College of Education and Affiliated Programs
Annual Assessment Report Template – Spring 2010
MA in Education, Option in Educational Psychology

Background

1. Describe your program (enrollment, number of faculty, general goals). Have there been any major changes since your last report?

The mission of the Masters of Arts in Education, Option in Educational Psychology is to develop responsible leaders in the field of education who will engage in research, scholarly activity and ongoing evaluation to significantly contribute to school improvement for all students. The rigorous curriculum is designed to develop knowledge and skills necessary for conducting solid scientific inquiries directed at examining, assessing and improving human learning and development.

The program offers two curriculum tracks: Track 1 (non-credential track) and Track 2 (credential track). Track 1 is the Master of Arts degree option and Track 2 is the Master of Arts degree plus the School Psychology Credential Program. Track 1 is suitable for those who desire to have advanced training in statistics, research methods, measurement, and program evaluation and those who desire to complete further study in Ph.D. programs in related areas. Track 2 is suitable for those who desire to pursue a career in School Psychology

Upon completion of the program, students are expected to attain the following Student Leaning Outcomes that are directly linked to the College of Education Conceptual framework (See Table 1):

SLO 1: Identify and apply appropriate statistical techniques.

SLO 2: Employ measurement theories to critique educational assessment.

SLO 3: Apply quantitative/qualitative research methodology in educational research and evaluation.

SLO 4: Apply theories of motivation, learning, and development to facilitate child and adolescent learning.

SLO 5: Critically analyze research in educational psychology.

Currently, there are five full-time and two half-time faculty members in the program to provide instruction and advising for approximately 65 students enrolled in the program. (See Tables 2-5 for additional details.) In addition, the program offers service courses in human development (ED P 301, 302, and 604), learning (ED P 605), statistics/data analysis (ED P 400, 419, 519, and 619), research methods (ED P 520, and 595), and program evaluation (ED P 596).

Table 1

Program Student Learning Outcomes and Relevant Standards

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
SLOs	Identify and apply appropriate statistical techniques.	Employ measurement theories to critique educational assessment.	Apply quantitative/qualitative research methodology in educational research and evaluation.	Apply theories of motivation, learning, and development to facilitate child and adolescent learning.	Critically analyze research in educational psychology.
Signature Assignment(s)	Project	Project	Research paper	Exam	Article critique
Conceptual Framework	Research and Evaluation	Prepares Leaders	Research and Evaluation	School Improvement, Values Diversity	Promotes Growth
NCATE Elements	n/a	n/a	n/a	n/a	n/a

Table 2

Program Specific Candidate Information, 2008-2009 (snapshot taken F09)[1] – Transition Point 1 (Admission to Program)

	Number Applied	Number Accepted	Number Matriculated
TOTAL	108	28	21

Table 3

Program Specific Candidate Information, 2008-2009 (snapshot taken F09) – Transition Point 2 (Advancement to Culminating Experience)

	Number
Thesis (698)[2]	8
Comps[3]	12
Project (695)[4]	(from the academic program)

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[1] Totals for Ed Psych (Track 1) and School Psych (Track 2)

[2] This is data on students who were enrolled in thesis work during Fall 2008 and Spring 2009. This figure may include students who actually "crossed into" this transition point prior to Fall 2008 and were still making progress on their theses at this time.

[3] This is data on the number of students who *applied* to take the comprehensive examination in Summer 2008, Fall 2008, or Spring 2009. The data include students who may not have taken or passed the examination(s).

[4] This is data on students who were conducting culminating projects during Fall 2008 and Spring 2009. This figure may include students who actually "crossed into" this transition point prior to Fall 2008 and were still making progress on their theses at this time.

Table 4

Program Specific Candidate Information, 2008-2009 (snapshot taken F09)[5] – Transition Point 3 (Exit)

	Number
Degree	17

Table 5

Faculty Profile 2008-09[6]

Status	Number
Full-time TT/lect.	5
Part-time Lecturer	20
Total:	25

2. How many of the total full- and part-time faculty in the program reviewed and discussed the assessment findings described in this document? Please attach minutes and/or completed worksheets/artifacts to document this meeting.

All five full-time faculty members in the program reviewed and discussed the data collected from Spring 09 to Fall 2009 for SLOs 1, 2, 3, 4, and 5.

Data

3. Question 3 is in 2 parts focused on *primary* data sources related to: student learning and program effectiveness/student experience:

   a. Candidate Performance Data: Provide *direct* evidence for the student learning outcomes assessed this year and describe how they were assessed (the tools, assignments, etc. used). Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, percentage passing as appropriate for each outcome.

