



**College of Education and Affiliated Programs**  
**Annual Assessment Report Template – Fall 2011**  
*MA in Education, Option in Educational Psychology*

**Note: this report presents and analyzes data from the 2010-2011 academic year.**

**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 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 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 2-5 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*

	<b>Outcome 1</b>	<b>Outcome 2</b>	<b>Outcome 3</b>	<b>Outcome 4</b>	<b>Outcome 5</b>
<b>SLOs</b>	Identify and apply appropriate statistical techniques.	Employ measurement theories to critique educational assessment.	Apply quantitative 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.
<b>Signature Assignment(s)</b>	Project	Project	Research paper	Exam	Article critique
<b>Conceptual Framework</b>	Research and Evaluation	Prepares Leaders	Research and Evaluation	School Improvement, Values Diversity	Promotes Growth

**Table 2***Program Specific Candidate Information, 2010-2011(snapshot taken F11)<sup>1</sup> – Transition Point 1 (Admission to Program)*

	<b>Number Applied</b>	<b>Number Accepted</b>	<b>Number Matriculated</b>
<b>TOTAL</b>	105	42	28

**Table 3***Program Specific Candidate Information, 2010-11(snapshot taken F11) – Transition Point 2 (Advancement to Culminating Experience)*

	<b>Number</b>
<b>Comps<sup>2</sup></b>	18

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<sup>1</sup> Totals for Ed Psych (Track 1) and School Psych (Track 2)

<sup>2</sup> This is data on the number of students who *applied* to take the comprehensive examination in Summer 2010, Fall 2010, or Spring 2011. The data include students who may not have taken or passed the examination(s).

**Table 4**

*Program Specific Candidate Information, 2008-2009 (snapshot taken F11)<sup>3</sup> – Transition Point 3 (Exit)*

	<b>Number</b>
<b>Degree</b>	20

**Table 5**

*Faculty Profile 2010-11<sup>4</sup>*

<b>Status</b>	<b>Number</b>
<b>Full-time TT/lect.</b>	4
<b>Part-time Lecturer</b>	11
<b>Total:</b>	15

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.

Four tenured faculty in the program reviewed and discussed the data collected from AY 2010-2011 for SLOs 1, 2, 3, 4, and 5 (See attached Appendix A).

## **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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<sup>3</sup> Totals of Ed Psych, School Psych tracks

<sup>4</sup> Faculty numbers only include those from Educational Psychology and not from School Psychology.

