



## 2008-2009 Assessment Plan Report

### **PROGRAM ASSESSMENT REPORT AY 2008-2009**

**Report Date:** September 2009

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

**Department/Program:** Counseling Psychology Department, School Counseling Program

**Person completing the Report:** Professor Christine Yeh

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

Per our California Commission on Teacher Credentialing (CTC) accreditation, successful completion of a School Counseling PPS Credential Program in the state of California requires that credential candidates demonstrate a basic proficiency in meeting the 15 specific CTC Standards for School Counseling. The 15 standards are each aligned with specific learning outcomes. Program learning outcomes are identified for each of the 15 standards. In order to recommend and candidate for a credential, the School Counseling Program verifies that every recommended candidate meets these requirements. Thus, assessment of all of these learning outcomes is ongoing.

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

Professor Christine Yeh (School Counseling Program Coordinator and faculty member), all SCP faculty (both full-time and part-time), university supervisors, and cooperating school-based mentor counselors.

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]

- Coordinator and Instructors reviewed all individual course syllabi and added and discussed stated outcomes and assessments.
- Coordinator and Fieldwork Instructors disseminated and completed all SCP Assessments.



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- Coordinator disseminated an additional survey “Learning Outcomes Survey” to assess the extent to which students’ are meeting the basic requirements of the 15 CTC Standards for School Counseling.

### **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.

Students in the program identified two main areas that needed growth:

They identified the need to learn more in-depth transcript analysis, understanding and utilizing the UC 'a-g' course list, creating Individual Academic Plans, calculating a college GPA, and academic advising strategies.

Students also need to learn more about the needs of 1st generation college bound students (emphasis on undocumented students) in their learning about working with diverse communities.

These areas tie into the learning competencies for the Cross-Cultural Counseling, Counseling Theories and Practice, Academic and Career Counseling courses and Fieldwork and Practicum experiences.

### **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.

#### Course Syllabi Review for Competencies

The Program Coordinator met with faculty and reviewed all syllabi and course material to insure that our stated competencies were listed on all course syllabi. Faculty are planning two meetings at the Program level and at the Department level during the Fall 2009 semester to address changes in the curriculum that will reflect our stated competencies. We need to insure that these are consistently implemented throughout our curriculum.

#### Additional Training Experiences

Based on our Survey data and needs assessment. We are infusing two additional training experiences into our core curriculum that address the gaps as stated in Question 2b.

Six hours of intensive training will be mandatory for all students in the areas of in-depth transcript analysis, understanding and utilizing the UC 'a-g' course list, creating Individual Academic Plans, calculating a college GPA, and academic



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advising strategies, the needs of 1st generation college bound students (emphasis on undocumented students) in their learning about working with diverse communities.

### Curriculum Review

Curriculum Review is ongoing. Faculty in the School Counseling Program and in the Department of Counseling Psychology have been reviewing each of our courses, its content and goals, and have been looking for areas of overlap and growth. Some potential issues that have emerged are that we may need an additional course for more advanced counseling skills. We may also combine the two Consultation courses into one course to accommodate the need for more specific skills training. Our curriculum review will continue during the 2009-2010 academic year.

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](mailto:marin@usfca.edu)) or as a hard copy to: Provost Office, Lone Mountain Rossi Wing 4<sup>th</sup> floor.**

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