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[5] Totals of Ed Psych, School Psych tracks
[6] Faculty numbers only include those from Educational Psychology and not from School Psychology.

Table 6

Program Student Learning Outcomes and Signature Assignments

	Student Learning Outcomes	Signature Assignment(s) Course	Description of the Assignment
1	Identify and apply appropriate statistical techniques.	EDP 619	Develop a research plan and prepare written report of the results from multivariate procedures.
2	Employ measurement theories to critique educational assessment.	EDP 541	Conduct item analysis, examine test reliability and validity, and write a mini technical report on psychometric properties of an assessment.
3	Apply quantitative/ qualitative research methodology in educational research and evaluation.	EDP 520	Develop a research proposal. Include research questions, literature review, and quantitative/qualitative methodology.
4	Apply theories of motivation, learning, and development to facilitate child and adolescent learning.	EDP 604	Essay exam requiring a comprehensive synthesis and analysis of readings across the course.
5	Critically analyze research in educational psychology.	EDP 605	Develop a research paper that addresses a challenge in education or psychology in regards to learning, motivation, and/or cognition.

Figure 1

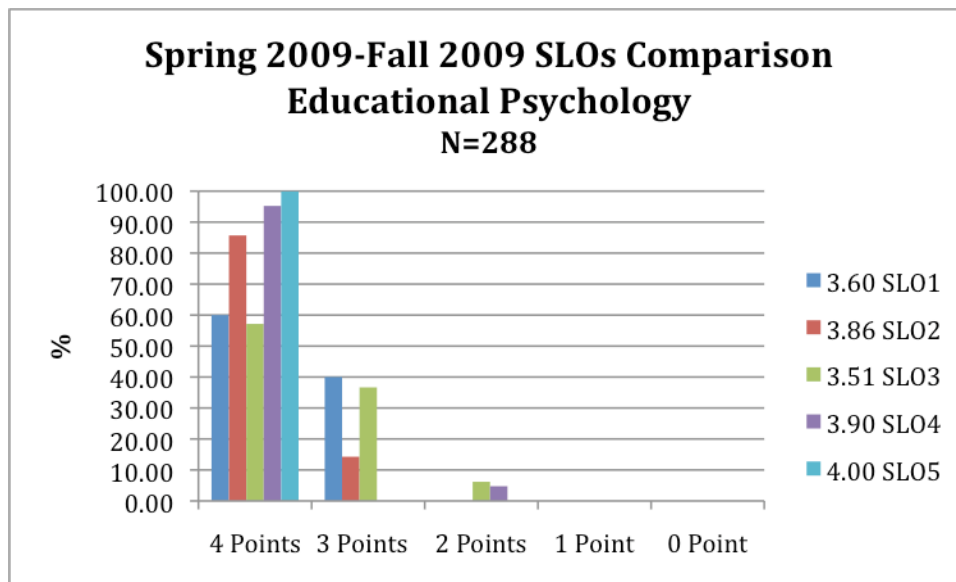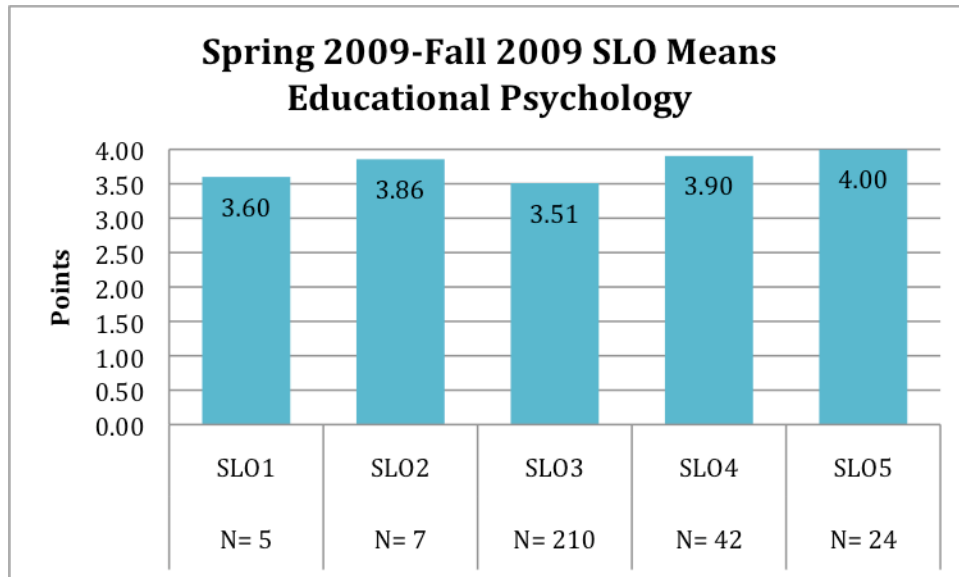*Spring 2009-Fall 2009 SLOs Comparison, Educational Psychology*

Figure 2

Spring 2009-Fall 2009 SLO Means, Educational Psychology

Spring 2009-Fall 2009 SLO Means
Educational Psychology

Outcome 1: Identify and apply appropriate statistical techniques.
Outcome 2: Employ measurement theories to critique educational assessment.
Outcome 3: Apply quantitative/ qualitative research methodology in educational research and evaluation.
Outcome 4: Apply theories of motivation, learning, and development to facilitate child and adolescent learning.
Outcome 5: Critically analyze research in educational psychology.