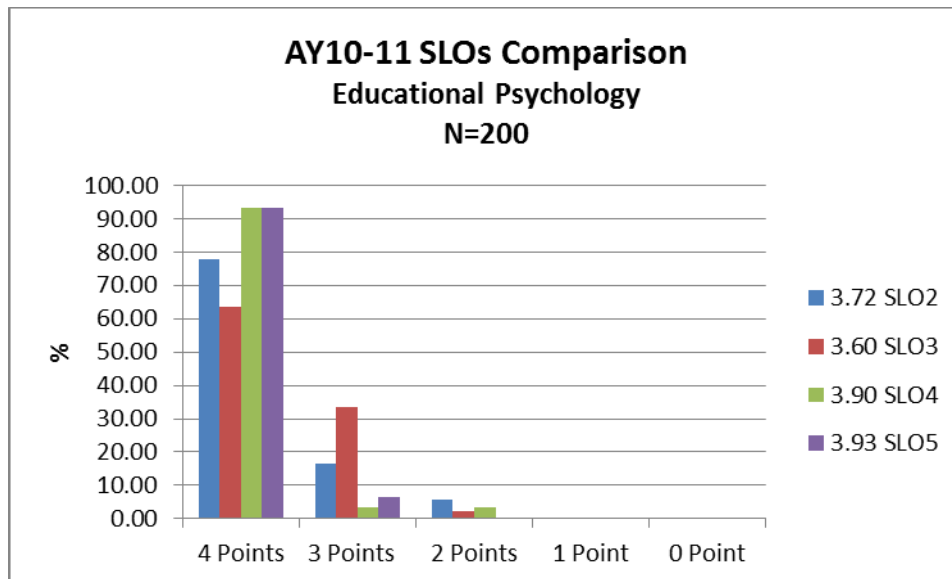
**Table 6**

*Program Student Learning Outcomes and Signature Assignments*

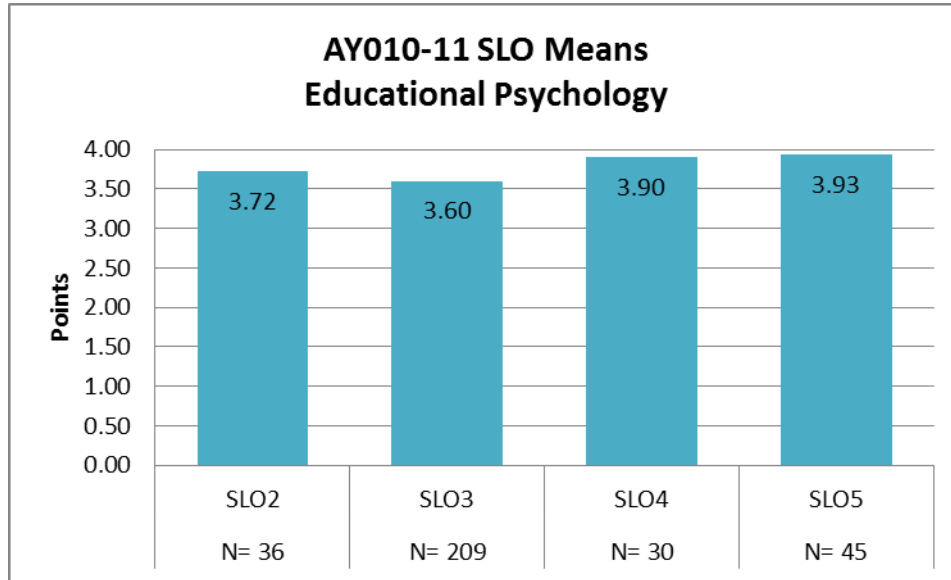
	<b>Student Learning Outcomes</b>	<b>Signature Assignment(s) Course</b>	<b>Description of the Assignment</b>
<b>1</b>	Identify and apply appropriate statistical techniques.	EDP 619	Develop a research plan and prepare written report of the results from multivariate procedures.
<b>2</b>	Employ measurement 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.
<b>3</b>	Apply quantitative research methodology in educational research and evaluation.	EDP 520	Develop a research proposal. Include research questions, literature review, and quantitative methodology.
<b>4</b>	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.
<b>5</b>	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**

