out a detailed description of the MFT program Assessment Plan.

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MFT Program Assessment Plan Flow Chart

Foundational Competencies, Codes, Principles, & Laws (PMFTPs)

- ❖ AAMFT Code of Ethics
- ❖ AAMFT Core Competencies
- ❖ AMFTRB Examination Domains, Task and Knowledge Statements
- ❖ Georgia Licensure Law

Assessment Plan

Built on a foundation of PMFTPs, the program Assessment Plan . . .

- articulates the program's course of action for systematic assessment of all **elements of its outcome-based education (OBE) framework**
- links to VSU and Program Missions,
- operationalizes Student Learning Outcomes, Assessment Measures, and Processes, and
- describes timelines and specific use of data for program improvement

Elements of OBE Framework

- ➢ Program Mission
  - ➢ Program Goals
    - ➢ Student Learning Outcomes (analyzed annually)
      - ➢ Benchmarks (measurable) (each semester)
        - ➢ Assessment Measures (i.e., course requirements, exams, papers, projects, etc.)
          - ➢ Targets

Collect Data, Analyze, Develop Action Plans

- benchmark data (accrued every semester)
- curriculum (annual)
- teaching/learning practices
- resources and services (fiscal, physical, clinical, instructional, technological, and student support services)
- other relevant survey/evaluation data (see list below)
- SWOT (as desired)

Make Data-Driven Improvements to

- curriculum (course syllabi, multi-cultural course offerings, etc.)
- teaching/learning practices
- fiscal & physical resources & services
- program climate of safety, respect, & appreciation

Review and Revise

- COAMFTE Annual Report (annually)
  - Eligibility Criteria
  - Maintenance Criteria
- Curriculum Map (annually)
- Culture of Diversity (every 5 years)
  - Diversity in curriculum
  - Diversity statement and policy
  - Program Climate of safety, respect, and appreciation
- FCA Compliance (every 5 years)
- Rubrics (every 5 years)

Enter Feedback from COIs, Program Improvements, and Relevant Data into review and revision of

- OBE framework (as necessary)
- Assessment Plan (as necessary)

Report to Relevant COIs

- Alumni
- Current Students
- Faculty
- FamilyWorks Clients
- COAMFTE
- Newsletter
- Publish on MFT Homepage
  - Program Handbook
  - Policies & Procedures

Surveys & Evaluations	
Advising Survey	Internship Satisfaction Survey
Why VSU? Survey	Student Opinion of PD & CD
Comp I Evaluation	Faculty Peer Review Evaluation
Comp II Evaluation	Student Evaluation of Internship Site
SLO Survey	Dept Head Review of PD, CD, Faculty
Practicum Evaluation	FamilyWorks Client Satisfaction
Alumni Survey	Student Evaluation of Supervisor
Employer Survey	Faculty Opinion of PD & CD
MFT Exit Survey	Resources & Services Review
DMU Population Survey	Internship Final Evaluation Survey

The VSU MFT Assessment Plan, compressed into two grids, is as follows:

Grid 1. addresses assessment of the program's SLOs.

Grid 2. addresses assessment of. . .

1. student/graduate achievement
2. curriculum and teaching/learning practices
3. fiscal and physical resources (which include clinical, technological, instructional, and student support services)
4. overarching OBE Framework and AP

Timeline/ Calendar for review of PGs and SLOs	Process for review of Program Goals and SLOs	COIs involved in the review of Program Goals and SLOs	Mechanisms for collecting feedback from COIs
All SLOs, all semesters/ courses	Annual faculty meeting for review of past year's aggregated benchmark data.	• COAMFTE • Faculty • Students	• Benchmark data for past 3 semesters • Practicum Evaluation • Client Satisfaction Survey

Grid 1.

Grid 2.

Timeline/Calendar	Process for Review	COI(s)	Mechanism to Collect Data
Student/Graduate Achievement	In preparation for Annual Report, PD and CD review each year's *Alumni* and *Exit Survey* data	• Alumni • Students • Faculty	*Exit Survey* - annual *Alumni Survey* - biennial
Annual review of Fiscal/ Physical Resources	Separate faculty and Community meetings	• Faculty • Students	*Fiscal & Physical Resources Review Checksheet* guides a review and discussion of clinical, technological, instructional, and student support services
Curriculum and Teaching/Learning Practices	Evaluation of curriculum and T/L practices	• Faculty	- SOIs - Course syllabi - readings - assessment measures

4-year rotational cycle	conducted simultaneously		- Curriculum Map - *Table of Teaching/ Learning Practices and Their Links to PGs, SLOs, and PTMFTPs*
Review OBE Framework and Assessment Plan, as necessary	Determine need for overarching review of framework and AP using *Rubric for Assessing Need for R & R of OBE & AP* (see pp. 13-16)	• Faculty • Advisory Council	*Rubric for Assessing Need for R & R of OBE and AP*

Continuous Evaluation and Improvement Loop

The program performs systematic assessment of all its elements for the purposes of 1.) determining sufficiency for attainment of its mission, goals, and targeted student learning outcomes, and 2.) discerning areas for improvement. Assessment of program elements is set in motion by the following cycle of ongoing assessment, which sustains the program's plan for continuous evaluation and improvement:

1.) Gather data
2.) Analyze and interpret data
3.) Develop actions/action plans based on data findings
4.) Make program improvements based on action plans
5.) Report improvements to relevant Communities of Interest, request feedback
6.) Review and revise relevant documents to reflect program improvements
7.) Repeat the assessment cycle
8.) As the cycle repeats over time, improvements are folded into subsequent evaluative rounds, so that the program is continuously evaluated and improved
9.) As necessary, review and revise the overarching OBE framework and Assessment Plan

The program elements assessed are as follows:

I. SLOs
II. Student/Graduate achievement
III. Curriculum and Teaching/learning practices
IV. Fiscal and Physical resources
    a. student support services
    b. curriculum and teaching/learning practices
    c. fiscal and physical resources
    d. technological resources
    e. instructional and clinical resources

V. OBE Framework and Assessment Plan

What follows is a detailed description of the above flow chart and grids showing how (the process by which) assessment of the above listed program elements are assessed. Descriptions include the timeframes for data collection, what mechanisms (surveys/questionnaires) are used to collect the data, how the data are collected from what relevant Communities of Interest, aggregated, and analyzed. A description of the feedback loop describing how data and findings from Communities of Interest are incorporated back into the program for continuous program improvement.

I. Assessment of SLOs

The MFT Program assesses SLOs on a continuous, per-semester basis. Rubrics are used by faculty and clinical supervisors to evaluate coursework and clinical practice. Student learning outcomes are measured and reviewed based on data generated from rubrics tied to specific assessment measures, which are themselves tied to specific benchmarks within academic courses. Aggregated data from the SLOs tell faculty whether the program is achieving its Program Goals and SLOs, and, thus, it's mission.

