Mercer University MFT Program Policy on Outcome-Based Educational Framework and Assessment Plan

Policy Availability

The policy is available to the public via the Master of Family Therapy Program website.

Policy Overview

Assessment Plan Overview

Consistent with the Commission on Accreditation for Marriage and Family Therapy (COAMFTE), the Master of Family Therapy (MFT) Program at Mercer University is committed to strengthening education and clinical practice in the profession of Marriage and Family Therapy. To that end, the program adopts an outcome-based educational philosophy focused on the assessment of Student Learning Outcomes (student competencies and student/graduate achievements) at the student level. In doing so, the program is evaluating program goals based on measures of student and graduate competencies. In addition to outcome-based measures, input-based standards ensure consistency across programs, contribute to a common understanding of minimum standards for accredited programs, and facilitate portability of education for licensing across states (COAMFTE 2017).

The MFT Program is built on a foundation of the Professional Marriage and Family Therapy Principles (PMFTPs) including:

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

This Assessment Plan details specific steps taken by the program for a comprehensive and systematic assessment of all elements of its outcome-based educational framework. It also addresses assessment of input-based expectations such as resources that are available to students, faculty, and the program. The Plan operationalizes Student Learning Outcomes, Assessment Measures, Targets, Benchmarks, and Processes. It defines timelines and how data are used for program improvement.

Specific elements of the outcome-based educational framework link directly to the missions and goals of Mercer University, the School of Medicine, and the Department of Psychiatry and Behavioral Science. Elements include the Program Mission, Program Goals, Student Learning Outcomes, Benchmarks Assessment Measures, and Targets.

The MUSM MFT Program Assessment Plan indicates when, from whom, and the mechanism through which data are collected as summarized below in Table I.

This policy addresses Standard I: Outcome-Based Education, KE I-B: Assessment Plan with Mechanisms and Timeline

KE I-B Outcome Based Educational Framework and Assessment Plan

Item Assessed	Timeline/ Calendar	Process for Review	Communities of Interest involved in review	Mechanisms for collecting data	Data Reviewed
Mission Statement	Annually at Annual Review Annually at the Advisory Board Meeting	Data are summarized by the Program Director	Faculty Supervisors Students Advisory Board	Annual Program Survey (items related to Mission as they relate to the program)	Annual Review Advisory Board Meeting
Diversity Statement and Definition of Diversity	Annually at Annual Review Annually at the Advisory Board Meeting	Data are summarized by the Program Director	Faculty Supervisors Students Advisory Board	Annual Program Survey (items related to Diversity Statement & Definition as they relate to the program)	Annual Review Advisory Board Meeting
All Program Goals and Student Learning Outcomes	SLO data are reviewed every semester At the Annual Review, faculty review aggregated benchmark data from the prior year(s). Annually at the Advisory Board Meeting	Data are summarized by the Program Director and presented in a faculty meeting by the faculty member who taught the course	Faculty Supervisors Students Advisory Board	SLO data are collected and reported by faculty in the *Faculty Evaluation of Course and Report of Student Learning Outcomes* Annual Program Survey (items related to goals and outcomes as they relate to the MFT profession)	Following each semester and at the Annual Review Advisory Board Meeting
Program Courses	Every semester At the Annual Review, faculty review aggregated benchmark data from the prior year(s). Annually at the Advisory Board Meeting	Data are summarized by the Program Director and presented in a faculty meeting by the faculty member who taught the course	Faculty Supervisors Students Advisory Board	Student Evaluation of Instructor and Course Faculty Evaluation of Course and Report of SLOs Communities of Interest Questionnaire Annual Program Survey	Following each semester and at the Annual Review Advisory Board Meeting

