

2008-2009 Assessment Plan Report

PROGRAM ASSESSMENT REPORT AY 2008-2009

Report Date: Summer 2009

School/College: School of Education, University of San Francisco

Department/Program: Counseling Psychology Department, Marriage and Family

Therapy Program

Person completing the Report: Cori Bussolari, Psy.D.

Coordinator, Marriage and Family Therapy Program

Important Note: The Masters Degree in Counseling Psychology with an Emphasis in Marriage and Family Therapy has a curriculum driven by the Board of Behavioral Sciences. The M.A. program meets the academic criteria for the overall California State MFT licensing process. In July 2008, Senate Bill 1218 was passed, and then signed by the Governor (as SB33) this past summer (2009). It defines the *extensive* program changes (number of units, goals of program, focus of curriculum) that will be mandated for all MFT academic programs in California by 2012. While the Counseling Psychology faculty will continue to deliver, assess, and revise the current program, we are currently in the midst of the incorporation and redesign of the MFT program in order to meet state mandated requirements. A *significantly* newly revised program will need to be in place for the Fall 2012 entering class. Thus, all assessed present outcomes will be used to further the curriculum revisions for 2012, rather than change the current program as it stands.

- 1. **Overview Statement**: Briefly summarize the assessment activities that were undertaken this academic year, indicating:
 - a. which program learning outcomes were assessed this year?

In order to meet BBS requirements for licensure and to fulfill our specific USF-MFT program requisites, all of our students need to show proficiency in each Learning Outcome. All of the program learning outcomes are assessed each semester for all students by faculty, fieldwork instructors, and on-site clinical supervisors. Thus, the assessment of learning outcomes is an on-going and cumulative process.

b. who in your department/program was involved in the assessment of the above learning outcomes?

Dr. Cori Bussolari (Marriage and Family Therapy program Coordinator and faculty member), all MFT faculty (both full-time and part-time), on-site Clinical Traineeship Supervisors and students.

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2. Please Answers the Following Questions for Each of the Student Outcomes Assessed:

a. What did you do?

Describe clearly and concisely how you assessed the learning outcomes that were evaluated this year (e.g., measures, research methods, etc.). [please use bullet points to answer this question]

- Each course instructor evaluated their students based upon learning outcomes for their specific course, which included assignments and class participation.
- All faculty completed additional mandatory performance evaluations for each student at the end of every semester.
- All faculty attended an end of semester Student Performance Evaluation meeting. Results of this meeting were disseminated to Faculty Advisors for further student-specific responses, when needed.
- On site Clinical Training Supervisors completed evaluations of their trainees two times each semester (Midterm and Final evaluations for Fall and Spring)
- Students completed traineeship site (informal) evaluations
- The MFT program Coordinators continually gathered data from on-site supervisors, students, and faculty regarding program efficacy.
- A Curriculum Assessment Survey was also informally sent to all graduating students to gain some qualitative regarding their learning experiences. **These responses will assist in the future redesign of the program.

b. What did the faculty in the department or program learn?

Summarize your findings and conclusions as a result of the assessment indicating strengths and weaknesses in student learning demonstrated by this assessment.

- We need to have more consistency between instructors who teach the same course. Specifically, although they have the same learning outcomes, quite often the materials used to reach these outcomes are dissimilar.
- There needs to be more student accountability after each Student Performance Evaluation between the student and their Academic Advisor, when appropriate.
- Overall, graduating students really enjoyed being at USF and felt very prepared to become clinical interns as a result of their USF academic/clinical experience. At the same time, they noted that they have some concerns about course sequence (i.e., wished that they could have had certain courses earlier), would like more "applied" skills based



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courses, and noted specific course content that they didn't like as much as others. This information will be used towards our program revisions.

c. What will be done differently as a result of what was learned?

Discuss how courses and/or curricula will be changed to improve student learning as a result of the assessment. Include a discussion of how the faculty will help students overcome their weaknesses and improve their strengths.

- **As noted at the top of this form, we are in the process of a significant mandated revision to the MFT program. All information gathered through on-going assessments will be used by CPY faculty to determine tasks associated with these revisions and to make choices regarding specific program changes line with new BBS regulations.
- 3. Attach a copy of the components of the department/program assessment plan that have been modified since its initial submission:
 - a. Program Mission
 - b. Program Learning Goals
 - c. Program Learning Outcomes
 - d. Program Learning Rubrics aligned with outcomes
 - e. Curriculum map that shows the courses that pertain to the outcome

Please return to: Provost Office by June 1, 2009

You can send your replies as either a Word attachment (to: marin@usfca.edu) or as a hard copy to: Provost Office, Lone Mountain Rossi Wing 4th floor.

If you have any questions, please contact: William Murry, Director of Institutional Assessment (wmurry@usfca.edu or x5486).