



**College of Education and Affiliated Programs**  
**Biennial Assessment Report – Fall 2014**  
*MA in Education, Option in Educational Psychology*

*Note: this report presents and analyzes data from Summer 2012 through Spring 2014.*

## **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.

Our program recently underwent a major curriculum change. The data in this report reflects our old program. In that old program we offered two curriculum tracks: Track 1 (non-credential track) and Track 2 (credential track). Track 1 was the Master of Arts degree option and Track 2 was the Master of Arts degree plus the School Psychology Credential Program. Track 1 was suitable for those who desired to have advanced training in statistics, research methods, measurement, and program evaluation and those who desired to complete further study in Ph.D. programs in related areas. Track 2 is suitable for those who desired to pursue a career in School Psychology

Upon completion of the program, students were 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 2 full-time and 1 half-time faculty members in the program to provide instruction and advising for the students enrolled in the program. As we have “sunsetted” the old Ed Psych program, candidate enrollment numbers have dropped and our last Ed Psych Track 1 student completed the program in Spring 14. The School Psychology recently developed and had approved, an Educational Specialist Degree which is considered the terminal degree for a school

psychologist so those students are no longer part of the Ed Psych degree program. The revised Ed Psych program, therefore, takes advantage of our focus on evidence-based practices. That program will be highlighted in future assessment reports.

In addition, the program continues to offer service courses in human development and learning (ED P 301, 302, and 305), statistics/data analysis (ED P 419, 519, and 619), research methods (ED P 400, 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/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.
<b>Signature Assignment(s)</b>	Project	Project	Research paper	Exam	Research Article and critical Analysis
<b>Conceptual Framework</b>	Evidence-based Practices; Leadership	Collaboration; Advocacy	Evidence-based Practices; Innovation	Effective Pedagogy	Scholarship
<b>CSULB Learning Outcomes</b>	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
<b>NCATE Elements</b>	n/a	n/a	n/a	n/a	n/a

**Table 2***Program Specific Candidate Information, 2012-2014<sup>1</sup> – Transition Point 1 (Admission to Program)*

	2012-2013			2013-2014		
	Applied	Accepted	Matriculated	Applied	Accepted	Matriculated
<b>Total:</b>	0	0	0	0	0	0

**Table 3***Program Specific Candidate Information, 2012-2014 – Transition Point 2 (Advancement to Culminating Experience)*

	2012-2013	2013-2014
<b>Thesis (698)<sup>2</sup></b>	5	0
<b>Comps<sup>3</sup></b>	12	1

**Table 4***Comprehensive Exam Results, 2012-2014*

	2012-2013	2013-2014
<b>Passed</b>	11	1
<b>Failed</b>	1	0
<b>Total<sup>4</sup></b>	12	1

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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 students who were enrolled in thesis work from Summer 2012 to Spring 2014. This figure may include students who actually “crossed into” this transition point prior to Fall 2012 and were still making progress on their theses at this time.

<sup>3</sup> This is data on the number of students who *applied* to take the comprehensive examination in Summer 2012 to Spring 2014. The data include students who may not have taken or passed the examination(s).

<sup>4</sup> The number of pass + fail may not necessarily be equal to 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 from Summer 2012 to Spring 2014. Individuals who failed all or part of the exam and chose to retake it during AY 12-13 may be accounted for twice.

**Table 5**

*Program Specific Candidate Information, 2012-2014<sup>5</sup> – Transition Point 3 (Exit)*

	<b>2012-2013</b>	<b>2013-2014</b>
<b>Degree</b>	14	3

**Table 6**

*Faculty Profile 2012-2014<sup>6</sup>*

<b>Status</b>	<b>2012-2013</b>	<b>2013-2014</b>
Full-time TT/Lecturer	8	5
Part-time Lecturer	10	8
<b>Total:</b>	18	13

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.**

The meeting was held on September 12<sup>th</sup>, 2014. Two full-time faculty members were available at that time: Jennifer Coots and Joanne Tortorici-Luna. The other full-time faculty member was working at the Chancellor’s office and the part-timers were not available. Minutes are not available.

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<sup>5</sup> Totals for Ed Psych (Track 1) and School Psych (Track 2). Graduates

<sup>6</sup> 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:

The Educational Psychology program draws upon data from a variety of sources for its ongoing program improvement processes, and for this biennial report in particular. Data informing this report include:

- **Enrollment and Headcount Data:** Enrollment and headcount data are provided by the department office (faculty headcounts) and the Graduate Office/TPAC. These data are reflected in Tables 2-6 above. The data are shared with the Assessment Office on an annual basis and reviewed in alternating years for the biennial report.
- **Signature Assignment Data:** Signature assignments are faculty-designed assessments, typically embedded in courses, that assess candidate learning on program-level outcomes. Assessment scoring is guided by rubrics to ensure consistency and fairness. These data are collected each time the relevant course is offered and are then forwarded to the Assessment Office for analysis. Analysis includes calculating the mean and standard deviation for overall and criteria scores. Signature assignments are outlined in Table 1 (above). Relevant data for these assignments (as available) are reported in Appendix A.
- **Exit Survey for Advanced Programs:** Each spring, the Assessment Office administers a web-based survey to those who have completed their programs and/or filed for a credential the prior summer or fall, or anticipate doing so that spring. Relevant data for the program are reported in Appendix B.
- **Alumni Survey for Advanced Programs:** Starting in fall 2013, the college administered a web-based survey of alumni of advanced programs. This survey is administered every 3 years. Relevant data for the program are reported in Appendix B.