Data Mechanism(s). Most courses in the curriculum have SLOs (see Appendix A for a table of SLOs, benchmarks, and courses), many of which are operationalized with benchmarked assessment mechanisms that indicate a minimum percentage of students achieving a minimum assignment score. These provide reference points that indicate whether or not the program is successfully achieving its SLOs.

Timeline for Data Collection. Benchmark data are collected each semester of each year, for all courses with pre-determined benchmarks. The SLO assessment will be held in the early Spring of each year, capturing the previous Spring, Summer, and Fall for analysis and review.

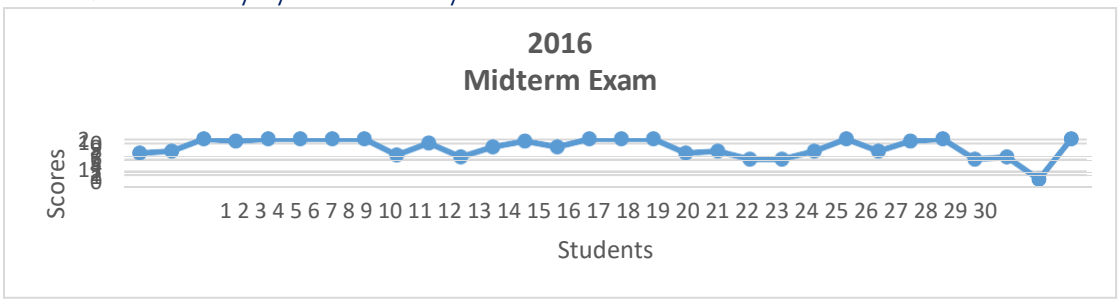
How Data are Collected and Aggregated. When a class of students has completed a required course assignment (assessment measure) that is assigned as a benchmark for an SLO, the course instructor collects students' raw scores and sends them to the Clinic Director who aggregates the individual assignment scores into a single class assignment score and creates data display grids to show the data. The Clinic Director inserts faculty members' raw benchmark data into the Raw Benchmarks Score card, which is an Excel grid for a given course/semester/year.

Raw Benchmarks Scores Academic Year 2017 - 2018												
Fall 2017 Benchmark Data												
	MFTH 6800: Relational Theory, Practice, & Ethics		MFTH 6800: Relational Theory, Practice, & Ethics		MFTH 6900: Foundations of Family Therapy		MFTH 7500: Development in the Family System		MFTH 7601: Treatment Issues in MFT		MFTH 7601: Treatment Issues in MFT	
Students	Systems Theory paper (Max points = 26)	70% or above Yes = 1 No = 2	Exam question concerning systemic ethics (MaxPoints = 5)	70% or above Yes =1 No =2	Public Conversation Project Reflection Paper (MaxPoints: 20)	70% or above Yes =1 No =2	Encountering Difference Reflection Paper Points Grade (MaxPoints: 25)	70% or above Yes =1 No =2	Clinical Case Presentations (MaxPoints: 45)	70% or above Yes =1 No =2	Giving Up the Ghost Reflection and Analysis (MaxPoints: 45)	70% or above Yes =1 No =2
1	20	1	2	2	15.5	1	21.3	1	41	1	43	1
2	23	1	4	1	15	1	19.9	1	40	1	41	1
3	24	1	5	1	18	1	17	2	38	1	44	1
4	24	1	5	1	16	1	22.2	1	43	1	41	1

The grid produces the percentage of students who scored above or below the established minimum score:

22	22	1	5	1	17	1	20.8	1	41	1	39	1
23	24	1	5	1	12.5	2			40	1	39	1
24									41	1	43	1
25									40	1	35	1
		22 = yes		20 = yes		22 = yes		21 = yes		25 = yes		25 = yes
		1 = no		3 = no		1 = no		1 = no		0 = no		0 = no
	22 out of 23 students		20 of 23 students		22 out of 23 students		21 out of 22 students		25 of 25 students		25 of 25 students	
	scored 70% or above on		scored 70% or above on		scored 70% or above on		scored 70% or above on		scored 70% or above on		scored 70% or above on	
	this course requirement		this course requirement		this course requirement		this course requirement		this course requirement		this course requirement	
	Benchmark met		Benchmark met		Benchmark met		Benchmark met		Benchmark met		Benchmark met	

Each of these grids is converted into charts by course/benchmark, year and semester:
MFTH 7101: Family Systems Theory



Aggregated scores are then placed into a grid that displays data for each PG/SLO across multiple years:

PG 4: Professional MFT Identity - SLO 4: Students will claim the professional identity of a Marriage and Family Therapist												
Year	MFTH 7102: Interventions in MFT			MFTH 7600: Practicum in MFT			SLO Survey			Comprehensive Exam II		
	Personal Epistemology & Change paper (80% minimum)			Items 17, 42, 65, 18, 43, and 66 (80% minimum)			SLO question concerning MFT identity (80% minimum)			COMPS II (80% minimum)		
	# of students who met the benchmark	# of students who completed the assignment	% of students who met the benchmark	# of students who met the benchmark	# of students who completed the assignment	% of students who met the benchmark	# of students who met the benchmark	# of students who completed the assignment	% of students who met the benchmark	# of students who met the benchmark	# of students who completed the assignment	% of students who met the benchmark
2015			#DIV/0!			#DIV/0!			#DIV/0!			#DIV/0!
2016			#DIV/0!			#DIV/0!			#DIV/0!			#DIV/0!
2017			#DIV/0!			#DIV/0!			#DIV/0!			#DIV/0!

How Data Are Analyzed. At an annual Fall faculty meeting set aside for this purpose, benchmark data/SLO review, raw data, corresponding charts, and SLO Survey data are reviewed and implications drawn out and discussed. The review focuses on the three semesters from the previous academic year—Spring, Summer, and Fall—of benchmark data and their comparison to previous years. The aggregated data tells us whether or not the SLO is being successfully met in that particular way, in that particular class, for that particular assessment measure (course assignment). When aggregated SLO data fall below the pre-assigned benchmark percentages, faculty will examine several particulars as areas of possible change/improvement:

1. Overall class performance. Discussion of the instructor's qualitative sense of how the class as a whole is doing with the material.
2. Examine the assessment measure for inconsistencies/invalidities, reliability. Is it a fair assignment that reliably takes the measure of the SLO?
3. Identify those individual students whose scores fell below the minimum benchmark:
   a. This includes a review of their performance in other classes. If they are having difficulty across the board, we identify them for academic watch.
4. If changes are needed, an action plan is developed and the changes are implemented to improve the curriculum and overall program quality. Relevant documents are updated to reflect the program improvement.

