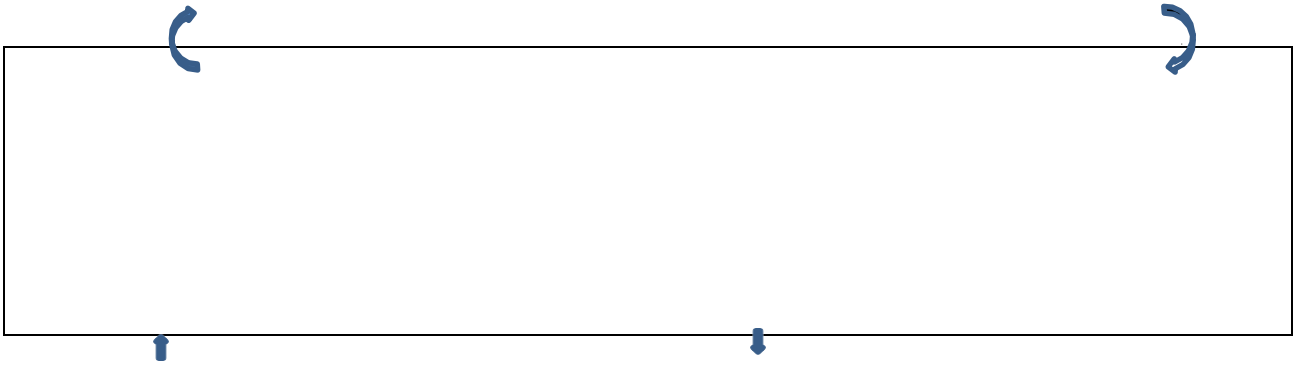


## MFT Program Policy on Assessment Plan and Outcome-Based Education Framework

### Policy Availability

This policy is available to the public via the link to



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

**Grid 1. addresses assessment of the program sLOs**

**Grid 2. addresses assessment of. . .**

1. student/graduate achievement
2. curriculum and teaching/learning practices
- 3.



V. OBE Framework and Assessment

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

**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 . . .

accrue data from the administration of the \_\_\_\_\_ and \_\_\_\_\_.

**Timeline for Data Collection.** The \_\_\_\_\_ is administered every 2 years; the \_\_\_\_\_, 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 \_\_\_\_\_ and \_\_\_\_\_ surveys administered in the timelines, above.

The \_\_\_\_\_ 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 \_\_\_\_\_ y 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.









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

#### 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 \_\_\_\_\_ guides the review:



If any criteria in the \_\_\_\_\_ 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

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:







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

Below is the same information described above, but presented as a visual sche





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	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	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



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		Students Faculty
1-3	80% of students will earn a minimum of 70%	Professional Ethics Portfolio in	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	Students Faculty
2-3	80% of students will earn a minimum of 80%	Ethical Scenarios Group Project in	Students Faculty





<i>Fiscal &amp; Physical Resources Review Checksheet</i>	Students & faculty complete the Checksheet	student support services, technological, instructional, and clinical resources	Resources requested from upper administration	end of each year
<i>Teaching / Learning Practices Review</i>	Faculty	Review of program teaching/learning practices	Course syllabi, curriculum map, benchmarks, SLOs,	Every 4 years (next 2023)
<i>Faculty Peer Review</i>	Current faculty	Faculty review of each other's teaching and supervision skills	Quality of teaching and supervision	as needed
<i>Faculty Evaluation of PD and CD</i>	Current faculty			



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