Outcome 1: Identify and apply appropriate statistical techniques.
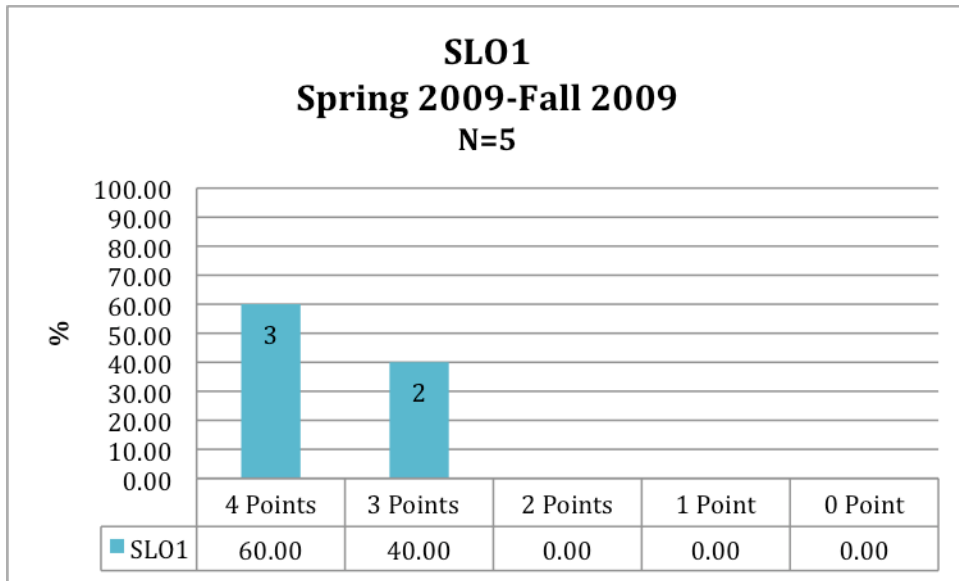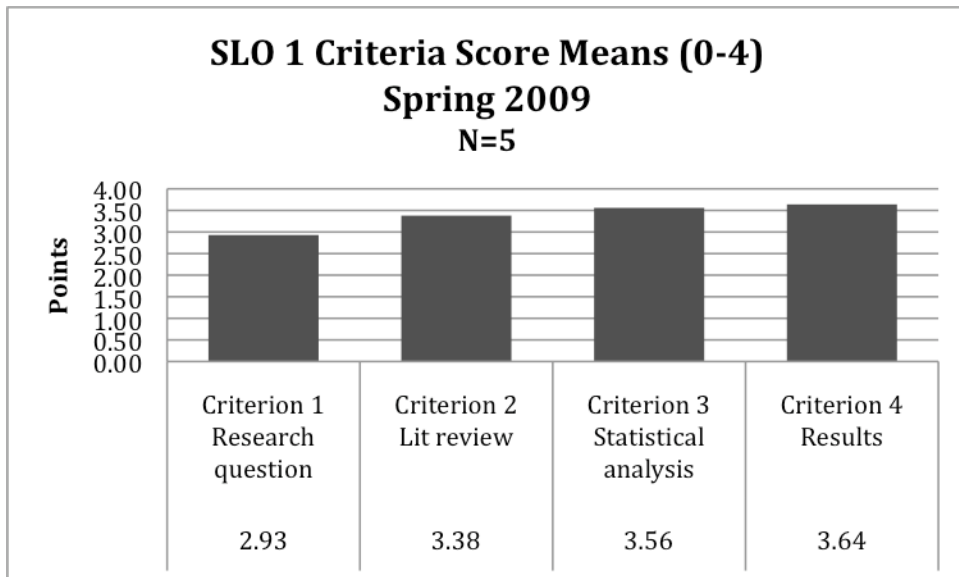
Figure 3

SLO 1, Spring 2009-Fall 2009

SLO1
Spring 2009-Fall 2009
N=5

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO1	60.00	40.00	0.00	0.00	0.00

Figure 4

SLO 1 Criteria Score Means (0-4), Spring 2009

SLO 1 Criteria Score Means (0-4)
Spring 2009
N=5

Criterion 1 Research question	Criterion 2 Lit review	Criterion 3 Statistical analysis	Criterion 4 Results
2.93	3.38	3.56	3.64

Outcome 2: Employ measurement theories to critique educational assessment.