*Educational Psychology AY10-11 SLO Comparison*

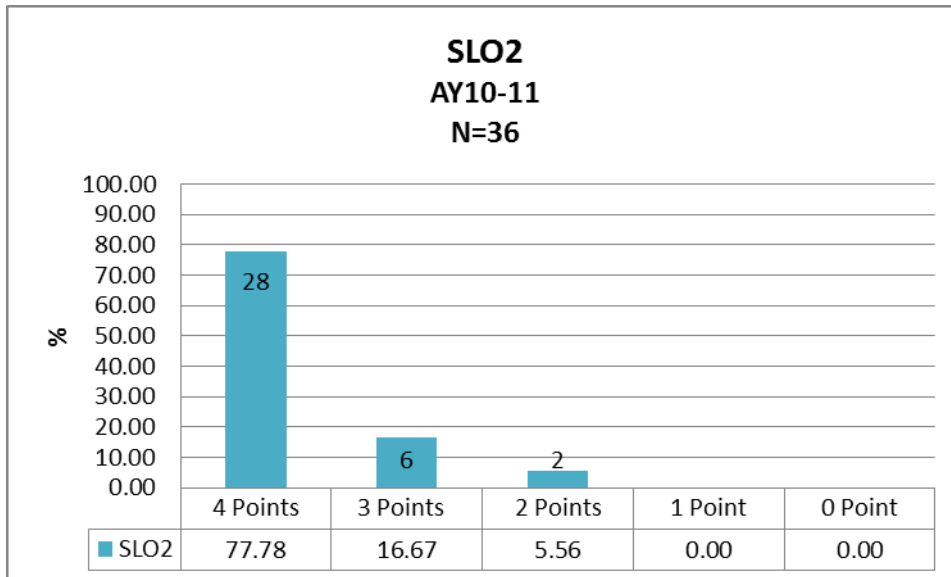


**Figure 2**  
*Educational Psychology AY10-11 SLO Means*



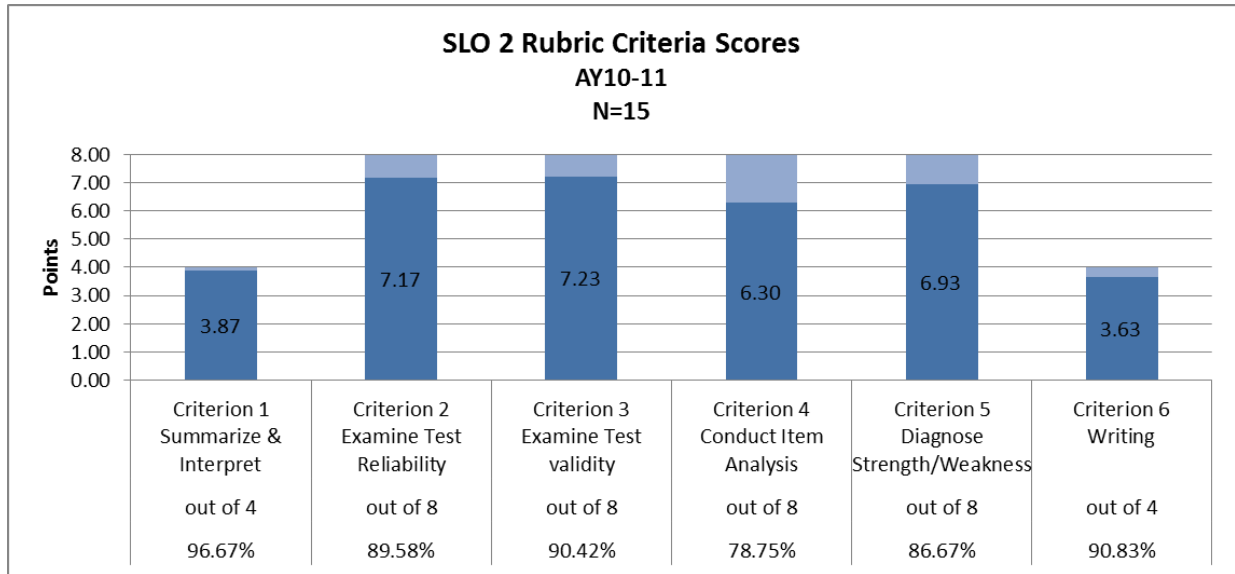
**Outcome 2:** Employ measurement theories to critique educational assessment.

**Figure 3**  
*Educational Psychology AY10-11 Score Distribution-SLO 2*



**Figure 4**

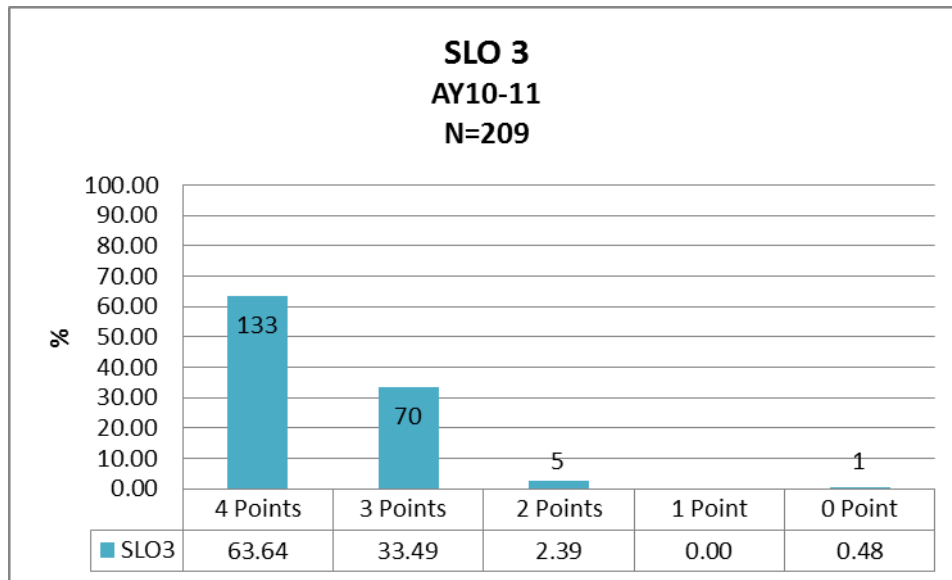
*Educational Psychology AY10-11 Criteria Score Means-SLO 2*



