

College of Education and Affiliated Programs
Annual Assessment Report Template – Spring 2009
Educational Psychology

Note: this report presents and analyzes data from the 2007-08 academic year and Fall 2008. During 2007-08, the College of Education and Affiliated Programs engaged in extensive efforts to refine and extend their assessment system. In many cases, data collected starting in Fall 2008 and beyond will look substantially different from the data collected before that time.

Background

1. Describe your program (general goals, how these connect to the college conceptual framework, enrollment, and number of faculty). Describe any program changes since your last CED Annual 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 Learning 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), measurement (ED P 400 and 541), statistics (ED P 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

SLOs	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.
Signature Assignment(s)	Project in ED P 619	Project In ED P 541	Research proposal in ED P 520	Essay Exam in ED P 604	Article critique In ED P 605
National Standards	n/a	n/a	n/a	n/a	n/a
State Standards	n/a	n/a	n/a	n/a	n/a
Conceptual Framework	Research and Evaluation & Service and Collaboration	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, 2007-2008 (snapshot taken F08)¹

	Transition Point 1		
	Admission to Program		
	Applied	Accepted	Matriculated
	#	#	#
TOTAL	103	42	32

¹ Totals for Track 1 and Track 2

Table 3
Program Specific Candidate Information, 2007-2008

	Transition Point 2
	Advancement to Culminating Experience
	#
Thesis (698) ²	12
Comps ³	12

Table 4
Program Specific Candidate Information, 2007-2008

	Transition Point 3
	Exit
	#
Degree	18

Table 5
Faculty Profile 2007-08

Status	Number
Full-time TT/lect.	7
Part-time Lecturer	11
Total:	15

- 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 Fall 2008 for SLOs 3 and 4. Prior to Fall 2008, student assessment data are based on corresponding course grades, not on signature assignments. Thus, faculty did not meet to review these data, but instead focused on the more relevant Fall 2008 data.

² This is data on students who were enrolled in thesis work during Fall 2007 and Spring 2008. This figure may include students who actually “crossed into” this transition point prior to Fall 2007 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 Fall 2007, Spring 2008, or Summer 2008. The data include students who may not have taken or passed the examination(s).

Data

3. Question 3 is in two 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 range, median, mean, or percentage passing as appropriate for each outcome.

Prior to implementing signature assignments in Fall '08, SLOs are measured based on corresponding course grades. Tables 6 through 11 present 2007-08 student learning outcomes via course grades.

