

Cal State East Bay
Five-Year Curriculum Assessment Plan Template
Approved by EEC 3-7-19; approved by CAPR 3-21-19
MS in Counseling, School Counseling 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
PLO1: Understanding and responding to the impact of diversity on development	Yes. ILO3: Diversity	EPSY 661: Academic Counseling	SLO2: Evaluate educational foundations of academic development utilizing fundamental principles of professionalism, ethics, and legal mandates	Individual student planning paper	Individual student planning paper rubric developed by CSUEB faculty based on CTC (California Commission on Teacher Credentialing)	Data will be reported as aggregate, quantitative means, standard deviations, and percentage of students who meet or exceed the minimum level of the criteria established by the rubric	Credentialed school counseling faculty will review the rubric results and identify where improvements are needed in supporting academic counseling	SCLO data will be disseminated at the end of the fall semester in a program faculty meeting where faculty will determine strategies to improve on SLO	Findings are used to determine level of student knowledge and competency in academic advising for underserved communities. Furthermore, the findings are used to demonstrate if students are meeting the CTC (California Commission on Teacher

									Credentialing standard 3: student academic development
PLO2: Critical thinking (data-based decision making)	Yes. ILO2: Thinking	EPSY 681: Foundations in School Counseling	SLO1: Apply foundations of school counseling using research and program evaluation	School counseling program review paper	School Counseling Program Profile rubric develop by the California School Counselor Association (state division of the American School Counselor Association – the premier school counseling association in the US)	Data will be reported as aggregate, quantitative means, standard deviations, and percentage of students who meet or exceed the minimum level of the criteria established by the rubric	Credentialed school counseling faculty will review the rubric results and identify where improvements are needed in supporting comprehensive school-based counseling programs	SCLO data will be disseminated at the end of the spring semester in a program faculty meeting where faculty will determine strategies to improve on SLO	Findings are used to determine level of student knowledge and competency in the American School Counselor Association National Model for comprehensive school-based counseling services. Furthermore, the findings are used to demonstrate if students are meeting the CTC (California Commission on Teacher Credentialing) standard

									8: program development
PLO5: Interventions and mental health support	Yes. ILO1: Communication	EPSY 693b: Project in School Counseling	SLO3: Articulate principles of program development to promote academic, college/career, social-emotional, and mental health success	Electronic portfolio	Electronic portfolio rubric developed by CSUEB faculty based on CTC (California Commission on Teacher Credentialing)	Data will be reported as aggregate, quantitative means, standard deviations, and percentage of students who meet or exceed the minimum level of the criteria established by the rubric	Credentialed school counseling faculty will review the rubric results to determine competency to enter the profession	SCLO data will be disseminated at the end of the spring semester in a program faculty meeting where faculty will determine strategies to improve on SLO	Findings are used to determine level of student knowledge and competency as a professional school counselor. Furthermore, the findings are used to demonstrate if students are meeting the CTC (California Commission on Teacher Credentialing) standards 1-9

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.