Figure 5

SLO 2, Spring 2009-Fall 2009

SLO2
Spring 2009-Fall 2009
N=7

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO2	85.71	14.29	0.00	0.00	0.00
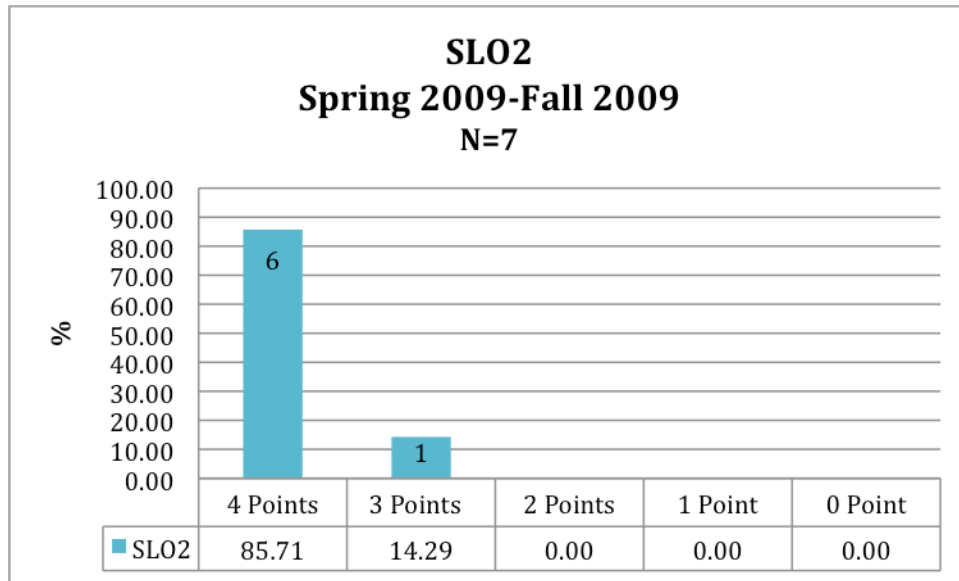
Figure 6

SLO 2 Criteria Score Means (0-4), Spring 2009
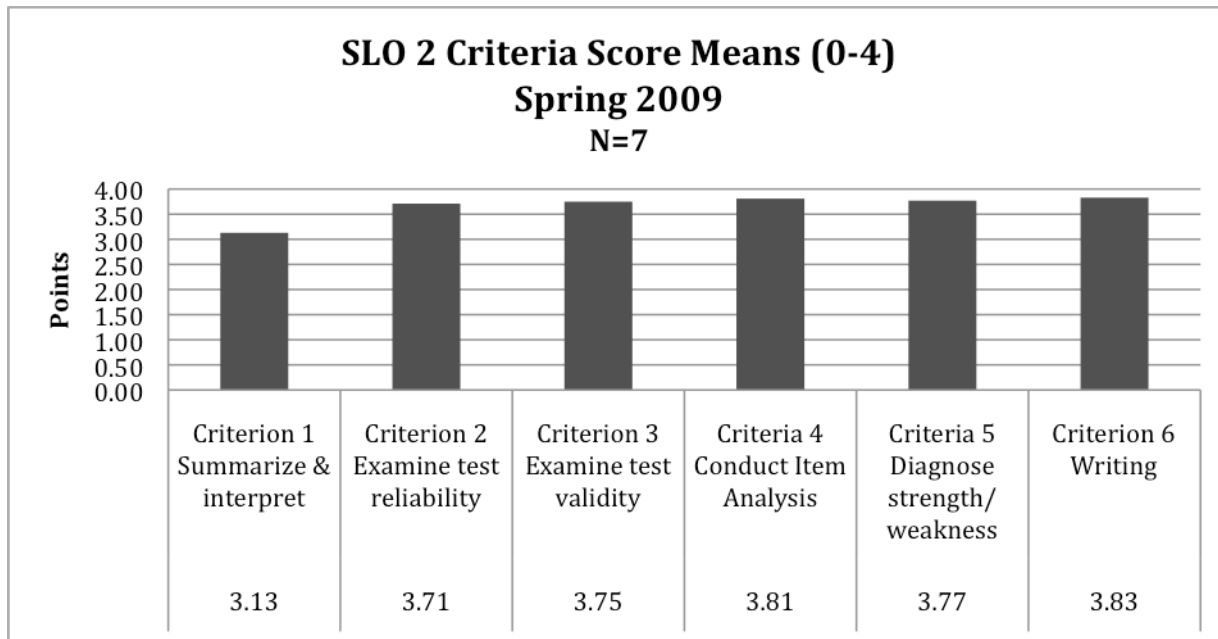
SLO 2 Criteria Score Means (0-4)
Spring 2009
N=7

