

Marriage and Family Therapy Program **Assessment Plan**

I. Program Mission, Vision, Goals, and Student Learning Outcomes

The Marriage and Family Therapy Program's Mission, Vision, Goals, and Student Learning Outcomes (SLOs) are reviewed and revised during the Periodic Comprehensive Review (PCR) process and as changes are made to COAMFTE. When revisions are necessary, faculty discuss future growth and philosophical/conceptual framework to follow in making changes. Data from existing SLOs, student feedback, and Programmatic information are reviewed and revisions made based on those results. The MFT Program participates in the PCR process every five years, and the review and revisions take place during that time.

- a. Alignment
 - i. Mission, Vision, Program Goals, and SLOs are found in the Student Handbook and on the website (<https://mft.appstate.edu/>).
- b. Roles of Dean, Department Chair, Program Director, Faculty, Students, COI, etc. in governance/ongoing program development, delivery, and evaluation to achieve mission, vision, goals, and SLOs
 - i. Communities of Interest (COI): Local COI review Program Mission, Vision, Goals, Survey data, SAC data, and SLOs at fall and spring meetings. They offer feedback to Program in an Advisory capacity. Because they serve in this Advisory capacity, the COI within this Program is referred to as the Program Advisory Committee (PAC). In addition to the biannual meetings, meetings are held on an ad hoc basis if need arises. Regional and National COI provide professional development opportunities and standards of care. COI consist of:
 1. Local:
 - a. Alumni
 - b. North Carolina Association of Marriage and Family Therapy (NCAMFT), Local chapter
 - c. Watauga Co. Schools
 - d. Parent to Parent
 - e. Watauga Co Department of Social Services
 - f. Oasis (domestic violence shelter)
 - g. Daymark Recovery
 - h. Crossnore School
 2. State/Regional/National/International:
 - a. American Association of Marriage and Family Therapy Regulatory Boards (AAMFTRB)
 - b. North Carolina Association of Marriage and Family Therapy (NCAMFT)
 - c. American Family Therapy Association (AFTA)
 - d. National Council on Family Relations (NCFR)
 - e. International Family Therapy Association (FTA)
 - f. NC License Professional Counselor Board
 - g. NC Substance Board
 - h. NC Division on Mental Health
 - i. NC Department of Justice

- ii. Students: Student Association of Marriage Family Therapy (SAMFT) reviews Program Mission, Vision, Goals, Survey data, SAC data, and SLOs annually. They offer feedback to Program. One member of SAMFT sits as ex officio member of COI. Students also offer informal feedback through community meetings, and “Brown Bag” meetings.
 - iii. Faculty: (see section IIIa)
 - iv. Program Director: Oversee the Program. Lead Faculty, Students, and COI in furthering the Program Mission, Vision, Goals, and SLOs. Gather feedback and implement changes/enhancements to the Program based on data. Work with all constituency groups (COI, Students, Faculty, Alumni, Clinical Partners, College and University colleagues) for the betterment of the Program. The Program Director works with the Director of Assessment and Accreditation to aggregate, disaggregate, analyze, and share Program data for spring and fall Data meetings, for the Periodic Comprehensive Review (PCR) program review, and for the COAMFTE Annual Report.
 - v. Internship Coordinator: Oversees Clinical Internships. Establishes and maintains relationships with internship sites and staff. Monitors students’ progress. Collects formal and informal feedback from internship staff.
 - vi. Department Chair: Oversee the Program, along with the Program Director. Provide administrative assistance through the Department to the Program. Work with the Program Director to further the Program Mission, Vision, Goals, and SLOs; and provide adequate funding for those purposes. Serve as the supervisor for Faculty. Communicate the needs of the Program to the administration. Serve as an advocate for the Program. Participate in faculty recruitment, hiring, promotion, and tenure decisions. Resolve conflicts within the Program. Organize and coordinate faculty in goal-setting. Manage departmental resources, including the budget. Secure and maintain adequate supplies, materials, and equipment for the Program. Serves as the role for Appeals after the Program Director.
 - vii. Dean: Oversee the Program, along with the Department Chair and Program Director, to further the Program Mission, Vision, Goals, and SLOs. Serve as the supervisor for Department Chair.
- c. SLO Collection, Review, Revision, and Sharing
- SLOs are collected through course-embedded assessment and comprehensive exams (both written and oral, with a video component and feedback/discussion), internships, national exam scores, and survey results. This provides both formative and summative assessment. SLOs are collected each semester and then compiled for an annual review by COI, SAMFT, and Faculty in the spring. Faculty review benchmarks and revise as needed based on data. SLO data and any revisions are shared with COI, Students, Department Chair, and Dean; and are published on the website and the Student Handbook for implementation the subsequent fall.
- i. Student/Graduate Achievement (SAC)
 - 1. SAC data is collected after each spring semester and reported on the COAMFTE Annual Report in July, and published on the website. As with SLO data, if changes need to made to policy, or student support services