Table 6

AY07-08 SLO Data Comparison

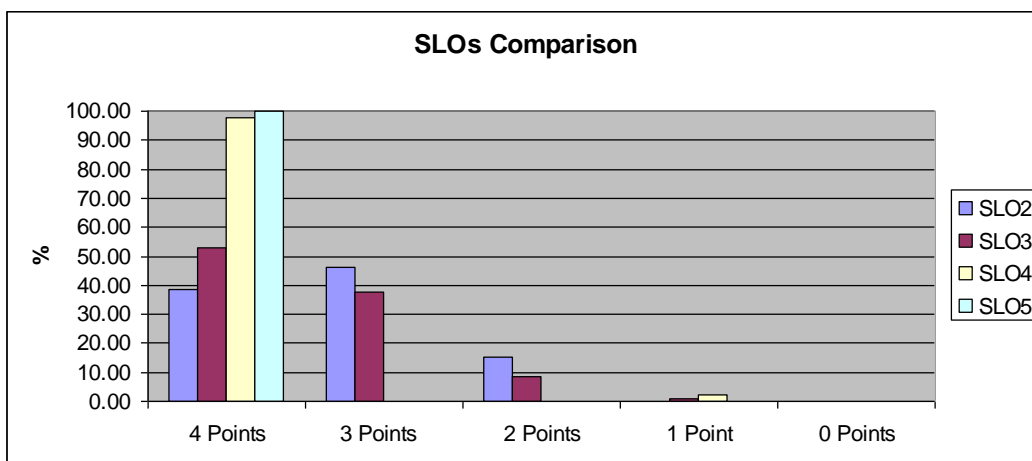


Table 7

AY07-08 SLO Mean Comparison

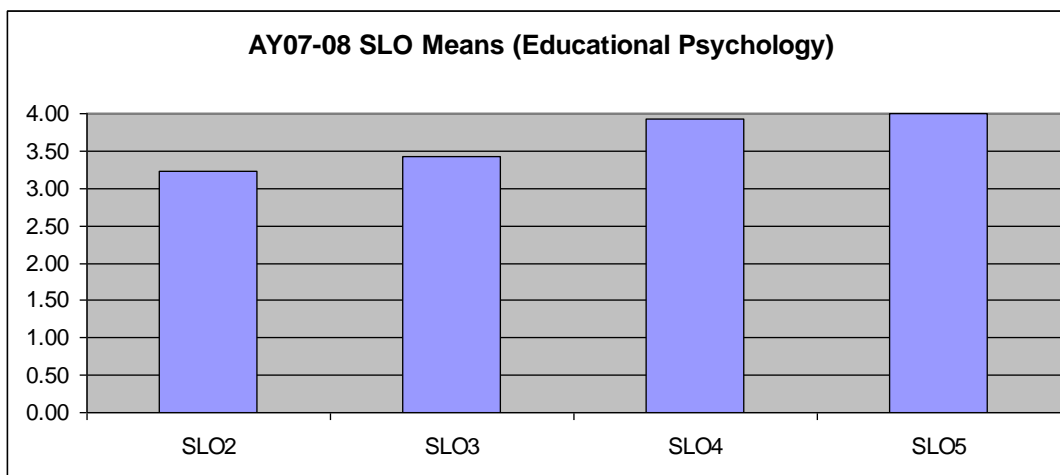


Table 8
AY07-08 SLO 2 (ED P 541)

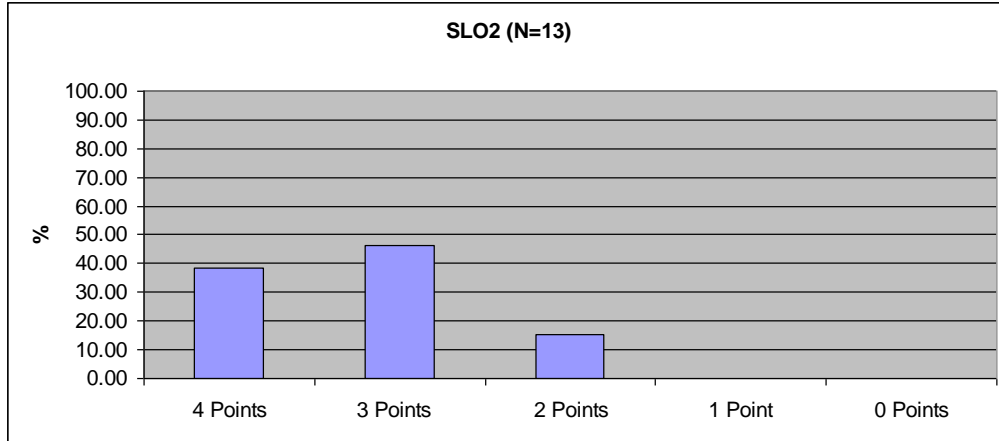


Table 9
AY07-08 SLO 3 (ED P 520)