Criterion 1 Summarize & interpret	Criterion 2 Examine test reliability	Criterion 3 Examine test validity	Criteria 4 Conduct Item Analysis	Criteria 5 Diagnose strength/ weakness	Criterion 6 Writing
3.13	3.71	3.75	3.81	3.77	3.83

Outcome 3: Apply quantitative/ qualitative research methodology in educational research and evaluation.

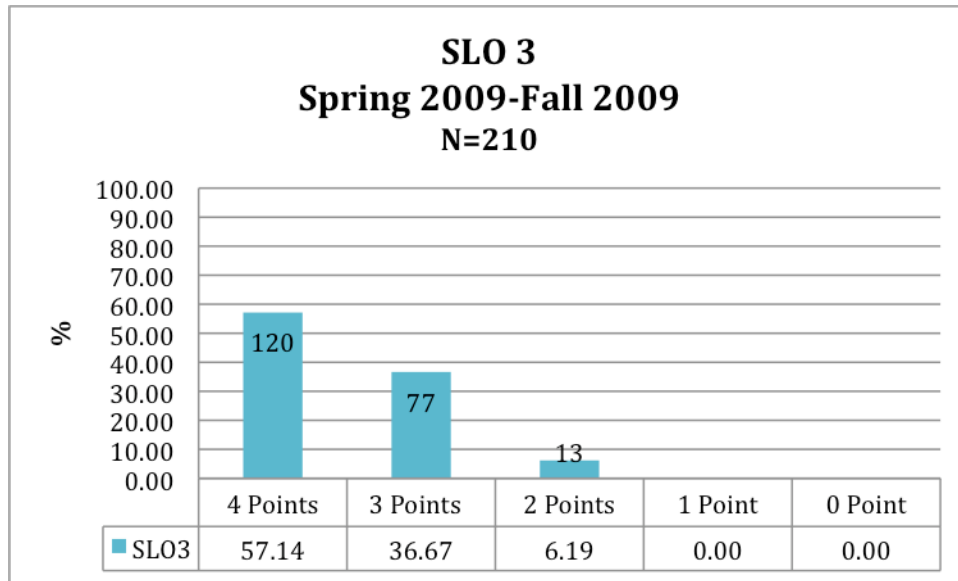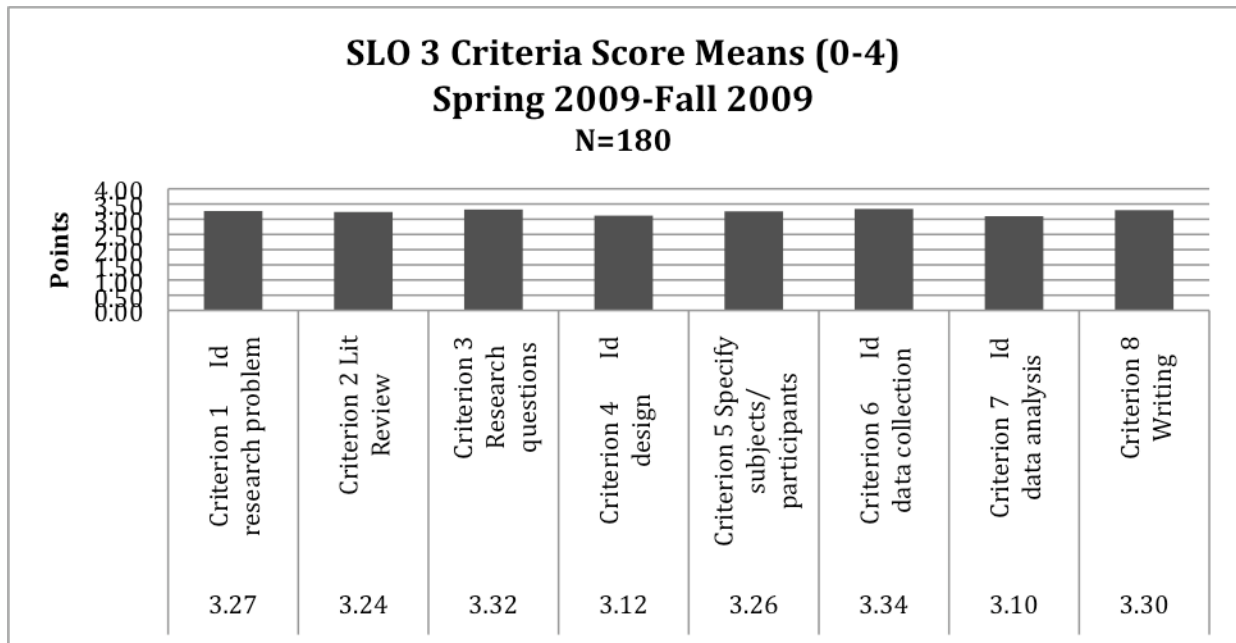**Figure 7**