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

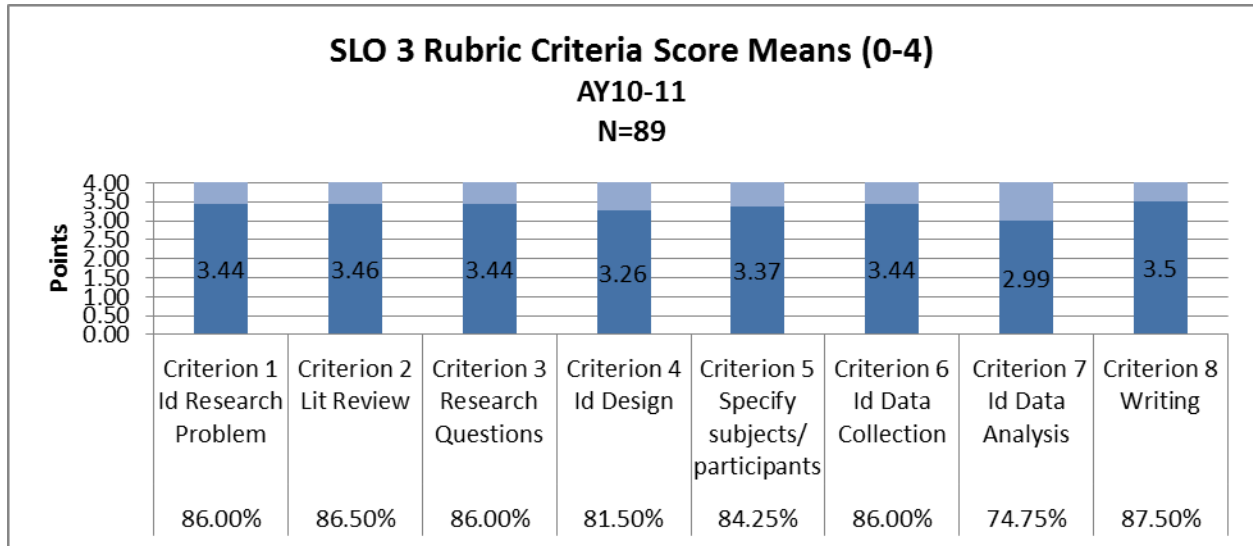
**Figure 5**

*Educational Psychology AY10-11 Score Distribution-SLO 3*



**Figure 6**

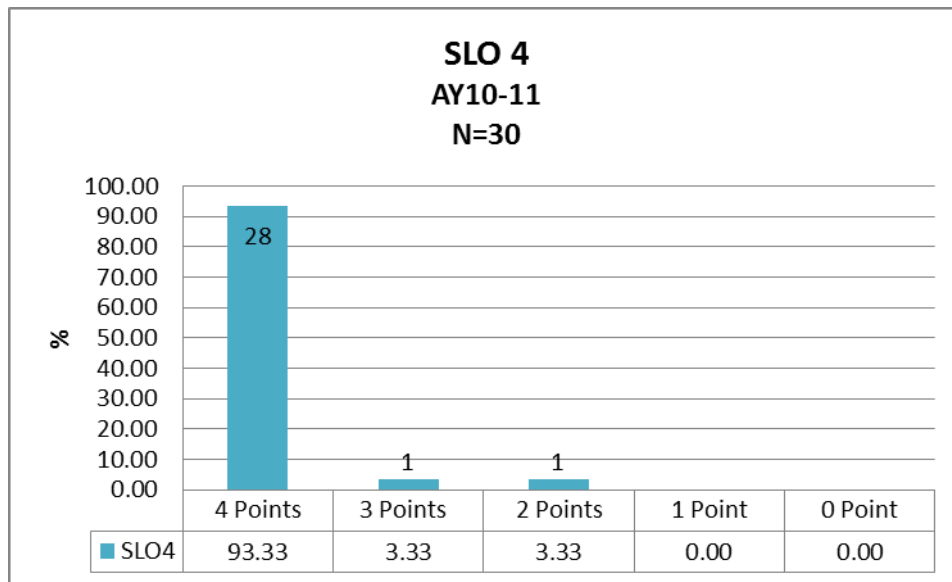
*Educational Psychology AY10-11 Criteria Score Means-SLO 3*