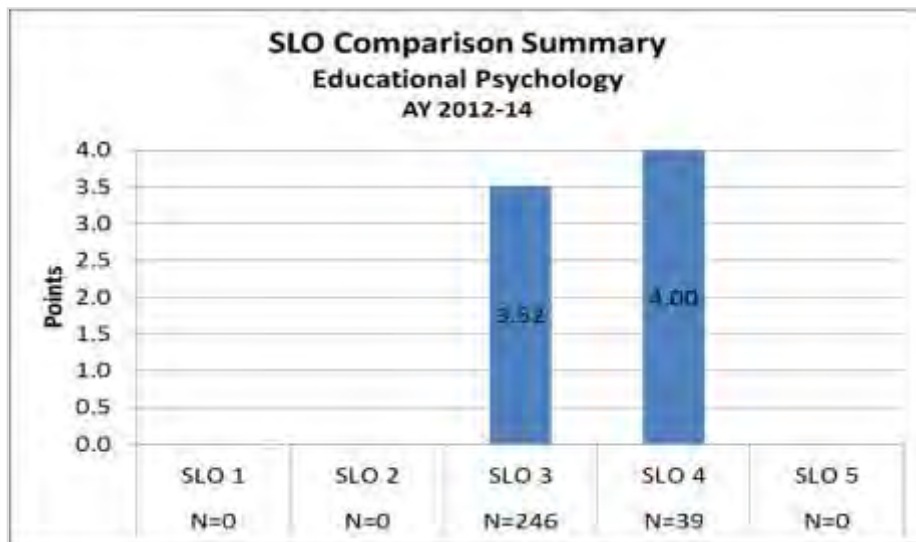
Additional information, including each program's assessment plan and signature assignments, can be found at: <http://www.ced.csulb.edu/assessment>.

- 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).

The figures below present an overview of SLO data for the period covered by this report. For more detailed data on specific SLOs and related criteria (as available) please refer to Appendix A.

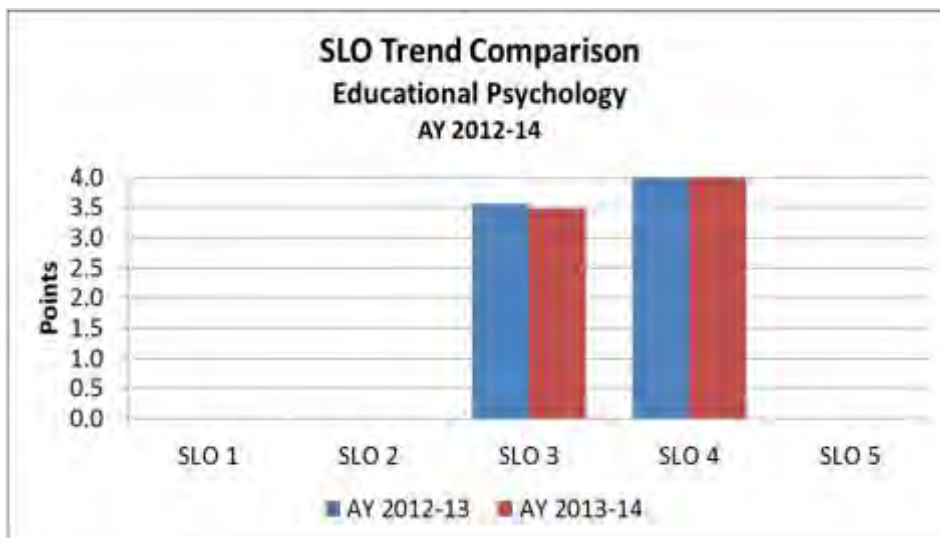
**Figure 1**

Figure 1 shows aggregate data by SLO for a two-year period based on points earned.



**Figure 2**

Figure 2 shows trends in SLO data across two years based on points earned.



- 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.

The program has reviewed and interpreted data from the following survey items (identified below). Relevant survey data can be found in Appendix B.