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Item Assessed	Timeline/ Calendar	Process for Review	Communities of Interest involved in review	Mechanisms for collecting data	Data Reviewed
Student/Graduate Achievement	Annually during 1) preparation of Annual Report submitted to COAMFTE and 2) Annual Review At the Annual Review, faculty review aggregated benchmark data from the prior year(s). Annually at the Advisory Board Meeting	Data are summarized by the Program Director and presented to faculty during the Annual Review	Faculty Supervisors Students Alumni COAMFTE Advisory Board	Alumni Survey Review of Georgia Licensees Informally through ongoing relationships with alumni and social media	Annual Review Advisory Board Meeting
Student Support Services	At the Annual Review, faculty review aggregated benchmark data from the prior year(s). Annually at the Advisory Board Meeting	Data are summarized by the Program Director and presented to faculty during the Annual Retreat	Faculty Supervisors Students Advisory Board	Annual Program Survey	Annual Review Advisory Board Meeting
Curriculum and Teaching/learning Practices	Every semester At the Annual Review, faculty review aggregated benchmark data from the prior year(s). Annually at the Advisory Board Meeting	Data are summarized by the Program Director and presented in a faculty meeting by the faculty member who taught the course	Faculty Students Site Directors Advisory Board	Student Evaluation of Instructor and Course Faculty Evaluation of Course and Report of SLOs Communities of Interest Questionnaire Annual Program Survey	Following each semester Annual Review Advisory Board Meeting
Fiscal and Physical Resources	At the Annual Review, faculty review aggregated benchmark data from the prior year(s). Annually at the Advisory Board Meeting	Data are summarized by the Program Director and presented to faculty during the Annual Retreat	Faculty Supervisors Students Advisory Board	Annual Program Survey	Annual Review Advisory Board Meeting

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Item Assessed	Timeline/ Calendar	Process for Review	Communities of Interest involved in review	Mechanisms for collecting data	Data Reviewed
Technological Resources	At the Annual Review, faculty review aggregated benchmark data from the prior year(s). Annually at the Advisory Board Meeting	Data are summarized by the Program Director and presented to faculty during the Annual Retreat	Faculty Supervisors Students Advisory Board	Annual Program Survey	Annual Review Advisory Board Meeting
Instructional and Clinical Resources	At the Annual Review, faculty review aggregated benchmark data from the prior year(s). Annually at the Advisory Board Meeting	Data are summarized by the Program Director and presented to faculty during the Annual Retreat	Faculty Supervisors Students Advisory Board	Annual Program Survey	Annual Review Advisory Board Meeting
OBE Framework and Assessment Plan	Annually after Annual Review Bi-annually by Advisory Board	Data are summarized by the Program Directed and presented to faculty during the Annual Retreat	Faculty Supervisors Staff Advisory Board	Outcome-Based Education Framework/Assessment Plan Evaluation Form	Annual Review (yearly) Advisory Board Meeting (every 2 years)

Ongoing Evaluation and Improvement Process

The program conducts a thorough and systematic assessment of all elements of its OBE for the purposes of 1) determining sufficiency of various resources for achievement of the program mission, program goals, and targeted student learning outcomes and 2) to detect areas for improvement. The assessment of program elements involves an ongoing cycle of assessment, which informs and sustains the program's plan for ongoing evaluation and improvement.

- Data are gathered
- Data are analyzed and interpreted
- Data findings inform development of actions and related steps to achieve them
- Program improvements are made based on these data informed action plans
- Program improvements are reported to relevant Communities of Interest and feedback is requested
- Program documents are reviewed and revised to reflect program improvements
- The assessment cycle is repeated

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- Through repeated assessment cycles, improvements are integrated into subsequent assessment cycles such that the overarching process is also evaluated and improved
- When necessary, review and revision of the OBE and Assessment Plan are implemented

The MUSM MFT Program Assessment Plan addresses assessment of:

- Program Mission and its alignment with Mercer University and School of Medicine mission
- Program Goals
- Student Learning Outcomes including targets and benchmarks
- Student/graduate achievements
- Student support services
- Curriculum and teaching/learning practices
- Fiscal and physical resources
- Technological resources
- Instructional and clinical resources