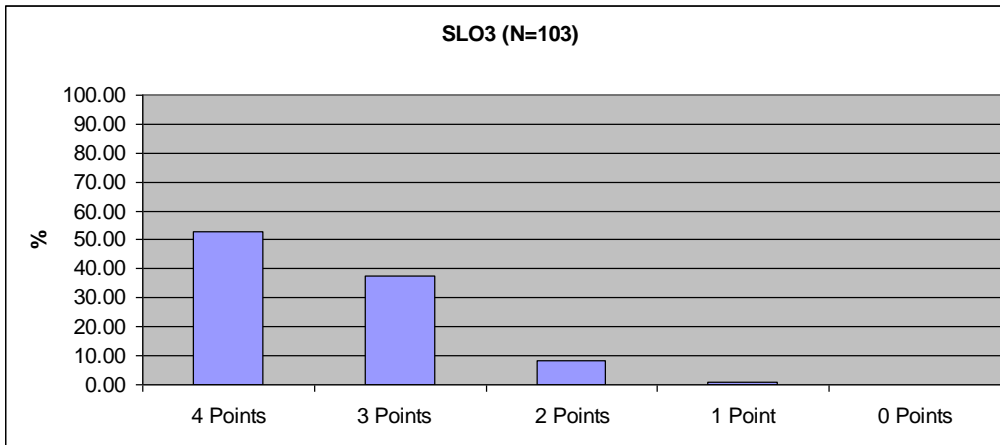


Table 10
AY07-08 SLO 4 (ED P 604)

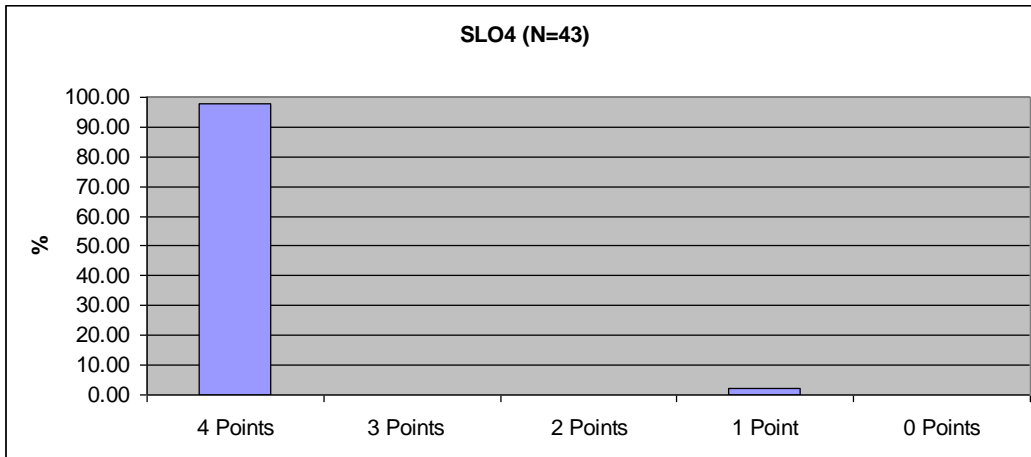
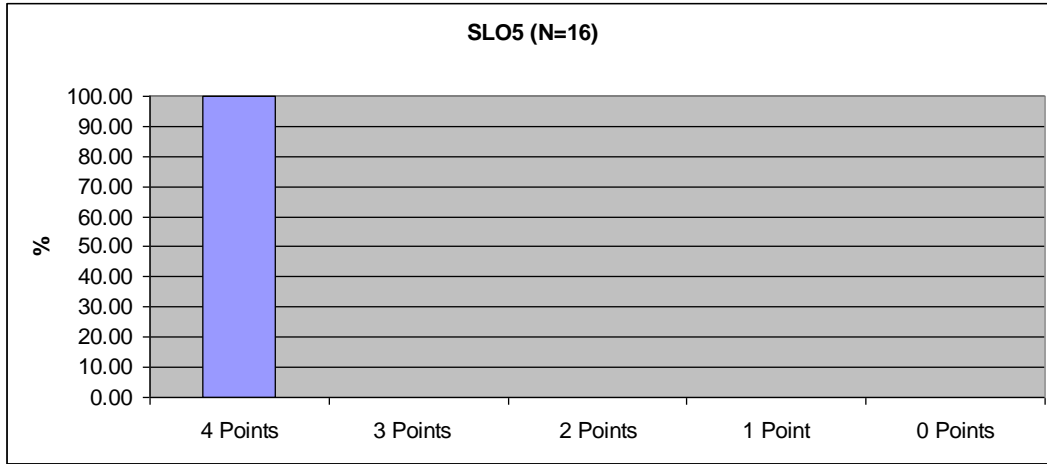


Table 11
AY07-08 SLO 5 (ED P 605)



In Fall '08, data for SLOs 3 and 4 were collected and analyzed.

