College of Education and Affiliated Programs
Annual Assessment Report Template – Fall 2012
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 three full-time and two half-time faculty members in the program to provide instruction and advising for approximately 50 students enrolled in the program (See Tables 2-6 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	Evidence-based Practices; Leadership	Collaboration; Advocacy	Evidence-based Practices; Innovation	Effective Pedagogy	Scholarship
CSULB Learning Outcomes	Collaborative problem solving	Collaborative problem solving	Collaborative problem solving; Integrating liberal education	Knowledge and respect for diversity issues; Engaged in global and local issues	Well-prepared
NCATE Elements	n/a	n/a	n/a	n/a	n/a

Table 2

Program Specific Candidate Information, 2011-2012 (snapshot taken Su12)[1] – Transition Point 1 (Admission to Program)

	Number Applied	Number Accepted	Number Matriculated
TOTAL	81	28	20

Table 3

Program Specific Candidate Information, 2011-2012 (snapshot taken Su12) – Transition Point 2 (Advancement to Culminating Experience)

	Number
Thesis (698)[2]	4
Comps[3]	20

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[1] Totals for Ed Psych (Track1) and School Psych (Track2).

[2] This is data on students who were enrolled in thesis work during Fall 2011 and Spring 2012. This figure may include students who actually "crossed into" this transition point prior to Fall 2011 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 2011, Fall 2011, or Spring 2012. The data include students who may not have taken or passed the examination(s).

Table 4

Comprehensive Exam Results, 2011-2012 (snapshot taken Su12)

	Number
Passed	12
Failed	5
Total[4]	17

Table 5

Program Specific Candidate Information, 2011-2012 (snapshot taken Su12)[5] – Transition Point 3 (Exit)

	Number
Degree	15

Table 6

Faculty Profile 2011-12[6]

Status	Number
Full-time TT/lect.	4
Part-time Lecturer	8
Total:	12

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 four tenured faculty members were involved in reviewing and discussing the program assessment findings for SLOs 1, 2, 3, 4, and 5 during a program meeting in Fall 2012.

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[4] The number of pass + fail does not equal the number of students who advanced to take the comps (Table 3) because some students who have registered for the exam do not attempt it. This data reflects number of attempts at one or more parts of the comprehensive exam in Summer 2011, Fall 2011, or Spring 2012. Individuals who failed all or part of the exam and chose to retake it during AY 11-12 may be accounted for twice.

[5] Totals of Ed Psych, School Psych tracks

[6] Faculty numbers reflect headcounts of any faculty member teaching a course in the program for the prior academic year (Summer through Spring). Faculty who teach across multiple programs will be counted in each program. Faculty numbers only include those from Educational Psychology and not from School Psychology.

Data

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

   a. <u>Candidate Performance Data</u>: 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.
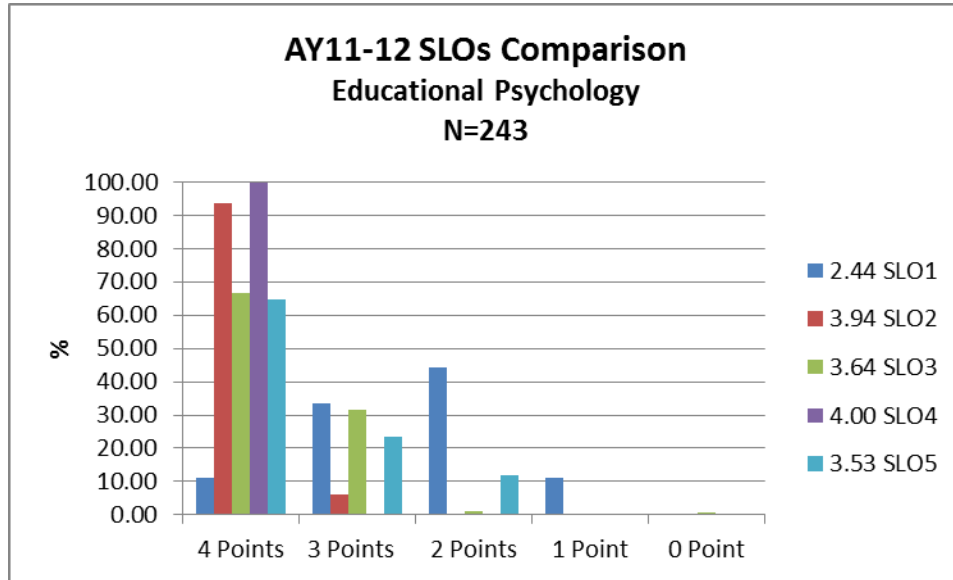
Table 7