based on SAC data, it is reviewed by Faculty in the fall and revisions are made and shared for the subsequent spring.

- ii. Input from COI
 - 1. Data is shared and feedback collected from COI twice a year, at fall and spring meetings. This feedback is taken into account for revisions, and implemented for the subsequent fall from the annual data presented in the spring.

II. Academics

- a. Curriculum Review, Revision, and Sharing
 - i. The majority of the Curriculum is set by COAMFTE, and the rest is determined by the Program Mission, Vision, and Goals, including the focus on Multiculturalism. The Program offers a Certificate in Multicultural Counseling for this reason. Any changes or revisions in the curriculum are based on data from SLOs, feedback from COI, Students, Faculty, Internship Sites, or other constituency groups (such as Alumni). When trends are seen in feedback, or data suggests needed changes, Faculty (including the Program Director) discuss at the annual spring data review and implement changes and/or revisions for the subsequent fall. The changes and/or revisions are then published on the website and in the Student Handbook.
 - ii. Input from COI/PAC
 - 1. COI/PAC meet twice per year, in the spring and the fall. At both meetings, data is shared, feedback given, and the Program discussed in terms of Mission, Vision, Goals, SLOs, and future direction. The feedback from the COI is taken seriously by the Program and implemented into Faculty meetings that determine changes and/or revisions to the Program.
- b. Student Progression (see p. 10-11 of MFT Student Handbook)
 - i. Admission to Program
 - 1. Graduate school website and Catalog (<https://graduate.appstate.edu/>)
 - 2. Interview
 - ii. Admission to Candidacy Form
 - 1. Internship
 - iii. Comprehensive Exams
- c. Alumni Survey Collection, Review, and Sharing
 - i. Alumni surveys are distributed, and data collected and analyzed, following spring semester, and the data used for the COAMFTE Annual Report, SAC information, and feedback on the Program as a whole. This feedback is shared with COI/PAC, Students, Faculty, and included as part of the data set that Faculty review in the fall for changes in the subsequent spring.
 - ii. Informal feedback is collected from Alumni on a continual basis.
- d. Services Evaluation
 - i. Student Support Services
 - 1. Student Support Services include, but are not limited to: Advising; Belk Library; University Writing Center; Office of Student Financial Aid;

Counseling Center; Office of Disability Services; and the Office of Equity, Diversity, and Compliance.