Also at that time, any changes made over the past year to PMFTPs (AAMFT Code of Ethics, AAMFT Core Competencies, Georgia Licensure Law and/or AMFTRB Examination Domains, Task and Knowledge Statements) are folded into the program. Thus, student learning outcomes are reviewed, when necessary, for accuracy and the extent to which they reflect the current PMFTPs. A faculty meeting minute documents the change(s).

Student Input Regarding Mission, PG, or SLO Change. Should the mission, PGs, and/or SLOs change (add/delete, change the wording, etc.), faculty will solicit student input about the proposed changes through an open faculty meeting or a Community Meeting.

II. Assessment of Student/Graduate Achievement

As defined in the glossary of Accreditation Standards, Version 12.0, student/graduate achievements indicate . . .

> *"accomplishments of students/graduates as a result of attending the educational program in keeping with the program's mission. Accomplishments include indicators such as licensure examination pass rates, graduation and retention rates, employment or job placement in clinical, academic; supervision, training and/or research settings; involvement in professional activities, such as serving on boards, membership in AAMFT or other relevant organizations; community service; contributions to the profession via publications, conference/workshop presentations; or other indicators."* (p. 49)

Data Mechanisms. Job placement statistics, licensure rates, and other data about graduate and student accomplishments and achievements comes to us informally and formally. Informally, information comes to the program through on-going collegial relationships with graduates who stay in touch with program faculty as they secure jobs, get promotions, and enter doctoral programs. Formally, we continuously

accrue data from the administration of the *Alumni* and *Exit Surveys*.

Timeline for Data Collection. The *Alumni Survey* is administered every 2 years; the *Exit Survey*, annually.

How Data are Collected

1. Data for graduation and retention are taken from student admission, attrition, and graduation statistics accrued by the program with each annual, incoming class.
2. Data for licensing and employment derive from the *Alumni* and *Exit* surveys administered in the timelines, above.
   The *Alumni Survey,* administered through Qualtrics, collects data from program graduates concerning the following areas:
   - Graduate trends and achievements
   - Employer trends and satisfaction
   - Licensing rates and trends
   - National exam pass rates
   - Job placement trends

   The *Exit Survey* is administered to each graduating cohort, collects data concerning students'
   - perception of the extent to which the program achieved the SLOs and their readiness to
     a. Practice from a culturally systemic lens
     b. Practice from a systemic lens
     c. Obtain entry-level employment in a mental health setting
     d. Assume the professional identity of an MFT
     e. Consider research in the practice of family therapy
     f. Practice ethically
   - intention to seek licensure
   - efforts/success at finding employment prior to graduation
   - overall perception of the worthwhileness of their investment in an MFT education at VSU.

How Data Are Aggregated and Analyzed. Student/graduate achievement statistics are aggregated by Qualtrics, an enterprise feedback management platform that provides web-based survey tools for conducting survey research, evaluations and other data collection activities. In December/January, during annual preparation of the program's Annual Report to COAMFTE, the Program and Clinic Directors enter the aggregated data into the SAC grid, which is reviewed at a faculty meeting for faculty comment and approval. Final approval comes from COAMFTE, who accepts the SAC data as part of the program's annual report or returns it for revision.

III. Assessment of the Curriculum and Teaching/Learning Practices

Data Mechanisms

A review of teaching/learning practices and the curriculum involves the following data:

- Course syllabi
- Aggregated SLO/benchmark data for previous relevant years
- List of course readings for each course
- List of assessment measures for each course
- The curriculum map
- Table of *Teaching/Learning Practices and Their Links to PGs, SLOs, and PTMFTPs*

Timeline for Data Collection

The teaching/learning practices of courses are evaluated annually according to a schedule corresponding with the Foundational Curricular Areas in the V-12 Accreditation Standards. Courses that fall into a given foundational curricular area are evaluated according to the following 5-year rotational calendar:

Five Year Rotational Schedule for Evaluating Teaching/Learning Practices by Area	
2020	FCA 1: Foundations of Relational/Systemic Practice, Theories & Models
	FCA 2: Clinical Treatment with Individuals, Couples and Families
2021	FCA 3: Diverse, Multicultural and/or Underserved Communities
	FCA 4: Research & Evaluation
2022	FCA 5: Professional Identity, Law, Ethics & Social Responsibility
	FCA 6: Biopsychosocial Health & Development Across the Life Span
2023	FCA 7: Systemic/Relational Assessment & Mental Health Diagnosis and Treatment
	FCA 8: Contemporary Issues
	FCA 9: Community Intersections & Collaboration
2024	Full curriculum review of all courses, SLOs, benchmarks, assessment measurements

On the fifth year, following the review of all courses' teaching/learning practices, the full curriculum and teaching/learning practices are evaluated. The process is then repeated for another 5-year cycle.

How Data Are Collected

The following comprise the data that guides review and revision of the curriculum and teaching/learning practices.

- Course syllabi
- Aggregated SLO/benchmark data for previous 2 years
- Course readings (books, articles, etc.) and teaching/learning practices
- Course assessment measures

- Curriculum map
- Table of *Teaching/Learning Practices and Their Links to PGs, SLOs, and PTMFTPs*

How Data Are Aggregated and Analyzed

The curriculum and its concomitant teaching/learning practices are mapped, accounting for any changes made over the four previous years. SLOs are mapped across the curriculum and examined for balance, appropriateness, validity, and reliability. Assessment of teaching/learning practices and curriculum mapping occurs with the full faculty present at an open faculty meeting(s) (one in which students are invited to participate) set aside for this purpose.

Faculty discuss perceived strengths and weaknesses of their courses and consult with each other/exchange ideas about improving/changing them based on SOIs (student opinion of instruction), assessment measure scores, benchmark data, faculty perception of the strengths and weakness of her/his teaching as well as that of a given class. Also included is a continued discussion about how to best educate/inform students about the program's OBE framework, a description of which is included in each syllabus (see *Description of an Outcome-Based Education Framework*, below).

The program follows best practices in Curriculum Mapping.

- Whenever possible, build in practice and multiple learning trials for students to explore, apply, and integrate.
- Allow faculty members to teach to their strengths. Whenever possible, give particular outcomes to the instructor best suited for the task.
- Ask if the program is trying to do too much.
- Communicate:
  - Since students themselves do not always make connections between courses, faculty members can make explicit connections across courses for them. For example, at the beginning of the course, a faculty member can remind students about material they were introduced to in a previous course and explain how the current course will have them practice or expand their knowledge. To do this, faculty need to know about what and how other faculty are teaching, what teaching/learning practices their colleagues rely on, and what those practices are designed to accomplish.
  - Publish the curriculum map and distribute to Advisory Council, current students, and faculty. Request feedback.