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

AY11-12 SLO Comparison

AY11-12 SLOs Comparison
Educational Psychology
N=243

Legend:
- 2.44 SLO1
- 3.94 SLO2
- 3.64 SLO3
- 4.00 SLO4
- 3.53 SLO5

X-axis: 4 Points, 3 Points, 2 Points, 1 Point, 0 Point
Y-axis: % (0.00 to 100.00)

Figure 2

AY11-12 SLO Means

AY11-12 SLO Means
Educational Psychology

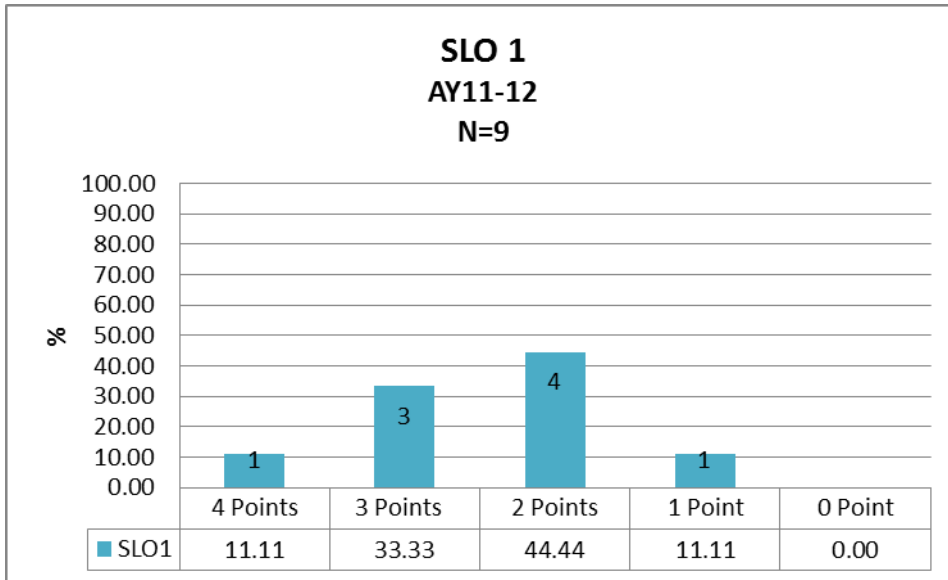|	Points
SLO1 (N= 9)	2.44
SLO2 (N= 16)	3.94
SLO3 (N= 159)	3.64
SLO4 (N= 42)	4.00
SLO5 (N= 17)	3.53
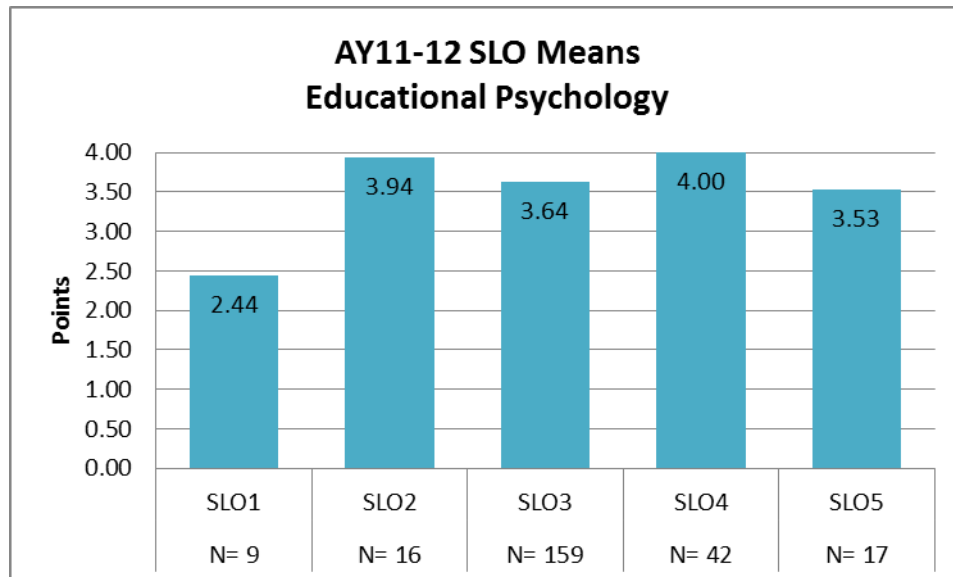
Outcome 1: Identify and apply appropriate statistical techniques.