SLO	Course # and Means by Which Data is Collected	Description of the Assessment
SLO 3: Apply quantitative/qualitative research methodology in educational research and evaluation.	ED P 520 Research Proposal	Candidates develop a research proposal including research questions, literature review, and quantitative/qualitative methodology.
SLO 4: Apply theories of motivation, learning, and development to facilitate child and adolescent learning.	ED P 604 Essay Final Exam	Candidates demonstrate their critical thinking skills by analyzing and synthesizing the research literature in the field of human development.

Tables 12 through 15 present student learning outcome data for Fall 2008.

Table 12
Fall 2008 SLO Comparison

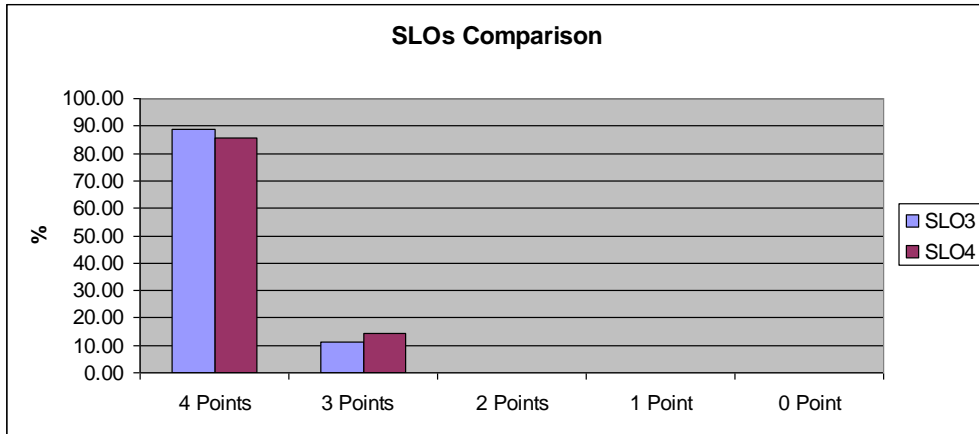


Table 13
Fall 2008 SLO Mean Comparison

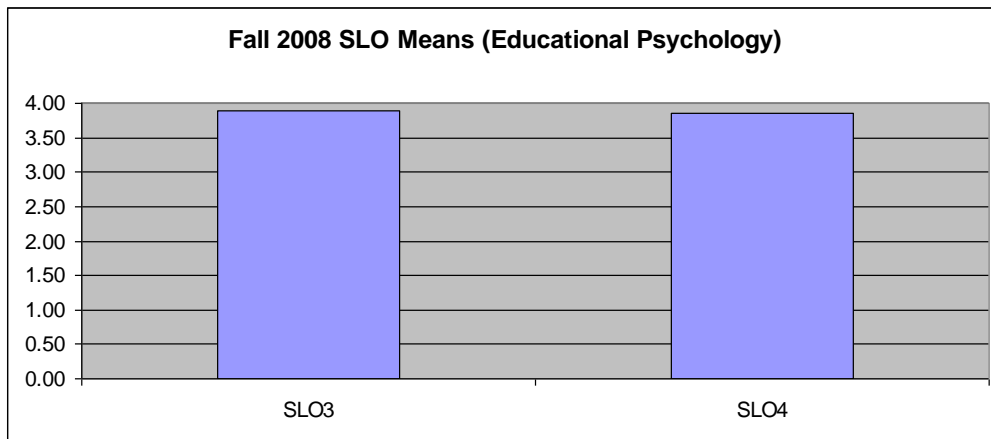


Table 14
Fall 2008 SLO 3 (ED P 520)