How Feedback from Identified COIs Is Utilized

Assessment by faculty of the curriculum includes mapping all courses according to the teaching/learning practices used in each course and the SLOs and benchmarks assigned to each course, evaluating the findings, identifying areas where change is needed, creating action steps to implement necessary revisions, assigning leadership to carry out the revisions, and setting a target date for completion. The below grid, *SLO Distribution Across Curriculum with Semesters and Instructors*, provides a visualization of the curriculum, showing the instructor, the year and semester each course is taught, its SLOs, benchmarks, and learning level:

SLO Distribution Across Curriculum with Semesters and Instructors

Year & Semester	SLO	Course	Assessment Measure	Instructor	Level 1 (Explore)	Level 2 (Apply)	Level 3 (Integrate)
1-1	2	MFTH 6800 Relational Theory,	Systems theory paper	L	x		
	6	Practice, Ethics	Exam question on systemic ethics				
	3	MFTH 7500 Development	Encountering Difference project	LS	x		
		MFTH 6900 Foundations	Public Conversations Reflection paper	N	x		
	1	MFTH 7650 Special Topics (elective)	none		x		
1-2	2	MFTH 7101 Family Systems Thry	Midterm Exam	G	x	x	
	4	MFTH 7102 Interventions	Change paper	LS	x	x	
	5	MFTH 7200 Research in MFT	Qualitative Research project	G		x	
	1	MFTH 7050 Diversity, I, & SJ	Privilege project	N	x	x	
1-3	5	MFTH 7400 Psychopath	Diagnosis presentation	G		x	
		MFTH 7700 Assessment	none	G		x	
	6	MFTH 7350 Legal Issues	Professional Ethics Portfolio	G	x	x	
2-1		MFTH 7600 Practicum	Practicum I, items 1 - 28	All		x	
	2	MFTH 7601 Treatment Issues	Clinical Case presentation	G	x	x	
	3		Giving Up the Ghost project				
		MFTH 7103 Advanced Theories	none			x	
		MFTH 7650 Special Topics (elective)	none			x	
2-2		MFTH 7600 Practicum	Practicum II, items 29 - 51	A		x	x
	3	MFTH 7602 Couples & Sex	Case Study paper	N		x	x
		MFTH 7103 Advanced Theories	none			x	x
		MFTH 7650 Special Topics (elective)	none				x
2-3	1	MFTH 7600 Practicum	Practicum III, items 52 - 74 (2, 29, 53)	All		x	x
	2		(4, 31, 55); (5, 32, 56); (6, 33, 57); (7, 34, 58)				
	3		(28, 51, 62)				
	4		(17, 42, 65); (18, 43, 66)				
	6		(27, 50, 74)				
	6	MFTH 7880 Pro Ethics	Professional Ethics Portfolio	LS			x
1-2	3	Non-Coursework SLO Assessment	Comprehensive Exam I	All	x	x	
1-2 and 2-2	4	Non-Coursework SLO Assessment	SLO Survey, MFT identity question				x
2-2	4	Non-Coursework SLO Assessment	Comprehensive Exam II, overall score				x
2-2	5	Non-Coursework SLO Assessment	Comprehensive Exam II, research question				x

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Curriculum mapping is done for the purpose of aligning instruction and teaching/learning practices with program goals and student learning outcomes as well as to explore teaching/learning practices (what is taught and how, using what assessment measures). The curriculum map can be utilized to do the following:

- document what is taught and when, and who teaches it
- reveal gaps in the curriculum
- identify the learning opportunities (e.g., assessment measures/course assignments) that produce the program's outcomes
- explore/discuss
- set priorities as a program/assure that teaching/learning practices align with program mission and goals.
- carve an educational path in which everyone is working together toward common outcomes, thus increasing the likelihood that students will meet or exceed expectations

- inform the Assessment Plan

IV. Assessment of Fiscal and Physical Resources

The Policy on Fiscal & Physical Review of Resources, available on the Program Handbook and Policies link of the MFT Homepage provides for the use of a *Fiscal & Physical Resources Review Checksheet*, which guides the review of fiscal and physical resources. The areas for review are as follows:

1. Fiscal
    a. Monetary
    b. Personnel

2. Physical Resources
    a. Administrative space
    b. Instructional Space (e.g., personnel, supplies, space for classroom, faculty offices, FamilyWorks clinic, etc.)
    c. Instructional Resources (library, writing center, etc.)
    d. Technological Resources (e.g., computers, audio/visual equipment, etc. are adequate and secure, confidential, HIPAA compliant)
    e. Academic Resources (e.g., library, advising, writing centers)
    f. Student Support Services (e.g., access to counseling, financial advising, health center)

Data Mechanism
Fiscal & Physical Resources Review Checksheet

Timeline for Data Collection
November or December of each year.

How Data Are Collected

1. a faculty meeting dedicated to a review of the above five areas using the *Fiscal & Physical Resources Review Checksheet* as a means of guiding the review.
2. a Community Meeting that will be dedicated to a review of the above five areas. The *Fiscal & Physical Resources Review Checksheet* will be employed as a means of guiding the review and ensuring a comprehensive review.

How Data Are Aggregated and Analyzed
At a faculty meeting, faculty will review the aggregated results of their own and the students' reviews, and do the following:

1. Identify any changes in the program's resources in the reporting year.
2. Identify unmet needs resulting from budget shortages and/or aging or outdated equipment.
3. If insufficiency is identified, describe any action taken to address the deficiency. If no insufficiency was identified, state so.
4. When insufficiency is identified, findings will be compiled and plans made for correction or improvement.