Figure 3

AY11-12 Score Distribution-SLO 1

SLO 1
AY11-12
N=9

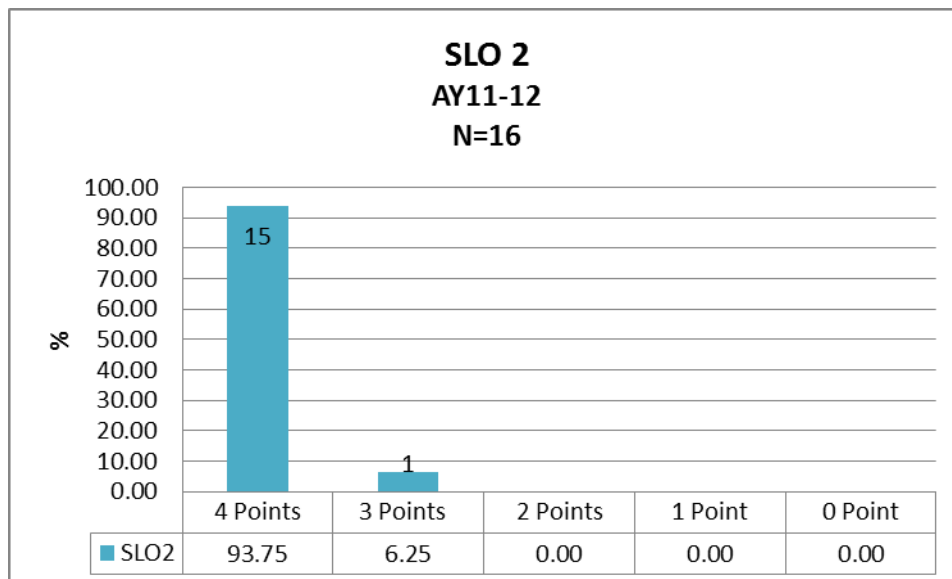|	4 Points	3 Points	2 Points	1 Point	0 Point
■ SLO1	11.11	33.33	44.44	11.11	0.00

Outcome 2: Employ measurement theories to critique educational assessment.

Figure 4

AY11-12 Score Distribution-SLO 2

SLO 2
AY11-12
N=16

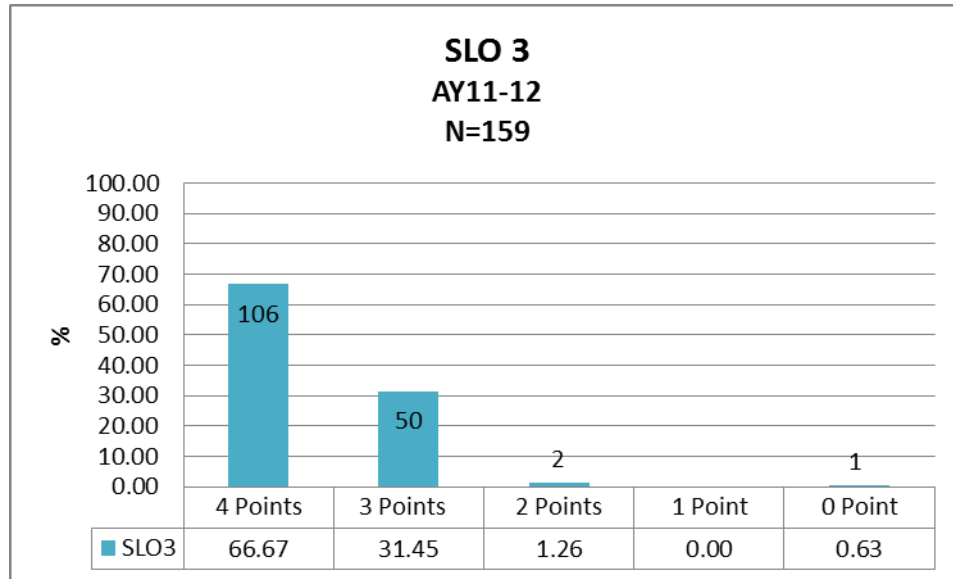|	4 Points	3 Points	2 Points	1 Point	0 Point
■ SLO2	93.75	6.25	0.00	0.00	0.00