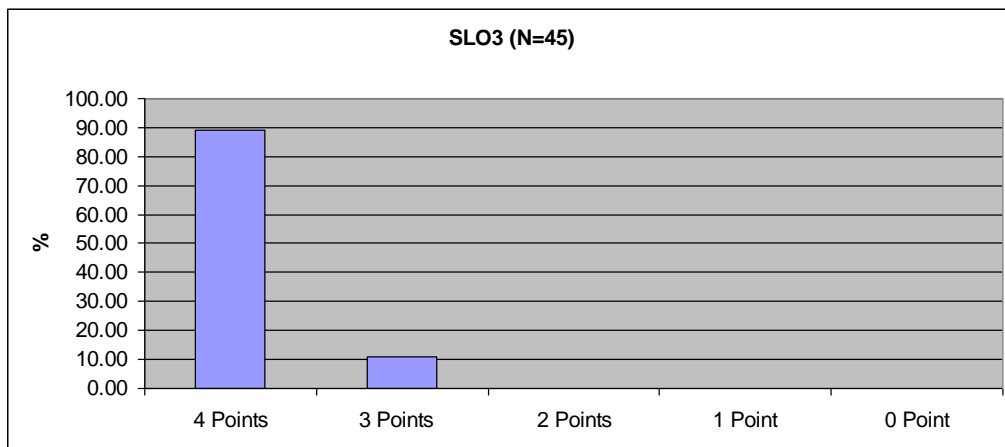
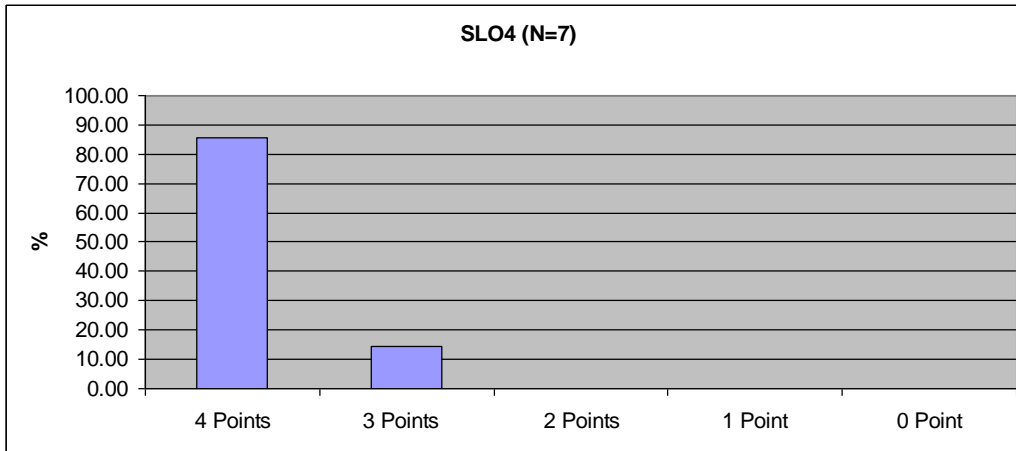


Table 15
Fall 2008 SLO 4 (ED P 604)



- a. Program Effectiveness Data: 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 College of Education Exit Survey was administered to graduates from advanced programs in May 2009. Survey results will be included in the next report cycle.

For this report, to demonstrate program effectiveness, we reviewed the program assessment report and the survey results of course restructuring.

Program Review

The following is feedback from the university on our 2008 program level assessment report. The comments were given by the CSULB Director of Program Review and Assessment.

The Educational Psychology program of the Department of Educational Psychology, Administration, and Counseling (EdPAC) is to be commended on its thoughtful assessment plan for the MA in Education, option in Educational Psychology.

Learning Outcomes: Fully developed stage
 Curriculum Map: Fully developed stage
 Assessment Measures: Developing stage
 Assessment Process: Emerging stage
 Findings: Findings to be reported in June 2009
 Use of Findings: Findings to be reported in June 2009

Restructuring Service Course

The MA in Educational Psychology program offers many service courses. Our effort to improve our service courses is crucial for facilitating program effectiveness. As an EEE project in Fall 2006,

EDP520: Research Methods in Education (one of the service courses taken by almost all students in the College of Education) was restructured to better meet the need that students in EDP520 develop essential skills for conducting research that blends qualitative and quantitative approaches. Following this, an EEE project in AY 2007-2008 evaluated the changes made to determine what further improvement should be made. EDP520 is an especially important course for students in the college as it promotes their growth in one of the key ideas in the college conceptual framework, Research and Evaluation.