V. Assessment of MFT Program's Outcome-Based Education Framework and Assessment Plan

When necessary (when changes effect the OBE such as changes in accreditation standards, state laws, PMFTPs, Core Competencies, change in program direction or mission, etc.), program faculty will undertake a review of this Assessment Plan and the program's overarching outcome-based education (OBE) framework, comprising its mission, goals, SLOs, benchmarks, course assessment measures. Any changes made to the OBE framework will prompt corresponding revisions to the program's Assessment Plan. Changes to the Assessment Plan may or may not prompt necessary revisions to the OBE framework. The process begins with establishing whether there is need for such a review. This need-establishment is done annually by the full faculty. Criteria from the *Rubric for Assessing Need for R & R of OBE & AP* guides the review:

Rubric for Assessing Need for R & R of OBE & AP			
Annually, the full core program faculty will determine whether need exists for a review and revision of the overall outcome-based educational (OBE) framework and Assessment Plan (AP) by following the criteria listed in this rubric. A unanimous answer "no" to all questions means that an assessment is unnecessary. Any other votes may indicate need for an assessment.			
Have significant changes to any of the below criteria generated substantial program changes?			
Criteria	**Yes**	**No**	**Notes**
Program Mission?			
Composition of core, full-time program faculty (reduced > 49% since last re-accreditation?)			
Program Goals?			
SLOs?			
University Carnegie classification?			
Physical location/state of repair of program offices, learning spaces, clinic?			
Program operating budget (more than 15% decline)?			
AAMFT Code of Ethics?			
AAMFT Core Competencies?			
AMFTRB Examination Domains, Task, and Knowledge Statements?			
Georgia Licensure Law for Marriage and Family Therapists?			
MFT student retention rate (dropped below 70%)?			
Has the licensure rate of program graduates dropped below 70%?			
Graduate job placement rate dropped below 70%?			
Has program in any way failed to follow its Assessment Plan?			
Has an independent review by the Marriage and Family Therapy Program Advisory Council of the OBE framework and assessment plan indicated a need for review and revision of the program's outcome-based education framework and/or the assessment plan?			The Program may ask the MFT Advisory Council to do an independent review of its own to determine need for an overarching assessment of the OBE framework and AP.

If any criteria in the *Rubric for Assessing Need for R & R of OBE & AP* are answered affirmatively, the program will review and revise the overall outcome-based education framework and assessment plan following these specific steps:

1. The MFT program faculty will evaluate the program mission, revising and rewriting as necessary. A revised program mission will continue to align with and promote the mission of the university, align with the PMFTPs, and foster a robust education in Marriage and Family Therapy, as captured in the COAMFTE accreditation standards. If deemed to meet the criteria described, the mission can stand as previously written, be revised, or be rewritten wholesale.
2. The program will use the mission to review and revise the Program Goals and Student Learning Outcomes. The Program Goals and Student Learning Outcomes can remain unchanged, be revised to better reflect and align with the university and program missions, or be reduced or increased in number. The principal goal in this phase of the review and revision of the OBE framework and Assessment Plan is to a.) ensure a high quality marriage and family therapy education and, b.) ensure that the program's educational framework and assessment plan sufficiently insures program quality and ability to graduate therapists prepared to meet the emerging needs of the mental health community in the region and the nation.
3. The program will ask relevant Communities of Interest to review the program mission, Program Goals, and Student Learning Outcomes. As necessary, the program mission, Goals, and Student Learning Outcomes will be revised based on COI feedback.
4. The faculty will conduct an exhaustive review of the curriculum, making any necessary changes to course offerings, sequencing, content, and syllabi to ensure alignment with the program mission, Goals, and Student Learning Outcomes.
5. The faculty will conduct an exhaustive review of all program requirements, policies and procedures, staffing, and resources and services (fiscal, physical, clinical, technological, instructional, and student support) to ensure alignment with the program mission, Goals, and Student Learning Outcomes.
6. The faculty will conduct a thorough review all program requirements, policies and procedures, staffing, and resources and services (fiscal, physical, clinical, technological, instructional, and student support) to ensure that sufficient resources are available to achieve the goals of the program as established in the mission, Program Goals, and Student Learning Outcomes.
7. The program will ask relevant Communities of Interest to review the curriculum, program requirements, program policies and procedures, program staffing, and all program resources and services (fiscal, physical, clinical, technological, instructional, and student support) to ensure a high quality marriage and family therapy education and, 2.) ensure that the program's OBE framework sufficiently insures the ability of the program to graduate therapists who are prepared to meet the emerging needs of the mental health community in the region and the nation. As necessary, the curriculum, program requirements, program policies and procedures, program staffing, and all program resources will be revised.
8. Based on the program mission, Program Goals, Student Learning Outcomes, program requirements, and policies and procedures, the program faculty will establish

benchmarks, assessment measures, and targets as needed to measure the performance of the global learning experience of students in the program.

9. Based on the program mission, Program Goals, Student Learning Outcomes, program requirements, and policies and procedures, benchmarks, and assessment measures and instruments, the program will establish an assessment plan that includes:
    a. a timeline and flow chart
    b. elements of an Outcome Based Education
    c. defined benchmark data
    d. annual review of resources and services (fiscal, physical, clinical, technological, instructional, and student support)
    e. relevant surveys & evaluations
    f. a regularly scheduled SWOT analysis (every 6 years)
    g. a requirement for data-driven program improvements to the curriculum, teaching and learning practices, resources, and services)
    h. ample opportunities for COI to review and provide feedback to the assessment and revision process.

As a result of the assessment of the Assessment Plan and overarching OBE framework, the program will evaluate, update, and revise, as needed, the relevance, accuracy, currency, and appropriateness of all surveys, evaluations, assessment instruments (see Appendix B for list), and program policies as well as the reliability and validity of the program's data collection instruments.

Description of an Outcome-Based Education Framework

Traditionally, courses were designed around lectures, discussions, readings, and tests. Readings—books and articles—were assigned, lectures, covering the assigned readings, and discussions, clarifying and expanding the lectures and readings, culminated in exams, designed to measure the extent to which students had absorbed the material. When students did well on exams, they were thought to have successfully absorbed the necessary material.

The MFT Program curriculum does not simply run through readings chapter-by-chapter until the book is finished as described above. It offers instead an outcome-based (OBE) education in which overarching program goals (PGs) are established and linked with student learning outcomes (SLOs), which are operationalized using assessment measures and benchmarks. An outcome-based education framework, as defined by COAMFTE (p. 48, Accreditation Standards, Version 12.0), is as follows:

> *a framework where the focus is on the assessment of program outcomes (empirical measures of student achievement at the student and program level) rather than on the assessment of inputs (such as coursework and resources available to students). The primary focus of assessment is evaluating a program's goals and outcomes based solely on specific measures of student competency.*

Here's how it works:

How Program Goals and SLOs are Linked. The Program has six goals—five of which are required by our COAMFTE accrediting body: Diversity, Knowledge, Practice, MFT Identity (not COAMFTE required), Research, and Ethics—all of which are linked to one or more Student Learning Outcomes. The SLOs for the MFT program are as follows:

SLO1. Practice from a culturally sensitive lens
SLO2. Practice from a systemic lens
SLO3. Be prepared to obtain entry-level employment in mental health agencies
SLO4. Claim the professional identity of Marriage and Family Therapist
SLO5. Recognize the ways research informs relational family therapy treatment
SLO6. Practice informed by ethics

Each SLO is operationalized and made measurable when linked with one or more assessment measures (also called "assessment mechanisms"), such as exams, papers, projects, posters, etc.), and benchmarks, which establish minimal score and minimal student performance percentages. Here is a specific example: One of the program's overarching goals (PG 2) is Knowledge. This goal states that the program will demonstrate that graduates have a master's level understanding of systems theory, relational-contextual thinking, and the ability to apply a systems/relational orientation to the assessment and treatment of clients.