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

Figure 5

AY11-12 Score Distribution-SLO 3

SLO 3
AY11-12
N=159

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO3	66.67	31.45	1.26	0.00	0.63

Figure 6

AY11-12 Criteria Score Means-SLO 3

SLO 3 Rubric Criteria Score Means (0-4)
AY11-12
N=44

| Criterion 1 Id research problem	Criterion 2 Lit Review	Criterion 3 Research Questions	Criterion 4 Id design	Criterion 5 Specify subjects/ Participants	Criterion 6 Id data collection	Criterion 7 Id data analysis	Criterion 8 Writing
3.20	3.20	3.14	3.36	3.2	3.23	2.57	3.57
80.03%	80.11%	78.53%	84.00%	80.00%	80.66%	64.21%	89.13%
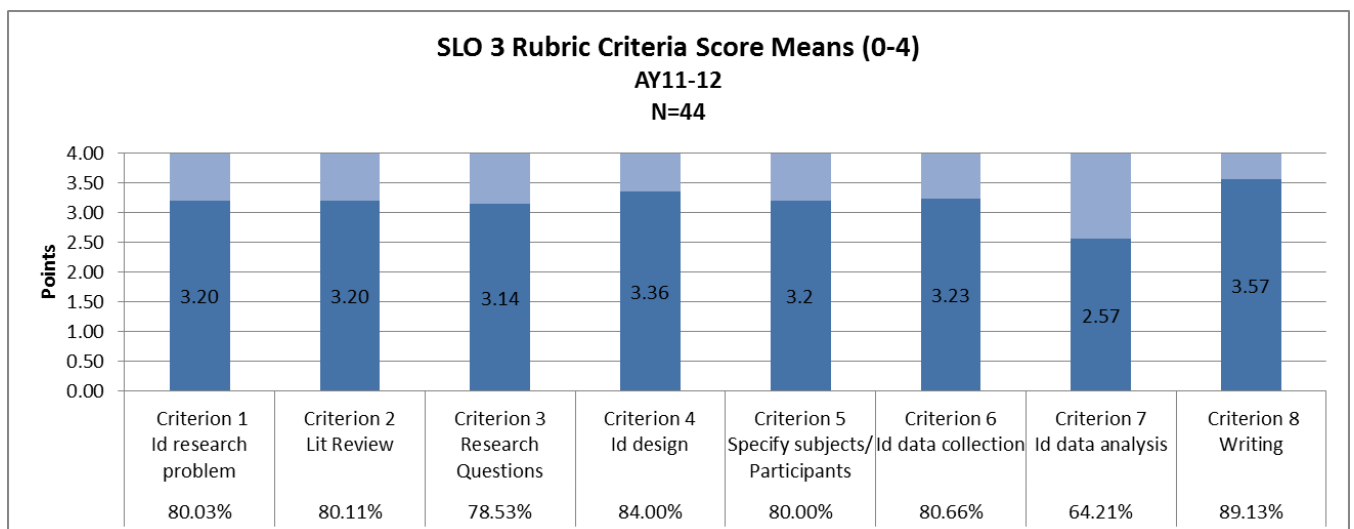
Outcome 4: Apply theories of motivation, learning, and development to facilitate child and adolescent learning.