I. Assessment of Student Learning Outcomes

The COAMFTE Accreditation Standards, Version 12, define student learning outcomes as

> Student Learning Outcomes are statements that clearly articulate what student should be able to do, achieve, demonstrate, or know, including statements of student/graduate achievement. Program aggregate data on SLOs at the program level. (p. 49)

Student learning Outcomes are assessed each semester by course and annually across cohorts. Course embedded assessments and associated rubrics are developed and used across campuses by faculty and clinical supervisors to evaluate achievement of targets and benchmarks for courses and clinical practice. Achievement of Student Learning Outcomes is measured by data derived from the rubrics as reviewed against targets and benchmarks. Assignments and rubrics are linked to specific objectives associated with specific PMFTPs.

Data Mechanism(s).

Each course in the curriculum has course embedded assessments with specific SLOs and objectives assigned to it. Course embedded assessments are evaluated using rubrics. At the end of each semester, faculty complete the *Faculty Evaluation of Course and Student Learning Outcomes* summarizing numbers and percentages of students falling above or below established targets and benchmarks.

Timeline for Data Collection.

Benchmark data are collected each semester of the year for all courses with course embedded assessments and summarized for faculty review. This same information is entered into a spreadsheet summarizing the data by cohort.

How Data are Collected and Aggregated.

At the end of each semester, each faculty member completes a Qualtrics based data collection instrument, *Faculty Evaluation of Course and Report of Achievement of Student Learning Outcomes*, summarizing student achievement of targets and benchmarks associated with each course embedded

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assessment. Faculty report the number of students completing the assessment and the number of students at three levels of achievement (Below 80%, 80% or Above, 85% or Above). Qualtrics then computes and reports the percentage of students achieving a score of 80% or higher.

Please report the following data for the First Course Embedded Assessment

What is the name of this course embedded assessment being reported?

How many students completed this course embedded assessment?

Please indicate the number of students in each category of achievement

	Student Achievement Number of Students
Below 80%	
80% or Above	
85% or Above	

At the beginning of each semester, the Accreditation Coordinator downloads the *Faculty Evaluation of Course and Report of Achievement of Student Learning Outcomes* for each course and summarizes SLO data in an Excel spreadsheet by cohort, SLO, course, and objective. An example of these summary data since implementation of the program's new curriculum is provided below.

Semester	Spring								
Course #	MFT660								
Course Name	Research								
Course Embedded Assessment	Article Critique (combined)								
SLO/Program Objective	5.3								
Cohort	Macon			Atlanta			Program		
	# >80%	# Completed	% Meeting	# >80%	# Completed	% Meeting	# >80%	# Completed	% Meeting
2017	8	9	88.89%	17	17	100.00%	25	26	96.15%
2018	8	9	88.89%	9	10	90.00%	17	19	89.47%
2019			#DIV/0!			#DIV/0!	0	0	#DIV/0!
2020			#DIV/0!			#DIV/0!	0	0	#DIV/0!
2021			#DIV/0!			#DIV/0!	0	0	#DIV/0!
2026			#DIV/0!			#DIV/0!	0	0	#DIV/0!
Total	16	18	88.89%	26	27	96.30%	42	45	93.33%

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How Data are Analyzed.

The Accreditation Coordinator compiles student achievement data into a Semester SLO Report noting instances in which the targeted level of achievement (80%) is not met by 80% of students completing the assignment (benchmark). This information is then presented to the Accreditation Committee for review and comment. Finally, these data are returned to the faculty member teaching the course for presentation to faculty at a subsequent faculty meeting.

How Achievement of Student Learning Outcomes is Established

Targets and Benchmarks: 80% of students will score 80% or higher on each course embedded assessment

II. Assessment of Student/Graduate Achievement

The COAMFTE Accreditation Standards, Version 12, define student/graduate achievements as

> Student/Graduate Achievements indicates 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 Mechanism(s).