This overarching PG is translated into an action, a specific task or behavior, through an SLO (2), "Practice from a systemic lens." Benchmarks (student percentages and score minima) and assessment measures (class assignments such as papers, exams, projects, journals, etc., sometimes called "assessment mechanisms") serve to operationalize the SLO making it measurable and accountable. In this case, SLO 2 has four benchmarks that are measured across

four different courses. Put all together, here then, are the descending relationships, from largest to more specific context, between PG 2, SLO 2 and its benchmarks and assessment measures:

Program Goal 2. Knowledge
SLO 2: Practice from a systemic lens
Benchmarks & Assessment Measures

1. 80% of students will earn a minimum score of 70% on the *Systems Theory paper* in *MFTH 6800 Relational Theory, Practice, and Ethics*
2. 80% of students will earn a minimum score of 70% on the Midterm Exam (test on MFT models) in *MFTH 7101 Family Systems Theories*
3. 80% of students will earn a minimum score of 70% on the Clinical Case Presentation (evaluated through genogram, systemic hypothesis, and content/process distinction) in *MFTH 7601 Treatment Issues in MFT*
4. 80% of students will earn a minimum average score of 3 for items 4, 31, 55; items 5, 32, and 56; items 6, 33, 57 and items 7, 34, and 58 concerning clinical systemic thinking on the *Practicum Evaluation.*

Target: Program will demonstrate that 100% of students graduate with a master's level understanding of systems theory, relational/contextual thinking, and the ability to apply a systems/relational orientation to the assessment and treatment of clients.

Transparency of Program's Outcome-Based Education Framework

So that relevant communities of interest can provide feedback about our program, program transparency is vital. Consequently, the following description is published on the MFT webpage in the Mission, Goals, and Student Learning Outcomes link and included in each course syllabi. This description is reviewed and updated as necessary and whenever the program conducts an overarching assessment of its Assessment Plan and OBE framework:

"Thinking inductively from the specific up to the general, (so read from #1 at the bottom of the page up to #5), here is how PGs and SLOs are linked:

5. When the program achieves its SLO and PGs, it is fulfilling its mission and maintaining accreditation standards:

    4. As all the benchmarks associated with an SLO are met, the SLO is achieved. When all the SLOs associated with a PG are met, the PG is achieved. As each PG is achieved, the six broad areas they represent—Diversity, Knowledge, Practice, MFT Identity, Research, and Ethics—are achieved.

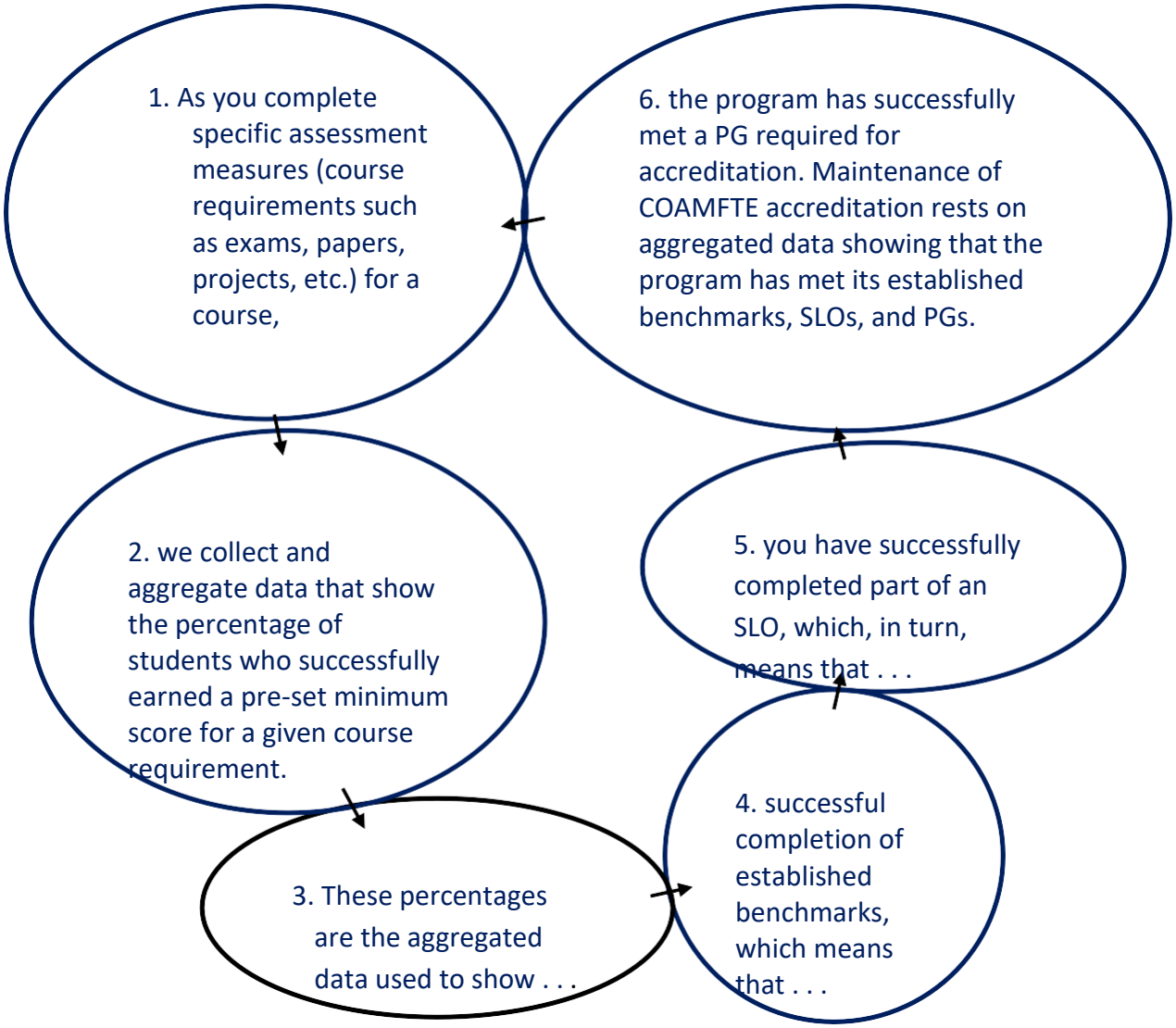
        3. When aggregated benchmark data indicates that benchmark criteria have been met, the program can say that it has successfully taught what the course claimed to teach. This means that the program is also able to say that it has fulfilled a part of a student learning outcome. We say only "part" because each SLO has

several benchmarks. All benchmarks associated with an SLO have to be successfully achieved in order to say that the SLO has been achieved.