Restructured EDP520 (Fall 2006)

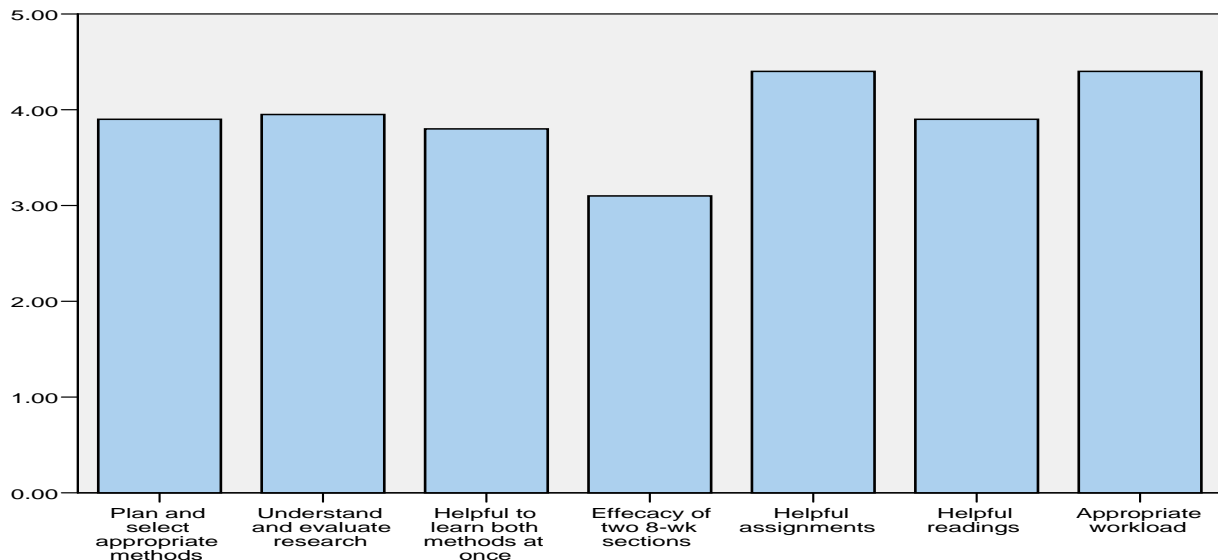
- Two sections of EDP520 offered in Fall 2007.
- Each section had two instructors, one teaching qualitative methods (Instructor 1) and the other teaching quantitative methods (Instructor 2).
- At the beginning of Fall 2007, Instructor 1 taught Section 1 of EDP520 (Tu: 4:00-6:45pm) and Instructor 2 taught Section 2 (Tu: 7:00-9:45pm).
- In the middle of Fall 2007, Instructor 1 and Instructor 2 switched sections, so that students in EDP520 were equally exposed to qualitative methods and quantitative methods and acquired a wider range of essential skills and knowledge that would assist them in conducting effective research to answer their research questions.

	Sep.	Oct.	Nov.	Dec.
EDP520 Section 1 Tu 4:00-6:45PM		Qualitative Methods Instructor 1		Quantitative Methods Instructor 2
EDP520 Section 2 Tu 7:00-9:45PM		Quantitative Methods Instructor 2		Qualitative Methods Instructor 1

Effort to Improve EDP520 Further (Fall 2007 & Spring 2008) - Student Survey

The Student Survey was administered at the end of Fall 2007 to 25 students in a section of 520. Students’ perceptions on the revised EDP520 were relatively positive. As shown in the figure below, their average ratings on the survey questions ranged from high 3’s to low 4’s, where 5 indicated “Strongly Agree” and 1 represented “Strongly Disagree.” The lowest score that was just above 3.0 was given to the question “Do you think the structure of EDP520, approximately two 8-week sections with two different instructors, was effective?” Although students appreciate the fact that they learned two methods while contrasting them, they strongly believed that there should be two separate classes for quantitative and qualitative methods so that they would learn the methods better after having systematic and enough practices to apply newly acquired knowledge and skills. They thought that two 8-week sections were too short for them to fully comprehend quantitative or qualitative method. Instructors who taught EDP520 in Fall 2008 in a restructured format agree that there should be more time for each method to efficiently guide students in the course.