Data regarding retention, graduation, job placement, licensure, and other student and graduate accomplishments (e.g. enrollment in doctoral programs, publications, and presentations) are gathered informally and formally. Informally, ongoing relationships among students, graduates, faculty and staff facilitate sharing of information about new jobs secured, promotions, publications, presentations, etc. Examples of how this information is obtained include but are certainly not limited to phone calls, chance encounters at personal or professional events, and Facebook. Formally, information us gathered though the Alumni and Program Surveys.

Timeline for Data Collection.

The Alumni Survey is administered every two years; the Annual Program Survey is administered annually toward the end of the academic year to ensure first year students have had sufficient experiences upon which to base an evaluation and provide second year and/or exiting student's opportunity to reflect on the overall program of study.

How Data are Collected and Aggregated.

1. Data regarding student retention and graduation are taken from student admission, attrition, and graduation statistics collected annually by the program with each incoming cohort.
2. Data regarding job placement and licensure are collected through the Alumni and Annual Program Surveys according to the timelines noted above.

   The Alumni Survey is administered through Qualtrics and requests data about:
   - Graduate achievements

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- Employer trends
- Licensing rates
- National exam pass rates
- Job placement rates and trends

The Annual Program Survey is administered through Qualtrics and collects data concerning students'

- perception of the extent to which the program achieved Program Goals and Student Learning Outcomes, specifically:
    - To infusion of systemic and biopsychosocial/spiritual perspectives into academic work, clinical activities, service, and scholarship.
    - To recognize, articulate, and be responsive to influences of diversity and contextual factors in academic work, clinical activities, service, and scholarship, in particular with diverse, marginalized, and/or underserved communities.
    - To adhere to legal and ethical regulatory standards in order to competently address moral/ethical/legal decisions faced by therapists, clients, supervisors, other health professionals, and/or scholars.
    - To conceptualize from a variety of theoretical and empirically informed framework and practice consistently from a chosen perspective across clinical settings, diverse client populations, and presenting problems.
    - To be discerning consumers and producers of empirical research and/or program evaluation in scholastic work and clinical services.
    - To display both interpersonal and professional competence within clinical activities, services, scholarship, as well as collaborate with colleagues in order to practice in a variety of settings and with diverse populations.
- Overall satisfaction with education in Mercer MFT program

How Data are Analyzed.

Student/graduate achievement statistics are aggregated by Qualtrics, an online survey and evaluation tool. In preparation of the Annual Report to COAMFTE, aggregated data are entered into the Student Achievement Criteria table and reviewed at a faculty meeting for comment and approval.

How Achievement is Established

Mercer University and the MFT Program have established a 70% rate as the threshold for passing the licensure exam and working in a mental health position rate. A rate of 90% is the goal.

III. Assessment of Academic and Student Support Services

The COAMFTE Accreditation Standards, Version 12, define student support services as

Academic Resources are tolls or services available to student to assist them in satisfying the requirements of the program. Examples include but are not limited to library facilities, writing centers, technological support, financial aid offices, student counseling services, and grievance offices.

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Student Support Services include services available to students that facilitate and support a student's ability to successfully achieve the program's educational goals. Examples of student support services include but are not limited to: The Office of Disability, Counseling Services, Academic Advisement, Financial Aid Office, Office of Diversity and International Services, etc.

Data Mechanism(s).

Data regarding Academic and Student Support Services are collected through the Annual Program Survey administered through Qualtrics and completed by students, faculty, staff and administrators.

Timeline for Data Collection.

The Annual Program Survey is administered toward the end of the academic year. This is timed to ensure first year students have had sufficient experiences upon which to base an evaluation and to allow second year, exiting students to reflect on the overall program of study.

How Data are Collected and Aggregated.

