

Understanding Version 11 Accreditation Standards

Cycle of Assessment: Linking Outcomes to Accreditation Standards (Graph 1: Cycle of Assessment)

1. **Identify/Revise Mission** (*Key Element I-A*)

- Define Program Mission and align with University Mission
- Program Mission guides overarching Philosophy, Goals, and General Objectives of Program
- Program Mission must be informed by and revised as necessary based on the assessment of Student Learning Outcomes, Faculty Outcomes and Program Outcomes

2. **Develop Educational Outcomes** (*Key Element I-A, I-B*) (Chart 1: Educational Outcomes)

These include measurable:

- **Faculty Outcomes (FO)** – Faculty Outcomes are those measurable accomplishments that include but are not limited to teaching and supervisory skills, clinical expertise, publications, presentations, research, community and professional activities.
- **Program Outcomes (PO)** – Program Outcomes include documentation of accomplishments of faculty, students, and the program in general. These include but are not limited to admitted students' academic experience/preparedness, graduation rates, postgraduate employment information, licensing exam pass rates, licensure rates, academic positions and accomplishments of graduates faculty accomplishments and recognitions, and program recognition and accomplishments.
- **Student Learning Outcomes (SLO)** – Student Learning Outcomes are those measurable accomplishments of students that include but are not limited to grades, evidence of learning in capstone projects, evidence of skills in the AAMFT core competencies and other program-established competencies, and national exam pass rates.
- **Additionally:**
 - ❖ Educational Outcomes are also defined to include program philosophy, goals, and objectives
 - ❖ Educational Outcomes should be informed by Communities of Interest and by [Professional Marriage and Family Therapy Principles](#) (*Key Element I-C*)
 - ❖ Finally, the Educational Outcomes of the program are interconnected—for example, Faculty Outcomes (*Key Element IV-D*) are linked to the accomplishment of Student Learning (*Key Element IV-A*) and Program Outcomes (*Key Element IV-C*).

3. Check Alignment

Curriculum Alignment:

- Identify how and where the identified SLOs fit within curriculum and how does the curriculum support the achievement of EOs (*Key Elements III-A, III-B, III-C, III-E*)
 - ❖ Use of a curriculum map to show where SLOs fit is often helpful
- How does the curriculum fit with Communities of Interest (e.g., state licensure boards) and with Professional MFT Principles (e.g., MFT Educational Guidelines) (see *Key Element I-C* for EO fit and *Key Element III-A* for Curriculum fit, as well as *Key Element III-F* for fit with Communities of Interest)

Organizational Alignment

- Programs need to show how the organization and structure of the program and its' context support the achievement of Educational Outcomes. Standard II addresses the need for the organization to support the Educational Outcomes of the program (See *Key Elements II-A, II-B, II-C, II-D, II-F, II-G, II-H*, in addition, see *Key Elements I-E and I-F*).

4. Design an Assessment Plan

- An assessment plan should describe what data is going to be collected, when and by whom.
- Each identified measurable outcome (SLO, FO, and PO) should be included in the plan (*Key Element IV-B* addresses student-specific data but programs should have an assessment plan in place for all Educational Outcomes).

5. Collect, Analyze, and Reflect on the Data

- Following the assessment plan, gather information that provides evidence of achieving the educational outcomes identified in Key Element I-A (*Key Elements IV-A, IV-C, IV-D*)
- Analyzing assessment data involves making sense of the evidence and summarizing it in a way that informs understanding of how well the program is meeting their stated educational outcomes.

6. Take Action

- This step is where programs confirm effective practices already in place and change instruction, faculty development, program, courses, or policies to better achieve educational outcomes. (*Key Elements I-C, I-G III-D, IV-C*)

7. Report to stakeholders

- This includes reporting data to COAMFTE as well as using data to report back to certain communities of interest. (*Key Element III-F*)
- When possible, align assessment efforts for COAMFTE with those required by universities for regional accreditation (e.g., for NCA, SACS, etc.)