SLO 3, Spring 2009-Fall 2009

Figure 8

SLO 3 Criteria Score Means (0-4), Spring 2009-Fall 2009

Outcome 4: Apply theories of motivation, learning, and development to facilitate child and adolescent learning.
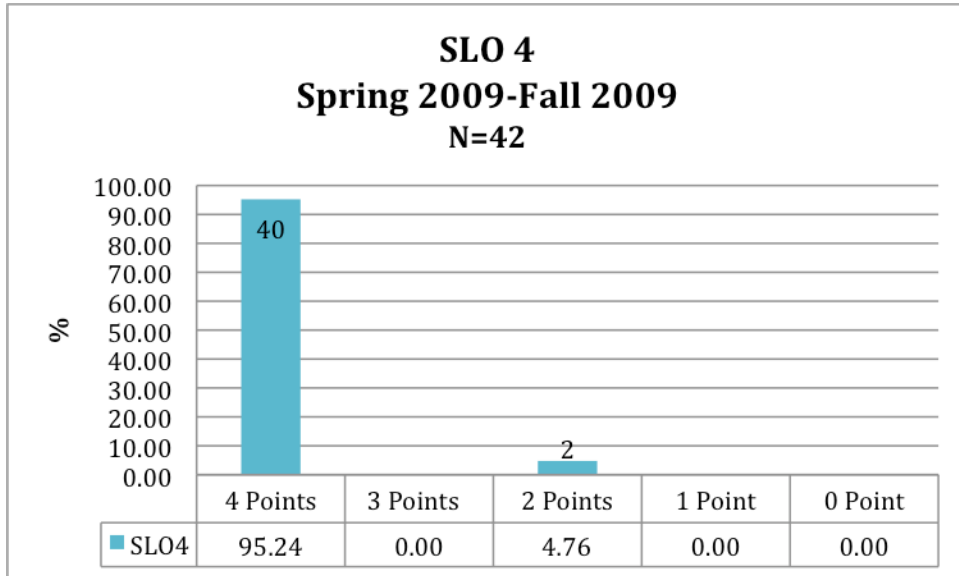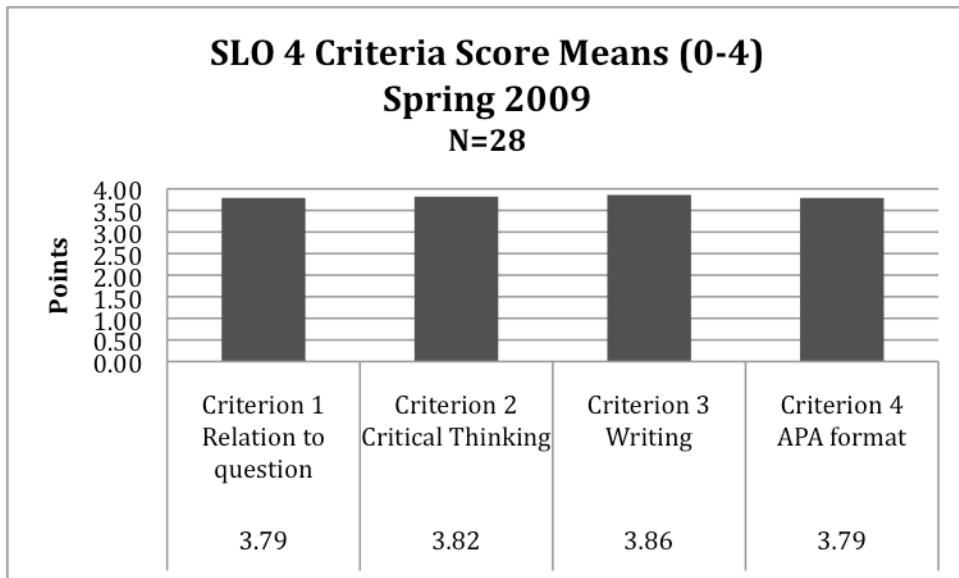
Figure 9

SLO 4, Spring 2009-Fall 2009

SLO 4
Spring 2009-Fall 2009
N=42

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO4	95.24	0.00	4.76	0.00	0.00

Figure 10

SLO 4 Criteria Score Means (0-4), Spring 2009

SLO 4 Criteria Score Means (0-4)
Spring 2009
N=28

Criterion 1 Relation to question	Criterion 2 Critical Thinking	Criterion 3 Writing	Criterion 4 APA format
3.79	3.82	3.86	3.79

Outcome 5: Critically analyze research in educational psychology.