Figure 1
ED P 520 Survey Responses from AY 07-08



The following are selected student comments from the survey:

Positive Aspects

- This course helped me acquire basic skill in doing both qualitative and quantitative research.
- I think that coming in to the class I was aware of the overarching distinctions between the methods. Through the course lectures, exercises, and readings it helped to further develop the intellectual considerations that must be made to determine/identify which method was being used and should be applied.
- I now understand what is involved when planning either type of research.
- I think for “biased” perspectives, the integration allowed for appreciation of both.
- I appreciate the introduction to both methods. It is nice to have the option to learn about both before choosing one methods course.
- I feel the assignment were great. Without assignments, I wouldn’t have even begun to think about research topics or relevant and valid methods of research.
- I liked being able to work on one topic from a qualitative to quantitative viewpoint.

Negative Aspects

- I felt I did not get enough information other than a brief introduction of either method. Much more time was needed on the quantitative portion.
- I’m still not very confident in selecting/applying quantitative methods, still seems overwhelmingly difficulty and complicated.
- Did not feel like there was enough time to truly process information and truly understand it when applying it to assignments.
- Again, too brief to learn much. It would have been helpful to spend more time critiquing and discussing articles in class, especially in the quantitative portion.
- I thought it was helpful as an introduction but I still think that I may have to take a more in depth course on qualitative research methods before I start writing.

- The readings and lectures did not help as much as the assignments because doing it myself is the best way to learn.

4. **Complementary Data:** You may summarize *additional* information about candidate performance, the student experience or program effectiveness used to inform programmatic decision making. This may include quantitative and qualitative data related to things such as student perceptions, community views of the program, or general faculty observations. If you elect not to respond to this prompt, please write "N/A."

N/A

Analysis and Actions

5. What do the data for each outcome say regarding: a) candidate performance and, b) program effectiveness? Please note particular areas of strength and particular areas 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 was lower in 2008-2009 than in the past. There must be additional recruitment efforts to maintain a cohort size of 15-20 students.

For transition point 2 (Advancement to Culminating Experience), candidates exceeded or met expectations for all SLOs assessment during the reporting period. In Fall '08, candidates were assessed on SLOs 3 and 4. For SLO 3, candidates developed a research proposal to demonstrate their skills in research methodology. Almost 90% of candidates exceeded expectations. For SLO 4, candidates analyzed and synthesized research literature in human development. Almost all candidates exceeded expectations. As culminating experience, 12 candidates opted for thesis and 12 candidates chose the comprehensive examination (See Table 3).

For transition point 3 (Exit), a total of 18 candidates met the degree requirements (See Table 4).

Major Outcomes from Discussion with Instructors, CED Program Coordinators

- (1) Evaluation data on the effectiveness of the restructured EDP520 was accumulated from various sources (i.e., students, instructors, program coordinators) including the data from AY 2007-2008.
- (2) This effort triggered extended discussion among program coordinators in the Graduate Degree Programs Committee how to advance research skills of students and how to promote graduate culture in the College of Education.
- (3) A subcommittee was formed to develop an effective sequence of research/methodology related courses in the College of Education.

6. How do these findings compare to past assessment findings regarding: a) candidate performance and, b) program effectiveness?

This was our first year to collect candidate performance data on signature assignments. We plan to utilize the CED exit survey data to measure program effectiveness starting next year. As for program

effectiveness, we plan to revise research methodology courses in Summer '09 to reflect the needs of candidates and their programs.

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 and prioritize the action items.

Based on the results, the following program changes are warranted:

Table 17
Action Items

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?
1	Review and revise methodology courses (ED P 400, 520, 541, 595, and 605)	Hiromi Masunaga Simon Kim Seon-Hi Shin	Sept. 2009
2	Develop student recruitment strategies	Hiromi Masunaga Simon Kim	Fall 2009