Academic and Student Support Services statistics are collected through and aggregated by Qualtrics. Information is requested regarding the following areas:

- Admissions representatives knowledge and responsiveness
- Financial aid counselors knowledge and responsiveness
- Registrar's Office personnel responsiveness
- Bursar's Office personnel responsiveness
- University Security Office personnel responsiveness
- Library personnel responsiveness
- Sufficiency of library resources and services
- Sufficiency of University Writing Lab resources
- Sufficiency of confidential mental health counseling
- Sufficiency of health care resources
- Academic Resource Center
- Access and Accommodation Services

How Data are Analyzed.

Academic and Student Support Services data are aggregated by Qualtrics and reviewed for comment, action, and approval at the Annual Faculty Retreat.

How Sufficiency is Established

Sufficiency of resources is established when 80% of responses to each question reflect positive assessment of the resource or service.

IV. Assessment of Curriculum and Teaching/Learning Practices

The COAMFTE Accreditation Standards, Version 12, define teaching/learning practices as

Teaching/Learning Practices are policies and ways of helping students to learn the material outlined by the program in the curriculum and practice component requirements. These include didactic and experiential work in courses, examinations, papers and other projects, supervision, and student-initiated learning activities. (p. 51)

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Data Mechanism(s).

Review of teaching/learning practices involves data from several sources including:

- *Annual Program Survey*
- *Faculty Evaluation of Course and Report of Achievement of SLOs*
- Aggregated SLO/benchmark data
- Course syllabi
- List of readings from each course
- List of course embedded assessments for each course
- The curriculum map
- Table of *Teaching/Learning Practices and Linkages to PGs, SLOs, and PMFTPs*

Timeline for Data Collection.

Teaching/Learning Practices are reviewed and evaluated according to two timelines. First, at the beginning of each semester, following creation of a summary report of data from the *Faculty Evaluation of Course and Report of Achievement of SLOs* and *Student Evaluation of Instructor and Course* by the Accreditation Coordinator, faculty review the need to consider practices on the following criteria:

- Competencies
- Objectives
- Assessments/assignments
- Clarity of instructions on assessments/assignments
- Scoring rubrics
- Textbook(s)
- Other readings
- Learner workload
- Faculty workload
- Other
- What were strengths of the course? What worked well?
- What were the challenges of the course? What didn't work well?
- What suggestions do you have for how the course might be improved in the future?

Annually, faculty review data from the Program Survey in the following areas:

- Alignment of the curriculum with the program's mission
- Recommendations for courses, content, assignments, learning experience to strengthen student learning and improve the program

How Data are Collected and Aggregated.

Data utilized in the review of the curriculum and teaching/learning practices includes:

- *Faculty Evaluation of Course and Report of Achievement of SLOs*
- *Student Evaluation of Instructor and Course*
- Aggregated SLO/benchmark data
- *Course syllabi*

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- *List of readings from each course*
- *List of course embedded assessments for each course*
- *The curriculum map*
- Table of *Teaching/Learning Practices and Linkages to PGs, SLOs, and PMFTPs*

How Data are Analyzed.

Curriculum and Teaching/Learning Practices data are aggregated by Qualtrics and reviewed for comment, action, and approval at the faculty meetings following the semester in which a course was taught and at the Annual Faculty Retreat.

V. Assessment of Fiscal and Physical Resources

The COAMFTE Accreditation Standards, Version 12, define fiscal and physical resources as

> Fiscal and Physical Resources are the monetary, personnel, and space needed to operate and implement the program. Fiscal Resources include revenue streams and operating budgets that sustain program stability and function. Physical Resources include administrative and instructional space. Examples of physical space include but are not limited to a training clinic, research labs, smart classrooms, audiovisual equipment, computers, etc. (p. 45)

Data Mechanism(s).