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

**Figure 7**

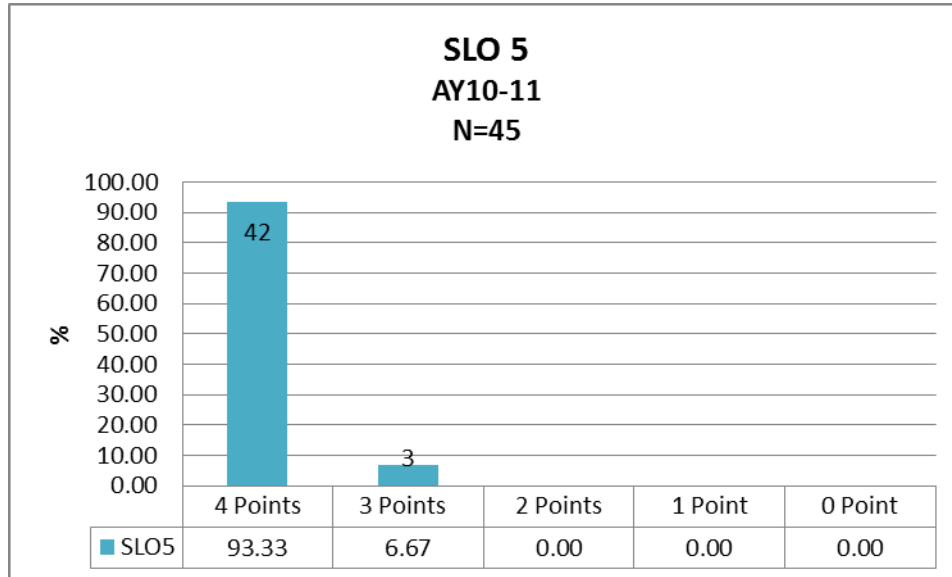
*Educational Psychology AY10-11 Score Distribution-SLO 4*



**Outcome 5:** Critically analyze research in educational psychology.

**Figure 8**

*Educational Psychology AY10-11 Score Distribution-SLO 5*



- b. 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.
- 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.

For transition point 2 (Advancement to Culminating Experience), candidates exceeded or met expectations for all SLOs assessment during the reporting period. In AY 2010-2011, candidates were assessed on SLOs 2, 3, 4, and 5. Almost all candidates exceeded expectations. At culminating experience, 18 candidates chose the comprehensive examination (See Table 3). For transition point 3 (Exit), a total of 20 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.

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.

## Action Plan

### Priority 1:

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" in C&I or as electives for other programs. C&I faculty are interested in this. It would require 2-3 new or redesigned courses. A grant writing course could also be developed.

b. Modify degree

If the Ed Psych program is to continue, it must be redesigned. Faculty 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 program

The program could be discontinued and the faculty could join other programs.

d. 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. This option could work with Option a above.

In addition, review current program requirements and make any necessary modifications.

By Whom? Program Faculty

By When? Spring '12

### Priority 2:

Encourage faculty in ED P520 to report criterion scores for SLO 3

By Whom? Program Coordinators

By When? Spring '12

### Priority 3:

Reexamine scoring rubrics for criterion scores for SLOs 4 & 5

By Whom? Instructors of EDP 604 & 605

By When? Spring '12

## **Appendix A**

November 7, 2011

Ed psych data mtg

Simon, Hiromi, Kristi, Jennifer

Identify Ed psych students in advance (Figure 1)

Shading in tables for SLO 2 (Measurement) misleading: High scores but range varies for each criterion

SLO 3 (Research proposal): High scores

N=209 for overall score

For criterion, n lower (89) because not all faculty reported criterion data

SLOs 4 (Development) and 5 (Learning)

604 is exam, 605 is a paper

Both have high scores

Reexamine scoring rubrics for criterion data

Action items

Encourage faculty in EDP520 to report criterion data for SLO 3

Reexamine scoring rubrics for criterion data for SLOs 4 & 5

Explore Track 1 options in Spring '12

1. Suspend admissions for AY 2012-2013?
2. Eliminate EDP619.
3. More evaluation oriented? Hot topic, similar courses but more focused on data based decision making, Educators need to know what decisions one can make based on data.
4. Focus on how to use data appropriately, research office has data but people don't know how to use.
5. Examine 596 changes?
6. List current courses and examine additions or subtractions.