

Cal State University East Bay
Long-Term Program Curriculum Assessment Plan Template
Approved by EEC 3-7-19; approved by CAPR 3-21-19; Re-named by CAPR 3-16-20
M.S. in Counseling, Marriage & Family Therapy Program
2021

a	b	c	d	e	f	g	h	i	j
<i>PLOs</i>	ILOs aligned? Y or N. (If Y, list ILO. Min. 2 for every program)	Identify Required Course name and # to be assessed.	Identify one or more SLO that aligns to PLO	Identify activity to assess SLO(s) (e.g., lab experiment, paper, etc.)	Assessment instrument	How data/ findings will be reported (quantitatively or qualitatively)	Designated personnel to collect, analyze, and interpret SLO data	Dissemination schedule for Program data/ findings	Identify how data will be used
PLO-1 Under- standing & responding to the impact of diversity on development	Yes. ILO3: Diversity	EPSY 650 Group Counseling: Theory & Practice	Evaluate Therapeutic approaches and interventions to use with a specific population and issue.	Application of Group Workshop/ Final Paper: Child-Adult, School- based &/or Community Settings based specialized Workshop for Individuals, Couples, and/or Specialized Group (Final Group Paper).	Group Counselin g Paper Rubric identifying how many therapeuti c group needs are identified, met, and to what level (measured by Likert scale).	Quantitatively and Qualitatively	Faculty will score and review the rubric results to identify counseling group strengths and what areas need improvement <u>for</u> support therapeutic counseling for that unique population.	Disseminati on scheduled for the end of Fall Semester	Findings are used to determine level of student knowledge & competency for therapeutic awareness and guidance in working with underserved community. Determining readiness for MFT- Associate Licensure.

PLO-2 Critical thinking (data-based decision making)	Yes. ILO-2 Thinking & Reasoning	EPSY 693A: Final Project	Identifying the use and value of statistical research, and, demonstrating its usefulness in applying data bases to population and needs.	Application of a Final Research Document and Workshop specifically addressing an identified, underserved population and a specific intervention need.	Final Paper Rubric evaluating how students connected research to a specific issue and how well this research was applied met this issue/need in a Workshop.	Quantitatively and Qualitatively	Faculty will evaluate and review results to identify strengths and areas for improvement in supporting application of research to therapeutic counseling for that unique population.	Dissemination scheduled for the end of Spring Semester	Findings are used to determine level of student knowledge & competency for therapeutic awareness and guidance in <i>research-based</i> work with a specifically identified population and identifying specific needs

Purposes of Five-Year Assessment Plan: The *Five-Year Curriculum Assessment Plan* is completed by each program. This tool:

- demonstrates the interconnectivity between curriculum development, classroom instruction, and assessment.
- is used by college programs for planning for their required academic *Annual Report* as guided by the [Committee on Academic Planning and Review \(CAPR\)](#) to demonstrate self-evaluation and curricular revitalization and to make decisions about program, faculty and student needs, resource allocation, and management. *Annual Reports* support *Five Year Program Reviews*.
- is required by the University and the CSU as part of an application for a new course or program.
- is required by the [California State University Chancellor's Office](#) and [WASC Senior College and University Commission](#) to demonstrate the University is meeting CSU standards and regional accreditation standards.

“Name of Program” Identify name of program (e.g. Bachelor of Science in Business Administration)

a. PLOs: Identify the PLO being assessed. Every PLO is to be assessed for mastery at least once every five years. PLOs identified as mastered (M) and assessed (A) on the Curriculum map are normally included in the *Five-Year Curriculum Assessment Plan*. There must be at least one assessment listed for every PLO mastered, but there may also be more.

b. ILOs: Identify the relevant ILOs. As per [Academic Senate](#) policy, every program should align to a minimum of two ILOs. If no ILO aligns, enter N in the box. If yes, enter the ILO.

c. Required Course: Identify the required course name and number in which the assessment is administered. Required courses are the core courses.

d. SLOs: Identify the course student learning outcome(s) that align to the PLO and the assessment activity (assignment). Determine if SLO(s) originally planned still align to PLO.

e. Activity to assess SLO: Identify the activity or assignment being assessed such as a presentation, project, performance, computer simulated task, analytical paper, case study, portfolio, critique, policy paper, product, exhibition, poster, skill demonstration, comparative analysis project, thesis, or dissertation.

f. Assessment Instrument: Identify the instrument(s) used to score or evaluate an assessment activity such as a rubric, observational checklist, performance assessment, or qualifying or comprehensive examination exam/review/evaluation (faculty, peer, juried, clinical)

g. How will data be reported?

- Quantitative: Number/percentage of those scoring at or above 4.0 on a 5.0 point scale on the assessment used to measure mastery of a specific SLO;
- Quantitative: Number/percentage of students scoring at the highly-proficient level;
- Qualitative: Instructor observational narrative that includes analysis and findings to qualitatively show trends and patterns;
- Qualitative: Mean scores of all who exhibited desired traits or behaviors on an observational checklist.

h. Designated Personnel: Identify person(s) responsible who will collect, analyze, and interpret student learning outcome data. This may include a faculty committee, assessment coordinator, or college administrator who assumes responsibility for data collection, analysis, and interpretation.

i. Dissemination Schedule for Program Data/Findings: The frequency of disseminating data to identified stakeholders (program director,

department chairs, faculty, external accrediting bodies, etc.) and to CAPR.

j. How will data be used? Include anticipated ways data may be used to “close the loop” - how will data will be used to respond to issues or areas of concern? In the annual report of assessment results, programs will provide a narrative discussion of assessment results, analysis of those results, and any changes made as a result. This may include curriculum changes, pedagogy changes, refinements to PLOs or course SLOs, etc.