2. Student Support Services are evaluated through informal means, as well as an annual exit survey of students, and results are shared at the fall faculty meeting. Any needed changes and/or revisions to Student Support Services are discussed and implemented for the subsequent spring.
- ii. Climate of Safety, Respect, and Appreciation
1. The MFT Program abides by their Diversity Statement, found on the website (<https://mft.appstate.edu/diversity-information>) and in the Handbook, page 34: The Marriage and Family Therapy program is housed in the Department of Human Development and Psychological Counseling. The department has a history of supporting a multicultural perspective. Program faculty members make a strong effort to recruit a diverse student population and teach from a multicultural viewpoint.
 2. The MFT Program follows the University statement on Recruitment of Students Representing Diverse Backgrounds: Appalachian State University is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, sex, gender identity and expression, political affiliation, veteran status, genetic information, age, disability, or sexual orientation. Appalachian actively promotes recruiting by recruiting and enrolling a diverse student body.
 3. The MFT Program adheres to the Appalachian State University policies for safety, respect, and appreciation. The Code of Student Conduct (<http://studentconduct.appstate.edu/pagesmith/15>) addresses these issues and each student is responsible for knowing these policies. Appalachian State University has an Office of Equity, Diversity, and Compliance that enforces the policy on Harassment and Discrimination for students, faculty, and staff; found in their Policy Manual online (http://policy.appstate.edu/Policy_Manual)
 4. Students who need to file a complaint can do so through the Program Director, with appeals processes through the Department Chair and Dean; or they can file a complaint with one of the offices on campus (Office of Equity, Diversity and Compliance; etc.).
 5. A climate of safety, respect, and appreciation is determined through a year-end review of course evaluations, obtained through CoursEval data; and through Exit Survey data. The CoursEval data is reviewed during a spring faculty meeting. The Exit Survey data is reviewed in the fall. Any changes that need to be made are implemented in the subsequent semester.
- iii. Fiscal and Physical Resources
1. Fiscal resources are allotted through the Department of Human Development and Psychological Counseling in the Reich College of

Education, Appalachian State University. The Faculty and Program Director determine fiscal needs for Graduate Assistants, accreditation requirements, clinic needs, etc., and submit a request to the Department Chair. The Department Chair then determines funds annually, and these are distributed to the Program for use. If additional, unexpected funds are needed, the *Funding Request for Dean's Office Funding* form can be submitted to the Dean for approval.

2. Physical resources are determined by the Program based on student, faculty, and clinic need. Class size, number of classes, student to faculty ratio, and average number of clients seen in the clinic determine the needs. The resources are then requested by the Program Director and approved by the Department Chair.
 3. Fiscal and Physical resources are reviewed at fall and spring meetings and on an ongoing basis. Changes are requested as needed and major changes are requested after the spring meeting for subsequent fall implementation.
- iv. Technological Resources
1. Technological Resources include, but are not limited to: ASULearn online Moodle learning platform, Microsoft Office Suite for assignments, and closed-system software at off-campus internship sites.
 2. Technological resources are deemed sufficient by Faculty, with input from Students. They are evaluated through an annual exit survey of students, and results are shared at the fall faculty meeting. Any needed changes and/or revisions to Technological Resources are discussed and implemented for the subsequent spring.
- v. Website and Publications Review
1. The website and publications (such as the Student Handbook and Internship Handbook) are revised as needed based on Programmatic changes and/or revisions. These annual revisions take place in the spring, with website and publication review and revision occurring late spring/early summer for implementation the subsequent fall.
- e. Academic Evaluation
- i. Curriculum and Teaching/Learning Practices
 1. Based on SLO data/benchmarks, CoursEval data, exit survey data, and informal feedback from Students and Alumni, teaching and learning practices are reviewed and revised as part of the spring Data Meeting and implemented for the subsequent fall.
 - ii. Instructional and Clinical Resources
 1. Instructional and Clinical Resources are reviewed by core faculty, with COI input from COI/PAC Meetings and student input from SAMFT, Community, and "Brown Bag" Meetings, and revised as part of the spring Data Meeting and implemented for the subsequent fall. The Program Director advocates for Instructional and Clinical Resources on behalf of the Program to the Department Chair and to the Dean.