Figure 7

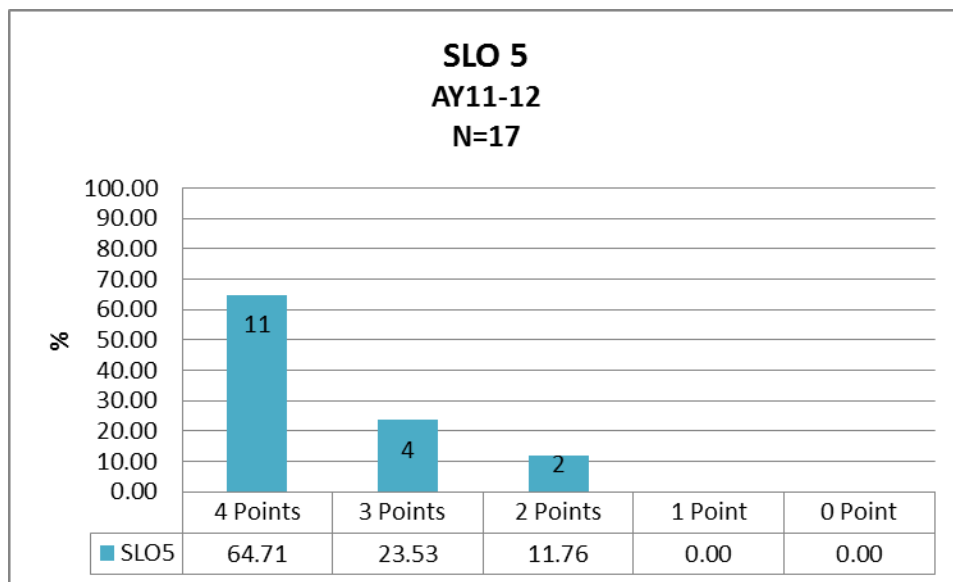*AY11-12 Score Distribution-SLO 4*

SLO 4
AY11-12
N=42

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO4	100.00	0.00	0.00	0.00	0.00
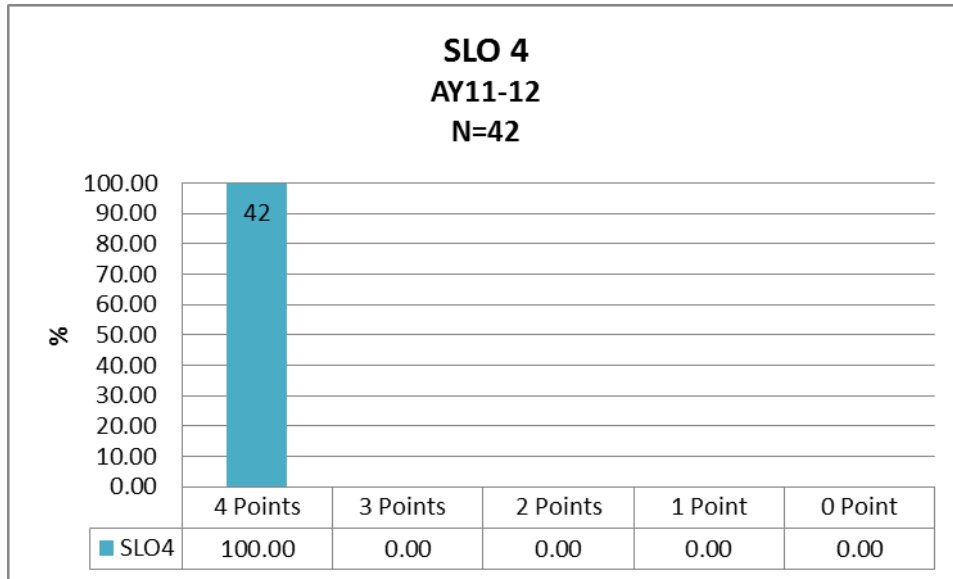
Outcome 5: Critically analyze research in educational psychology.

Figure 8

AY11-12 Score Distribution-SLO 5

SLO 5
AY11-12
N=17

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO5	64.71	23.53	11.76	0.00	0.00

