Cycle of Assessment

Identify and Revise Mission

Develop Outcome-Based Educational Framework

Check Curriculum and organizational Alignment

Develop Assessment Plan

Collect, Analyze, and Reflect on Data

Take Action

Report to Stakeholders

Details and linkage to Key Elements of COAMFTE Standards

- **Identify/Revise Mission** (*Key Element I-A*)
    - Align Program Mission with University Mission
    - Mission guides overarching Program Goals and Student Learning Outcomes
- **Develop Outcome-Based Educational Framework** (*Key Element I-A*)
    - These include:
        - Specific program goals (which describe broad aspirations for the program and for students/graduates of the program) are clearly derived from the program's mission and that promote the development of **Marriage and Family Therapists** (including knowledge, practice, diversity, research, and ethics competencies).
        - Measurable Student Learning Outcomes (SLOs) for each program goal.
            - Programs must include SLOs that measure **student/graduate achievement** appropriate to the program's mission and goals.
    - Specific assessment measures for operationalizing the achievement of Student Learning Outcomes (including student/graduate achievement) including **targets and benchmarks**. Measurement includes assessment of students' academic and professional competencies by the faculty and others, appropriate to the program's mission, goals, and outcomes.
    - Educational Outcomes should be informed by Communities of Interest (*Key Element I-C*) and by Professional MFT Principles (*Eligibility Criterion A*)
- **Check Alignment**
    - Curriculum Alignment:
        - How and where do identified SLOs fit within curriculum and how does the curriculum support the achievement of SLOs? (*Key Element IV-A*)
            - 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 fit of outcomes to COIs and *IV-A, IV-D, and IV-E* for Curriculum fit)
    - Organizational Alignment
        - Programs need to show how the organization and structure of the program and its' context support the achievement of the program's mission, goals, and outcomes. *Standard III* addresses the need for the organization to support the Outcomes of the program (see *Standard III, all key elements*).

- **Design an Assessment Plan** *(Key Element I-B),* which includes:
  - Mechanisms in place for evaluating/reviewing the Student Learning Outcomes**,** including student/graduate achievements (utilizing specific measures identified in I-A).
  - Mechanisms in place for evaluating **student support services**; curriculum and **teaching/learning practices**; **fiscal and physical resources; technological resources;** and **instructional and clinical resources** to determine sufficiency for attainment of targeted program outcomes.
  - An assessment plan and corresponding timeline that addresses when, from whom, and how data is collected**,** and a description of how data will be aggregated and analyzed and the findings used for program improvement (feedback loop). The assessment plan should include a specific description of how the program will review and revise, as needed, their overall **outcome-based education framework** and assessment plan.
  - The assessment plan must incorporate feedback from **Communities of Interest** (as defined in *Key Element I-C*).
- **Collect, Analyze, and Reflect on the Data**
  - Following the assessment plan, gather information that provides evidence of achieving the educational outcomes (*see Key Element I-B* for the plan, and *Standard V* and *Maintenance Criterion B* for data analysis and reporting)
  - 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 (*Key Element V-D)*.
- **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 Element V-D, Maintenance Criteria B & C)*.
- **Report to stakeholders**
  - This includes reporting data to COAMFTE as well as using data to report back to certain communities of interest *(Maintenance Criteria B, C, Key Element I-B, IV-E)*. When possible, align assessment efforts for COAMFTE with those required by universities for regional accreditation (e.g., for NCA, SACS, etc.)
- **Start the Process again**