2. With the successful completion of each assessment measure, you pass a course milestone, called a benchmark, as you move through the course. Say for example, that a benchmark for a course is that at least 80% of your class gets a 3 or better on an exam question about systemic ethics. When everyone gets a score of 3 or better, you and your classmates have shown an understanding of systemic ethics and your aggregated (combined) class score shows successful achievement of that benchmark.

    1. Every course in the MFT curriculum has short-term course objectives. An objective in a certain class, for example, might be that you and your classmates are able to know the many differences between Structural family therapy and Narrative family therapy. To test this learning, your professor requires you to complete certain assessment measures (an exam, a paper, a research project, a presentation, etc.).

Below is the same information described above, but presented as a visual schema, showing the circular relationship between assessment measures, benchmarks, student learning outcomes (SLO's), program goals (PGs), the program mission, and accreditation.



Appendix A.

PG/SLO tables with the benchmarks and assessment measurement for each course.

The Program Goal 1: Diversity. The program will demonstrate that graduates consider ethnicity, race, gender, socioeconomic status, and culture in clinical work.			
SLO 1: Practice from a multi-culturally sensitive lens Assessed across 3 semesters: 1-1, 1-2, 2-3.			
Timeline for review of SLOs	Process for review of PGs/SLOs	Assessment Mechanism for collecting feedback from COIs	COIs involved in review of PGs and SLOs
1-1	80% of students will earn a minimum score of 70%	Public Conversations Project Reflection Paper in *MFTH 6900: Foundations of Family Therapy*	Students Faculty
1-2	80% of students will earn a minimum score of 70%	Privilege Project in *MFTH 7050: Diversity, Inclusion, and Social Justice*	Students Faculty
2-3	80% of students will earn a minimum average score of 3 across three continuous semesters	diversity items 2, 29, and 53 on the Practicum Evaluation in *MFTH 7600: Practicum*	Students Faculty

Program Goal 2: Knowledge. The program will demonstrate that graduates have a master's level understanding of systems theory, relational/contextual thinking, and the ability to apply a systems/relational orientation to the assessment and treatment of clients.			
SLO 2: Practice from a systemic lens Assessed across 4 semesters: 1-1, 1-2, 2-1, 2-3.			
Calendar for review of SLOs	Process for review of PGs /SLOs	Mechanism for collecting feedback from COIs	COIs involved in review of Program Goals and SLOs
1-1	80% of students will earn a minimum score of 70%	Systems theory paper in *MFTH 6800: Relational Theory, Practice, and Ethics*	Students Faculty
1-2	80% of students will earn a minimum score of 70%	Mid-term Exam (MFT models) in *MFTH 7101: Family Systems Theories*	Students Faculty

2-1	80% of students will earn a minimum score of 70%	Clinical Case Presentation (evaluated through genogram, systemic hypothesis, and content/process distinction) in *MFTH 7601: Treatment Issues in MFT*	Students Faculty
2-3	80% of students will earn a minimum average score of 3	on items 4, 31, 55; items 5, 32, and 56; items 6, 33, 57; and items 7, 34, and 58 concerning clinical systemic thinking on the Practicum Evaluation in *MFTH 7600: Practicum*	Students Faculty

Program Goal 3. Practice. The program will demonstrate the clinical competencies and personal qualities necessary to gain employment in a variety of mental health settings.			
SLO 3: Obtain entry-level employment in mental health settings Assessed across 3 semesters: 1-1, 1-2, 2-1, 2-2, 2-3.			
Year/ Semester of SLO review	Process for review of PGs/SLOs	Mechanism for collecting feedback from COIs	COIs involved in the review of Program Goals and SLOs
1-1	80% of students will earn a minimum grade of 70%	Encountering Difference Project in *MFTH 7500: Development in the Family System*	Students Faculty
1-2	80% of students will earn a minimum score of 70%	Comprehensive Exam I	Students Faculty
2-1	80% of students will earn a minimum score of 70%	Giving up the Ghost assignment (pertaining to client referrals to and collaboration with allied health professionals) in *MFTH 7601 Treatment Issues in MFT*	Students Faculty
2-2	80% of students will earn a minimum score of 70%	Case Study paper in *MFTH 7602: Couples and Sex Therapy*	Students Faculty
2-3	80% of students will earn a minimum average score of 3	for items 28, 51, 62 concerning independent work on the *Practicum Evaluation, MFTH 7600, Practicum*	Students Faculty

Program Goal 4: Professional MFT Identity. The program will demonstrate readiness to assume the identity of a professional Marriage and Family Therapist			
SLO 4: Obtain entry-level employment in mental health settings Assessed across 3 semesters: 1-2, 2-2, 2-3			
Calendar for review of SLOs	Process for review of PGs/SLOs	Mechanism for collecting feedback from COIs	COIs involved in the review of Program Goals and SLOs
1-2 and 2-2	80% of students will respond with a 5 or greater	SLO survey question concerning MFT Identity	Students Faculty
1-2	80% of students will earn a minimum of 80%	Personal Epistemology & Change paper in *MFTH 7102: Interventions in MFT*	Students Faculty
2-3	80% of students will earn a minimum average score of 3	items 17, 42, 65 and items 18, 43, 66 concerning professional identity on the Practicum Evaluation, *MFTH 7600, Practicum*	Students Faculty
2-2	80% of students will earn a minimum score of 70%	Comprehensive Exam II, overall score	Students Faculty

Program Goal 5: Research. The program will demonstrate students' understanding of the way research shapes and informs the clinical practice family therapy.			
SLO 5: Recognize the ways research informs relational family therapy treatment Assessed across 3 semesters: 1-2, 1-3, 2-2			
Calendar for review of SLOs	Process for review of PGs/SLOs	Mechanism for collecting feedback from COIs	COIs involved in the review of Program Goals and SLOs
1-2	80% of students will earn a minimum of 70%	Qualitative Research Project in *MFTH 7200: Research in MFT*	Students Faculty
1-3	80% of students will earn a minimum 70%	Diagnosis and Disorder Group presentation in *MFTH 7400 Psychopathology & Psychopharmacology in MFT*	Students Faculty
2-2	80% of students will earn a minimum score of 3 on their narrative response to the question concerning research	Comprehensive Exam II, research question	Students Faculty