8. Start the Process again

Graph 1: Cycle of Assessment

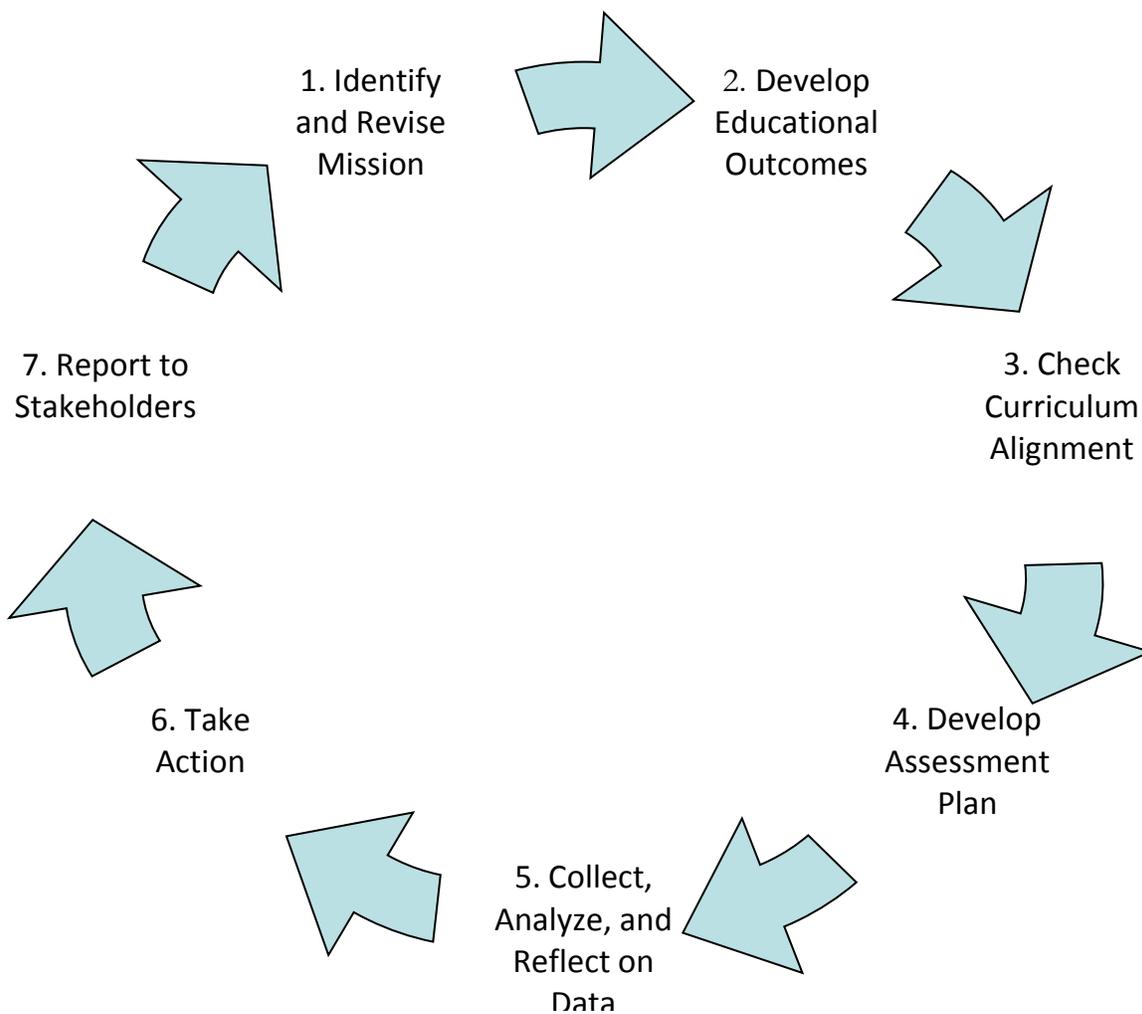


Chart 1: Educational Outcomes

Educational Outcomes

Educational Outcome are defined as the program’s mission, philosophy, goals, objectives, and measurable results relating to faculty, students, and the program as a whole.

