Cal State East Bay
Five-Year Curriculum Assessment Plan Template
Approved by EEC 3-7-19; approved by CAPR 3-21-19
School Psychology Program
2019

a	b	c	d	e	f	g	h	i	j
PLOs	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 Critical Thinking (Data-Based Decision Making)	Yes. ILO Thinking: Quantitative Reasoning	EPSY 693c Capstone	SLO **NASP Skill 1**: Data Based Decision Making	Data-Based Decision Making Case-Professional Practice Portfolio Section.	Professional Practice Portfolio Performance Rubric	Data will be reported as aggregate, quantitative means & standard deviations	Credentialed School Psychology Faculty	Dissemination scheduled for the end of Spring Semester	Findings are used to determine level of student knowledge and competency. Further, folio findings are used to demonstrate if students are meeting professional standards for CCTC (California Commission on Teacher Credentialing), BBS (Board of Behavioral Sciences), and NASP (National Association of School Psychologists)
PLO Understanding and responding to the Impact of Diversity on Development	Yes. ILO Diversity	EPSY 693c Capstone	SLO **NASP Skill 8**: Diversity in Development and Learning	Diversity Professional Practice Portfolio Section.	Professional Practice Portfolio Performance Rubric	Data will be reported as aggregate, quantitative means & standard deviations	Credentialed School Psychology Faculty	Dissemination scheduled for the end of Spring Semester	Findings are used to determine level of student knowledge and competency. Further, folio findings are used to demonstrate if students are meeting professional standards for CCTC (California Commission on Teacher

								Credentialing), BBS (Board of Behavioral Sciences), and NASP (National Association of School Psychologists)

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.