Program Goal 6: Ethics. The program will demonstrate that graduates understand and apply systemic ethics and the AAMFT Code of Ethics to clinical work.			
SLO 6: Practice informed by ethics Assessed across 3 semesters: 1-1, 1-3, 2-3			
Calendar for review of SLOs	Process for review of PGs/SLOs	Mechanism for collecting feedback from COIs	COIs involved in the review of Program Goals and SLOs
1-1	80% of students will earn a minimum score of 70% on the exam question concerning systemic ethics	*MFTH 6800 Relational Theory, Practice, and Ethics*	Students Faculty
1-3	80% of students will earn a minimum of 70%	Professional Ethics Portfolio in *MFTH 7350 Legal Issues in MFT*	Students Faculty
2-3	80% of students will earn a minimum average score of 3	practice items 27, 50, 74 concerning a systemic ethic on the Practicum Evaluation in *MFTH 7600: Practicum*	Students Faculty
2-3	80% of students will earn a minimum of 80%	Ethical Scenarios Group Project in *MFTH 7880: Professional Ethics Seminar*	Students Faculty

Appendix B

Master List of COIs and Related Data Collection Instruments (Surveys/Evaluations/Questionnaires/Checklists)				
The program considers the needs and expectations of identified COIs in developing and revising its curriculum and practice component (KE IV-E). The below chart identifies what data are collected from which COIs and what aspect of the program the data targets for change/improvement.				
Data Collection Instrument (DCI)	**COIs Involved** (to whom is the DCI given?)	**What the DCI Assesses**	**How DCI Data are Utilized** (What aspect(s) of the Program Might the COI Feedback Change?)	**Timeline for Requesting Feedback**
Advising Survey	1st year students	Quality, timeliness, and sufficiency of faculty advising	Advising practices and policies	Annually
Alumni Survey	Alumni	Student/graduate achievement data - Alumni perception of how well the program has prepared them, licensing status, and employment	Student/graduate achievement, potential curricular changes	Biennially
Site Supervisor Evaluation	Students' Site Supervisors	Site supervisor perceptions of students' training and skills	Potential curriculum, program process, and internship changes	End of internship
Student Opinion of Instruction (SOI)	Current students, end of each course	Student's perspectives of a course (teaching, course format, readings, assignments, etc.)	Course syllabi & content, teaching/learning practices	End of each course
Why VSU? Survey	1st year students	How students heard of the MFT program at VSU; what led them to choose the MFT program at VSU	Recruitment	Beginning of 1-1
SLO Survey	Current	Student perception of how well the program is meeting its SLOs	Curriculum	Annually
DMU Survey	Current students	Student and faculty self-identification of race and ethnicity and DMU status and program atmosphere of safety, respect, and appreciation.	Curriculum, recruitment efforts	Annually
Client Satisfaction Survey	Current clients	Client evaluation of clinical services	Supervision	Start with new cohort

Fiscal & Physical Resources Review Checksheet	Students & faculty complete the Checksheet	student support services, technological, instructional, and clinical resources	Resources requested from upper administration	end of each year
Teaching / Learning Practices Review	Faculty	Review of program teaching/learning practices	Course syllabi, curriculum map, benchmarks, SLOs,	Every 4 years (next 2023)
Faculty Peer Review	Current faculty	Faculty review of each other's teaching and supervision skills	Quality of teaching and supervision	an needed
Faculty Evaluation of PD and CD	Current faculty	Faculty perception of PD and CD leadership and ability to achieve PGs and SLOs	Interactions with faculty, quality of work	Annually
Student Evaluation of Supervisor	Students currently enrolled in practica	Student's experience of faculty supervisor/supervision	Track quality of supervision	Conclusion of all practica
Student Evaluation of Internship Site	Student currently enrolled in practica	Student's experience of internship site	Quality of internship site placement	Upon completion of internship
Internship Satisfaction Survey	Internship supervisors	Internship supervisor's experience of MFT Intern	Track sites' perception of individual student skills, training	Upon completion of internship
Internship Final Evaluation	Internship supervisors	Site supervisor's evaluation of MFT student	Tracks internship site supervisors'	Upon completion of internship
Practicum Evaluation	Clinically active students	Evaluation of student clinical skills	Course structure and syllabi, teaching / learning / supervision practices	Conclusion of all practica
Comprehen-sive Exam I	Current 1st year students	Evaluation of readiness for clinical work	Curriculum, leading to 2nd year practice	Completion of MFTH 6800, 6900, 7101, 7102, 7050, 7500
Comprehen-sive Exam II	Clinically active students	Evaluation of student relational/systemic thinking skills	SLOs	End of 2-2

Depart. Head Review of Faculty	Faculty	DH review of faculty performance (includes narrative and quantitative assessment)	May shift faculty teaching and/or supervision, scholarship, or service goals	Annually
No survey - direct conversation	MFT Advisory Council	Council members perspectives on the program's training as it relates to hiring, employability, on-the-job functioning, etc.	Curriculum, clinical practice, supervision, teaching/learning practices	n/a
Rubric for Assessing Need for Review & Revision of OBE & AP	Full faculty. Students & Advisory Council as needed	Faculty establish whether there is the need to conduct an assessment of the program's overarching OBE Framework and its Assessment Plan	All aspects of the program, from mission to benchmarks to assessment mechanisms.	Annually
IER/IEP	MFT Faculty and University	Two SLOs per year for a 3-year rotational review of all six SLOs	Benchmarks, SLOs, Course content, Course assessment mechanisms	Annually
Compre-hensive Program Review	Faculty / program	Evaluates the effectiveness of the MFT program as part of a systematic university review process. Addresses quality, viability, and productivity of teaching/learning efforts, scholarship, and service as appropriate to the institution's mission.	evaluation of program effectiveness that results in continuous improvement	Every 6 years
SWOT	Faculty conduct a SWOT	Program Strengths, Weaknesses, Opportunities, and Threats	All aspects of the Program are open to change from a SWOT	as desired
No survey	Georgia Licensing Board	Faculty watch for changes in GA Law and Rules	Assessment Plan, SLOs, Benchmarks, Course content, Course assessment mechanisms	as necessary, when laws/rules change
No survey	COAMFTE	Faculty watch for changes in AAMFTE Code of Ethics, COAMFTE accreditation standards	Assessment Plan, SLOs, Benchmarks, Course content, Course assessment mechanisms	as necessary, when Standards change

No survey	AMFTRB	Faculty watch for changes in domains, tasks, and knowledge statements	Assessment Plan, SLOs, Benchmarks, Course content, Course assessment mechanisms	as necessary, when domains, etc. change
No survey	AAMFT	Faculty watch for changes in state Code of Ethics	Assessment Plan, SLOs, Benchmarks, Course content, Course assessment mechanisms	as necessary, when Code changes

Source: V:\dept\MFT\MFT Program\Accreditation\2018 Appendices, Charts, Graphs, Tables, Forms, Surveys\2018 Master Schedule\What & Who Assesses