Data regarding fiscal and physical resources are collected through the *Program Annual Survey* and *Chart Listing and Evaluating Sufficiency of Fiscal and Physical Resources*, a checklist for review of resources. Areas of review include:

1. Fiscal Resources
   a. Monetary
   b. Personnel
2. Physical Resources
   a. Classrooms
      i. Classroom space
      ii. Occupant capacity
      iii. Computer equipment
      iv. Internet access
   b. Student Training Clinic
      i. Therapy rooms
      ii. A/V equipment in therapy rooms
      iii. Sufficient number of therapy rooms to meet client demand
      iv. Confidential receptionist/waiting area
      v. Clinic Coordinator office
      vi. Two conference rooms for supervision/live observation
      vii. Student work space
      viii. Kitchen area
      ix. Medical records and storage room

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          x.   Bathroom access

    c.   Faculty Offices and Resources

          i.   Office space

          ii.   Office furnishings

          iii.   Computer equipment and software

          iv.   Adequate supplies (paper, pens, etc.)

Timeline for Data Collection.

Data are collected annually through the Program Annual Survey.

How Data are Collected

Data regarding fiscal and physical resources are collected through and aggregated by Qualtrics. Information is requested regarding the following areas:

- Adequacy of program budget to support achievement of program mission and goals
- General satisfaction with program facilities
- Adequacy of program's office suite to facilitate achievement of SLOs
- Adequacy of student workspace
- Adequacy of rooms for meetings
- Adequacy of program's clinic to facilitate achievement of SLOs
- Sufficiency of number of classrooms available for teaching
- Adequacy of classroom size and occupancy capacity
- Adequacy of tables/desks and chairs to meet instructional/learning needs
- Adequacy of number of therapy rooms in the Mercer Family Therapy Center
- Adequacy of supplies and training tools
- Strengths of the program's physical resources
- Recommendations regarding physical resources and/or /improvements needed by the program

How Data are Analyzed.

Data related to fiscal and physical resources are aggregated by Qualtrics and reviewed for comment, action, and approval at the Annual Faculty Retreat.

How Sufficiency is Established

Sufficiency of resources is established when 80% of responses to each question reflect positive assessment of the resource or service.

VI. Assessment of Technological Resources

The COAMFTE Accreditation Standards, Version 12, define technological resources as

> Technological Resources are used to deliver instruction to students and/or facilitate and support a program's data analysis and collection processes. The technologies may include: a) the internet; b) one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, wireless communications devices; c) audio conferencing; d) video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are

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used in a course in conjunction with any of the technologies listed in (a) – (c) or software and learning management systems. (p. 51)

Data Mechanism(s).

Data regarding technological resources are collected through the *Annual Program Survey*. Areas of review include:

- Adequacy of technological resources
- Assessment of how effectively technological resources function
- Assessment of how effectively computers function
- Availability of computer software to facilitate student learning
- Assessment of effectiveness of internet access
- Assessment of effectiveness of virtual meeting space
- Assessment of effectiveness of audio-visual recording equipment
- Assessment of how effectively computer projection equipment functions
- Strengths of the program's technological resources
- Areas for improvement of the program's technological resources

Timeline for Data Collection.

Data are collected annually through the Program Annual Survey.

How Data are Collected and Aggregated.

Data regarding technological resources are collected through and aggregated by Qualtrics.

How Data are Analyzed.

Data are aggregated by Qualtrics and reviewed for comment, action, and approval at the Annual Faculty Retreat.

How Sufficiency is Established

Sufficiency of resources is established when 80% of responses to each question reflect positive assessment of the resource or service.

VII. Assessment of Instructional and Clinical Resources

The COAMFTE Accreditation Standards, Version 12, define instructional and clinical resources as

Instructional and Clinical Resources are tools or services, which assist faculty in successfully teaching the curriculum and practice component. Clinical Resources are tools or services, which assist faculty or supervisors in successfully providing all aspects of clinical training. These include but are not limited to a clinic, clientele, technological resources, administrative assistance, and staff. Instructional resources are tools or services that assist faculty in optimally teaching their courses. These include but are not limited to library assistance, library sources, computer access, teaching assistants and technological resources. (p. 46)

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Data Mechanism(s).
Client Satisfaction Survey

Program Annual Survey

Timeline for Data Collection.
Client Satisfaction Surveys are administered in June and December. The Program Annual Survey is administered in June or July each year.