III. Faculty and Supervisors

- a. Role/responsibilities of Faculty
 - i. Teaching
 - 1. Faculty participate in curriculum development, mentoring and advising of students, supervision of interns, and effective evaluation of students
 - ii. Scholarship
 - 1. Faculty are expected to research and publish at least once per year, maintaining an active scholarship agenda.
 - iii. Service
 - 1. Faculty are expected to serve on University committees, participate in regional and national professional organizations, maintain AAMFTE membership and approved Supervisor status.
 - iv. Practice
 - 1. Faculty are expected to initiate and maintain relationships with local and regional mental health services. Faculty maintain appropriate licensure.
- b. Alignment of Faculty effectiveness to program mission, goals, and outcomes
 - i. Faculty maintain licensure in the area of Marriage and Family Therapy; provide clinical and academic training in the field; teach according to a philosophy of ethical, effective, systemic, and multicultural informed practice in order to train the next generation of Marriage and Family Therapists.
- c. Evaluation of Faculty
 - i. Student evaluation
 - 1. Faculty are evaluated by students through CoursEval software or paper evaluations following each course. Reports are shared with the Department Chair each semester and aggregated results are shared with the Program Director and faculty at the spring meeting.
 - 2. (Faculty as Supervisors are evaluated by Students, as described in section III.d, below)
 - ii. Departmental evaluation
 - 1. The MFT Program follows the policies in the Appalachian State University Faculty Handbook, 4.3: Evaluation of Faculty (p. 52-53). The policy is as follows:

4.3 Evaluation of Faculty

4.3.1. *Administrative Memorandum Number 338 regarding "Tenure and Teaching in the University of North Carolina" requires that Appalachian establish "review procedures for the evaluation of faculty performance to ensure (1) that student evaluations and formal methods of peer review are included in teaching evaluation procedures, (2) that student evaluations are conducted at regular intervals (at least one semester each year) and on an ongoing basis, (3) that peer review of faculty includes direct observation of the classroom teaching of new and non-tenured faculty and of graduate assistants, and (4) that appropriate and timely feedback from evaluations of performance is provided to those persons being reviewed."*

4.3.1.1 *Evaluation of Faculty: In addition to the formal components of a faculty evaluation specified in section 4.3.1, faculty must be aware of other factors, which may influence the annual review or other personnel actions pertaining to section 4.3.2.1 such as section 4.4 (Reappointment, Promotion and Tenure) or section 4.7 (Post-Tenure Review). Therefore, no items that will be considered or relied upon in an annual review or other personnel action may be placed in the faculty member's personnel file within five working*

days prior to the annual review or personnel action, except under exigent circumstances. The circumstances justifying an exception to this rule should be confined to criminal or other serious misconduct of such a nature that requires the University to act promptly to mitigate physical risk to the University community, or circumstances in which the Chancellor, pursuant to section 4.10.2.6, suspends a faculty member with pay until a decision concerning discharge has been made.

4.3.2 Annual Review of Faculty

4.3.2.1 Provision is made for the individual faculty member's participation in formulating plans and goals for that faculty member. During the spring term, departmental chairs are required to hold a conference with every member of the department who is to continue as a member of the faculty for the subsequent year. The purposes of this conference are to plan the work of the faculty member for the subsequent year and to evaluate work of the previous year. During this conference, the faculty member has the opportunity to express preferences concerning assignments. These preferences should include statements concerning teaching assignments and an indication of the faculty member's commitment to professional and/or scholarly activities. In this conference, the faculty member and the chair will jointly establish goals for the faculty member that are to be attained during the subsequent academic year. Specific plans should be made and realistic goals set. For faculty members who are initial appointees, an additional planning conference in the late summer or immediately after the beginning of their first semester of service must also be held.

At the annual conference, on three working days' written notice to the department chair, the faculty member may be accompanied by an observer of their choosing. If the faculty member chooses an observer, the chair may be accompanied by an administrator observer. Unless otherwise agreed, observers may not take part in the discussion between the faculty member and the chair. Observers may not be present as attorney for either party. Because confidential personnel file information will be discussed at the annual conference, the faculty member and any observers must sign an Observer Waiver. This document includes the faculty member's authorization of the observer(s) to hear such confidential information, and commits the observer(s) to maintain the confidentiality of such information unless the faculty member subsequently authorizes disclosure.

4.3.2.2 At this or subsequent spring conferences, there shall be an evaluation of the faculty member's work in which there will be a frank discussion of the faculty member's achievements with specific reference to the goals set in the previous conference. Also, at this conference, the results of any formal evaluation procedures that have been used up to the time of the conference should be discussed. The chair will give the faculty member an honest opinion concerning the faculty member's performance to date. This includes not only praise for work well done, but also suggestions for improvement or negative criticism. This conference will include a summary evaluation of the faculty member's performance for the year just completed. Following this conference, and in a timely manner, the chair will provide to the faculty member a written statement of evaluation, to which the faculty member will have an opportunity to respond in writing.