Figure 11

SLO 5, Spring 2009-Fall 2009

SLO 5
Spring 2009-Fall 2009
N=24

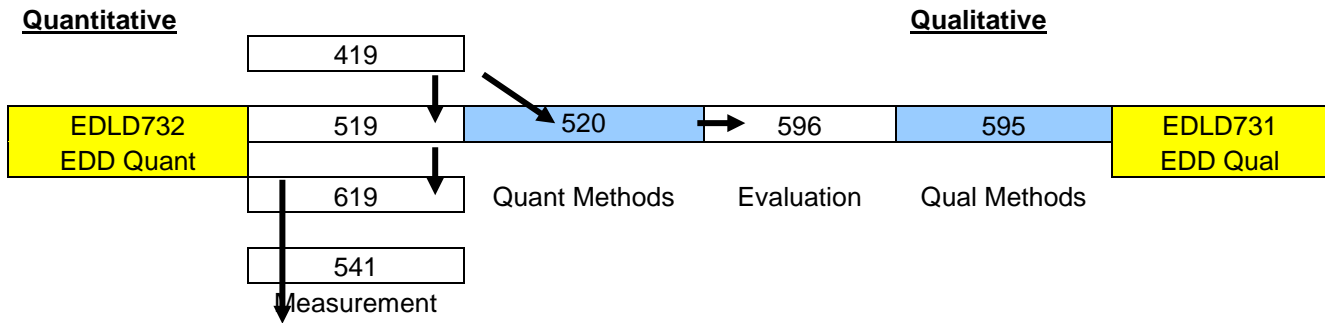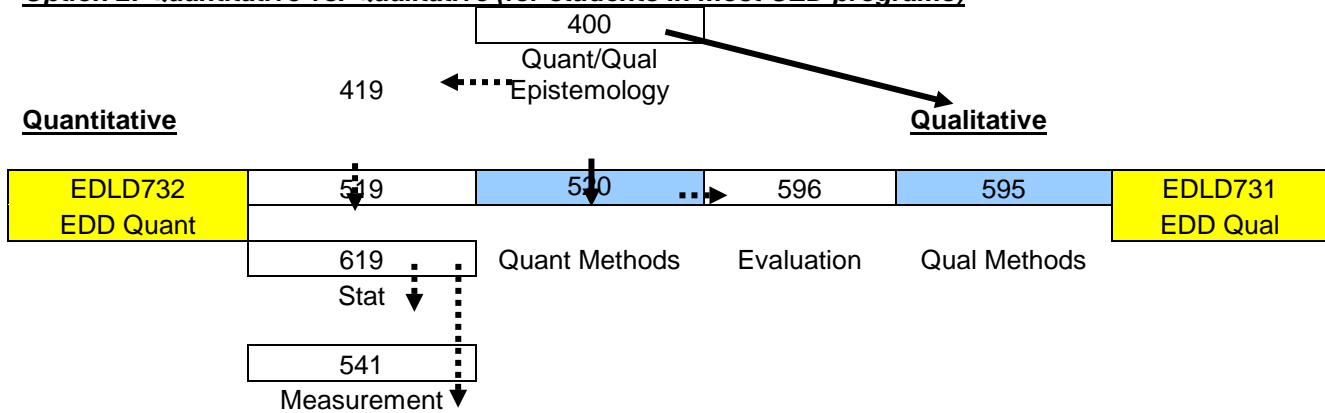|	4 Points	3 Points	2 Points	1 Point	0 Point
■ SLO5	100.00	0.00	0.00	0.00	0.00
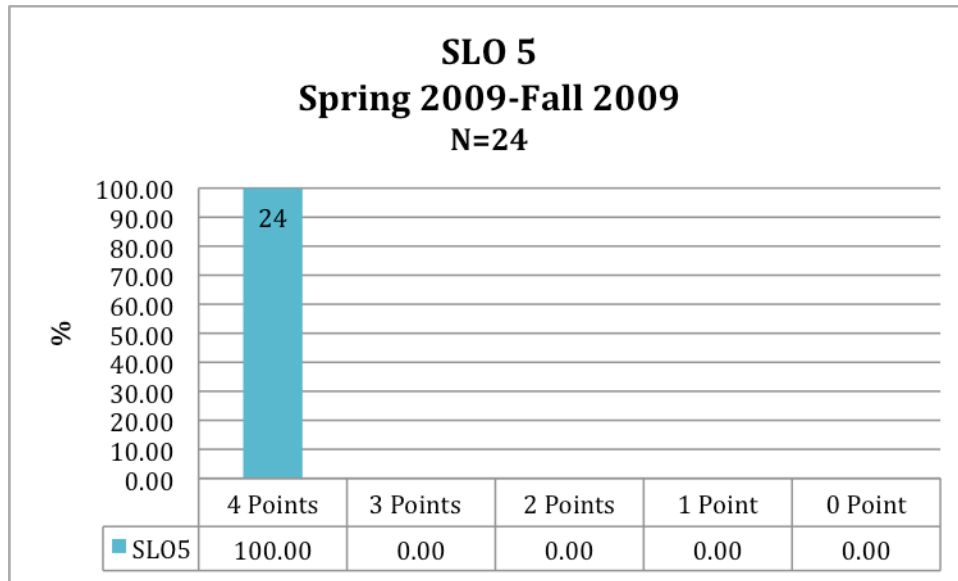
b) <u>Program Effectiveness Data</u>: What data were collected to determine program effectiveness and how (e.g., post-program surveys, employer feedback, focus groups, retention data)? This may be indirect evidence of student learning, satisfaction data, or other indicators or program effectiveness. Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, or summarized qualitative data, for each outcome.