How Data are Collected and Aggregated.
Data regarding instructional and clinical resources are collected through and aggregated by Qualtrics.

How Data are Analyzed.
instructional and clinical resources data are aggregated by Qualtrics and reviewed for comment, action, and approval at the Annual Faculty Retreat.

How Sufficiency is Established
Sufficiency of resources is established when 80% of responses to each question reflect positive assessment of the resource or service.

VIII. Assessment of Outcome-Based Educational Framework and Assessment Plan
The COAMFTE Accreditation Standards, Version 12, define outcome-based education and assessment plan as

> Outcome-Based Education is 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. To ensure excellence in programs, accreditation may include a combination of input and outcome-based standards. (p. 48)

> Assessment Plan is the program's stated course of action for systematically measuring all elements of the outcome-based education framework in order to improve student learning. The plan is a summary document that includes operationalized program outcomes, assessment methods and processes (how data will be gathered and aggregated), expected outcomes (targets and benchmarks for each outcome), specific plans for the use of the data for program improvement, and an Assessment Timeline.

Data Mechanism(s).
Outcome-Based Education Framework/Assessment Plan Evaluation Form (Appendix A)

Timeline for Data Collection.
Completed by faculty/staff after Annual Review Retreat. Completed by Advisory Board members every two years.

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How Data are Collected and Aggregated.

Data are collected and aggregated by the Program Director utilizing a OneDrive form.

How Data are Analyzed.

Data are organized by excel and presented at the next Joint Program Meeting for faculty, after the Annual Program Review. For the Advisory Board, results are presented at the end of the meeting.

How Sufficiency is Established

Sufficiency is demonstrated by 100% agreement on the Outcome-Based Education Framework/Assessment Plan Evaluation Form.

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Appendix A: Outcome-Based Education Framework/Assessment Plan Evaluation Form

Each year the program faculty and staff will evaluate whether there is a need to review and revise the overall outcome-based educational (OBE) framework and Assessment Plan (AP). Faculty, staff, and the Advisory Board will complete the following form in order to complete this review. Any indication of "yes" will trigger an automatic review in the area indicated. Agreement of "no" in any area across all reviewers indicates that no revise and revision is necessary at that time.

Outcome-Based Education Framework/Assessment Plan Evaluation Form			
Are any significant changes to the below criteria necessary? If so, will these changes impact the overall program and call for substantial changes?			
Criteria	**Yes**	**No**	**Reflections**
Program Mission			
Program Goals • Are the PGs appropriate? • Do the PGs need to change?			
Student Learning Outcomes • Are the SLOs appropriate? • Are the SLOs/objectives measurable? • Do the SLOs/objectives need to change?			
Diversity Definition/Statement			
Program Operating budget (more than 15% decline)			
Program physical location/quality of program spaces)			
AAMFT Code of Ethics			
AAMFT Core Competencies			
AMFTRB Examination (Domains, Tasks, Knowledge Statements)			
Georgia Licensure Law for MFTs			
MFT student retention rate (dropped below 70%)			
Licensure rate of program graduates dropped below 70%			
Graduate job placement rate dropped below 70%			
Retention of core-faculty reduced by 49% or more since last accreditation			
Program has significantly departed from the OBE framework and/or Assessment Plan			

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Overall Assessment Plan • Are assessment measures appropriate? • Are measures yielding actionable data? • Are the benchmarks and targets appropriate? • Are the survey response rates high enough to trust the data? • Are there any significant issues with reliability or validity of the data? • Is there a need to significantly increase/decrease/change the assessment measures used?			
Significant concerns raised by the Advisory Board about the program's OBE and Assessment Plan			

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