4.3.2.3 As part of the faculty member's annual evaluation, the departmental chair will provide the faculty member with a written assessment of her or his progress toward tenure and promotion.

The Faculty Annual Performance Evaluation outlined in 4.3.2 of the Faculty Handbook is further delineated by Academic Affairs into a three-point rating system. The ratings are:

1. Exceeds Expectations: This is reserved for faculty who have truly outstanding contributions in the evaluation year.
2. Meets Expectations: This is considered the normal rating and describes a faculty member who performs the dimension of his or her job with skill, producing the results expected of a highly education

professional. It also describes a faculty member whose performance on a dimension is essentially comparable to the performance of a broad range of faculty members within the unit.

3. Fails to Meet Expectations: There is no descriptor for this indicator.

- d. Sufficiency of Faculty
 - i. Core faculty determine, at annual spring Data Meeting, that faculty are sufficient for the Program, using the following information:
 - 1. Student to faculty ratio
 - 2. Faculty annual evaluation demonstrating teaching, scholarship, service, and practice to the Program
 - 3. Faculty involvement in ongoing Program development, improvement, delivery, and evaluation in relation to Program mission, vision, goals, and SLOs
 - 4. Faculty meet regularly
 - 5. Faculty evaluate Program data biannually at fall and spring Data Meetings
- e. Roles/responsibilities of Supervisors
 - i. There are up to three Supervisors per student, at a minimum:
 - 1. Faculty Supervisor (AAMFT Approved);
 - a. HPC 6900 course
 - b. Group supervision
 - c. Individual supervision
 - d. Conducts On-site Internship visits each semester
 - 2. Non-faculty Supervisor (AAMFT Approved); and/or
 - a. Individual supervision
 - 3. On-site Supervisor (licensed mental health professional)
 - a. Site supervision
 - ii. Supervisors must hold an active mental health license.
 - iii. Faculty Supervisors instruct HPC 6900: Internship Group Supervision where they provide weekly group supervision to no more than 6 student interns per group, per state mandate. Faculty supervisors may also provide weekly individual supervision to no more than 2 student interns. Must be AAMFT approved, or in training.
 - iv. Non-faculty Supervisors must meet with students individually for one hour/week. Supervisors must be AAMFT approved, or in training.
 - v. On-site Supervisors evaluate students during their internship, both through the course and through observations and meetings with the student.
 - vi. On-site Supervisors will provide a safe, secure, and non-discriminatory workplace environment
 - vii. Site Supervisor/internship site holds legal and financial responsibility; responsibility for case assignment, protecting client welfare, and similar issues.
- f. Evaluation of Supervisors
 - i. Students evaluate Supervisors through feedback forms provided by the Program. Feedback is formally collected each semester by Internship Coordinator and shared with Faculty and COI. Data is used to make changes if needed with internship sites.

1. CoursEvals (HPC 6900/Faculty Supervisor)
 2. Individual Supervision Evaluation Form
- ii. Supervisors in training are evaluated by their Supervisors of Supervision (Faculty members) on an ongoing basis. Meetings are held to discuss evaluations and a formal endorsement is made to AAMFT upon completion of approved Supervisor training.
- g. Sufficiency of Supervisors
 - i. Core faculty determine, at annual spring Data Meeting, that supervisors are sufficient for the Program, using the following information:
 1. Student to supervisor ratio
 2. Supervisor qualifications (licensing, AAMFT Approved Supervisor status, years of experience)
 3. Supervisor evaluation demonstrating effectiveness through internship feedback forms (reviewed at fall and spring Data Meetings)
 4. Supervisor involvement in communication with Program faculty
 5. Supervisor involvement in ongoing Program development of SLOs
 6. Student mastery of SLOs as implemented during Internship