The MA in Educational Psychology program offers many research methodology courses. Our effort to improve our research methodology courses is crucial for facilitating program effectiveness. Based on extended discussion among program coordinators in the Graduate Degree Programs Committee, an effective sequence of research methodology related courses was developed. Course change proposals for ED P 400, 520, 541, and 595 were prepared and approved by the ASEC Department and College Curriculum Committees in Fall '09.

__Option 1: Emphasis on Quantitative Methodology__

Quantitative   **Qualitative**

419

| EDLD732 EDD Quant | 519 | 520 | 596 | 595 | EDLD731 EDD Qual |

| 619 |

Quant Methods   Evaluation   Qual Methods

| 541 |

Measurement

__Option 2: Quantitative vs. Qualitative (for students in most CED programs)__

400

Quant/Qual
Epistemology

419

Quantitative   **Qualitative**

| EDLD732 EDD Quant | 519 | 520 | 596 | 595 | EDLD731 EDD Qual |

| 619 |

Stat

Quant Methods   Evaluation   Qual Methods

| 541 |

Measurement

4. OPTIONAL: You may provide *additional* information (e.g., other data, copies of letters of support from granting agencies or school staff, etc.) about candidate performance, the student experience or program effectiveness used to inform programmatic decision making. This may include quantitative and qualitative data sources.

Analysis and Actions

5. What do the data for each outcome say regarding candidate performance and program effectiveness? Please note particular areas of strength or in need of improvement.

Admission data demonstrate that our candidates are well equipped to be successful in the MA in Educational Psychology Program. Matriculated candidates have a GPA higher than 3.0 and a minimum GRE score of 1,000. The enrollment number for Track 1 continues to be an area of concern. Additional recruitment efforts to maintain a cohort size of 15-20 students are necessary.

For transition point 2 (Advancement to Culminating Experience), candidates exceeded or met expectations for all SLOs assessment during the reporting period. In Spring and Fall '09, candidates were assessed on SLOs 1, 2, 3, 4, and 5. Almost all candidates exceeded expectations. At culminating experience, 8 candidates opted for thesis and 12 candidates chose the comprehensive examination (See Table 3). For transition point 3 (Exit), a total of 17 candidates met the degree requirements (See Table 4).

6. How do these findings compare to past assessment findings?

Candidates consistently exceeded or met expectations for all areas of assessment. As for program effectiveness, we revised research methodology courses, ED P 400, 520, 541, and 595, in Fall '09 to reflect the needs of candidates and programs in the College of Education.

7. What steps, if any, will be taken with regard to curriculum, programs, practices, assessment processes, etc. based on these findings in Questions 5 and 6? Please link proposed changes to data discussed in Q5.

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?
1	Remove ED P 619 from the degree requirements	Hiromi Masunaga and Simon Kim	Fall 2010
2	Remove GRE from the admission requirements	Hiromi Masunaga and Simon Kim	Fall 2010
3	Change the program name to reflect the program description and requirements	Hiromi Masunaga and Simon Kim	Fall 2010
4	Continue to develop student recruitment strategies	Program faculty	Fall 2010