Figure 9

AY11-12 Criteria Score Means-SLO 5

SLO 5 Rubric Criteria Score Means
AY11-12
N=16

Criterion	Mean	Out of	Percentage
Criterion 1 Id Problem	3.81	out of 4	95.31%
Criterion 2 Specify Purpose	3.69	out of 4	92.19%
Criterion 3 Literature Review	4.19	out of 5	83.75%
Criterion 4 Implications/ Recommendations	3.81	out of 4	95.31%
Criterion 5 Id Analysis/ Application	3.88	out of 4	96.88%
Criterion 6 Writing	3.80	out of 4	95.00%
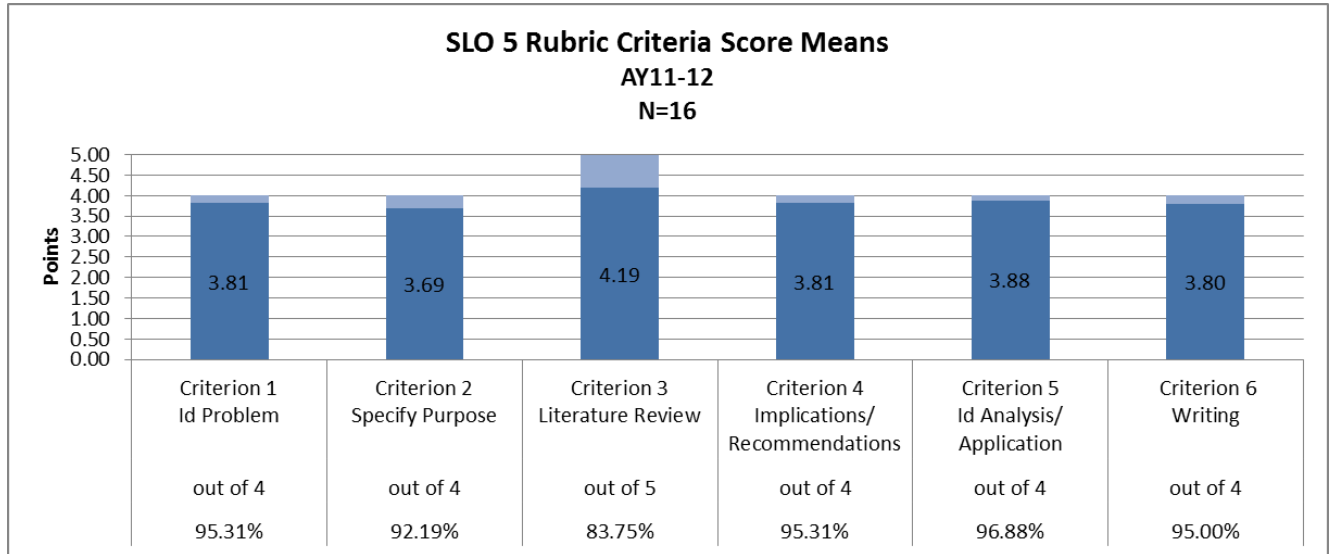
b. <u>Program Effectiveness Data</u>: What data were collected to determine program effectiveness and how (e.g., post-program surveys, employer feedback, focus groups, retention data)? This may be indirect evidence of student learning, satisfaction data, or other indicators or program effectiveness. Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, or summarized qualitative data, for each outcome.

4. <u>OPTIONAL</u>: 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.

Based on the AY 11-12 SLO scores and distributions, candidates exceeded or met expectations for all SLOs. A relatively low mean score for SLO1 may stems from miscommunication. When a part-time lecturer taught ED P 619 in AY 2011-2012, the revised fieldwork component was not implemented. In lieu of signature assignment scores, ED P 619 course grades were used for SLO1. This heightens the importance of communicating the revised curriculum and its signature assignment to part-time lecturers.

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

Candidates consistently exceeded or met expectations for all areas of assessment.

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.

Table 8

Action Plan

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?
1	With the Educational Specialist Degree Program in School Psychology, the Educational Psychology Program will no longer accept Track 2 students. The program faculty will explore future options for the Educational Psychology Track 1. Those options include: a. Develop a data driven decision making sequence of courses for a "specialization" as electives for other programs b. Modify degree: If the Ed Psych program is to continue, it must be redesigned. Faculty members are not certain that even with a redesigned focus, we will attract a large number of students. It could be that the program could continue as a "small program" if the students take the Ed Psych service courses and also the specialization courses described above. c. Discontinue the Ed Psych degree program but maintain presence as a "service" program: With this option, the Ed Psych program would continue to schedule/staff courses and would keep a seat on the graduate programs committee.	Program faculty	Spring '14
2	Improve communication between program faculty and part-time lecturers	Program faculty	On-going