<u>Survey</u>	<u>Items</u>
CED Exit Survey, 2013	Technology & Online Resources, Candidate Satisfaction
Alumni Survey, 2013	Program Outcomes

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. Please use the table below to report the major interpretations based on your review of the data for this reporting cycle. Consider signature assignment data on candidate performance *as well as* any survey and other data. Be sure to make note of how these new findings compare to *past* findings on the data and discuss *why* you believe the results have changed. (Note: While it is possible that you have both strengths and weaknesses for a single topic, it is also possible you might identify *only* strengths or *only* weakness for a topic.)

Please refer to Tables 7 and 8 on the following pages for discussions related to the analysis and interpretation of program data.

**Table 7***Interpretations and Discussion of Program Strengths and/or Areas of Needed Improvement*

#	Topic	Data Sources (i.e., Signature Assignments and/or surveys)	Strengths	Areas for Improvement (Please address action taken or planned in Q6 below)	Changes from past findings <i>and why</i>
1	Candidate performance	Signature Assignments	Students demonstrate mastery	Need to disaggregate data by program. For example, in Fig. 1 above, SLO 3 ( $n=246$ ) is mapped to a course that serves students from multiple programs, including Ed Psych master's students. We need a means of sorting out the Ed Psych major degree students from the "service" course students from other programs in order to allow us to make better sense of the data.	N/A
2	Outcomes/ candidate satisfaction with program advising and website	CED Exit Survey, Alumni survey	Overall, relatively strong ratings related to candidate satisfaction with program effectiveness and quality	The quality of services based on the alumni and exit surveys were a bit difficult to assess from the Ed Psych program perspective as most of the respondents appeared to be in the Track 2 (School Psych) program which has now become a separate Educational Specialist degree program. However, students' feedback on these two surveys support the separation of the two programs as students commented upon some confusion about advising for the masters component of the "old" program and advising for the credential component of the "old" program. Students also commented upon how the website did not necessarily provide them with clear information. Again, these issues appear to have been addressed through recent curriculum changes to both "old" programs.	N/A



#	Topic	Data Sources (i.e., Signature Assignments and/or surveys)	Strengths	Areas for Improvement (Please address action taken or planned in Q6 below)	Changes from past findings <i>and why</i>
3	Assessment plan	Unit-wide assessment	Strong set of signature assignments to serve multiple programs	Need to insure that assessment plan reflects the new program requirements	N/A
4	Calibration of signature assignments/ rubrics	Signature assignments		Our courses are taught by TT faculty across departments and programs in the college as well as adjunct faculty from across the college. As such, we need to develop a mechanism for calibration as we don't fit the typical college model of calibrating within program.	N/A

6. Please outline the steps the program will take (e.g., revise curriculum, programs, practices, assessment processes) to address areas in need of improvement outlined in Question 5.

**Table 8**

*Program Action Items*

Topic #	Action to Address Areas for Improvement	By Whom?	By When?	Update on Actions (If Applicable)
1	Signature Assignments: work with assessment office and assessment committee to develop a mechanism to disaggregate data by program. As our research methods courses serve students across the college and University, such disaggregation will help the Ed Psych program but also all those other masters degree programs make more informed decisions about how effective our courses are in meeting student learning outcomes.	Program coordinator, assessment office, assessment committee (Grad committee?)	Fall 2015	
2	Advising and website: Changes in these areas are underway. New advising forms have been developed by the coordinator and she is updating the website as well.	Coordinator with assistance from the grad office	Fall 2014	
3	Assessment plan: the posted assessment plan on the Unit-wide assessment plan site is incorrect. It needs to be updated for the new program	Coordinator with assistance from the assessment office.	Spring 2015	
4	We will work with the assessment committee and the grad committee to develop mechanisms that will allow for calibration across program faculty.	Coordinator with assistance from the Dean's office, assessment office, and CED grad committee.	Spring 2015 - ongoing	

**7. Will you be making any changes to signature assignments or rubrics as a result of your review of data for this report?**

Yes (see below)

No (no further action is required)

If YES, please document planned changes below:

**Table 9**

*Proposed Changes to Program Documents*

<b>Course #</b>	<b>Signature Assignment Name</b>	<b>Nature of Changes (BRIEF)</b>	<b>Reasons for Changes (BRIEF)</b>
604	Exam	This is from the “old” program. The correct signature assignment is a sample of reading reflections.	The signature assignment indicated on the posted assessment plan is incorrect.
400, 595, 596, EDCI 533	Misc	All missing from posted assessment plan – need to incorporate new program signature assignments.	

**Please remember to submit revised rubrics to the Assessment Office when they are completed to ensure we can help you collect the correct data.**

# APPENDIX A:

## Candidate Performance Data

# Educational Psychology

## Signature Assignment Data Report

### AY 2012-14

#### Figure Description:

- **SLO Comparison Summary Graph:** compares aggregate data by SLO for a three-year period based on points earned.
- **SLO Trend Comparison Graph:** displays trends in SLO data across three years based on points earned.
- **SLO Score Distribution Graph:** displays score distribution trends for SLOs across three years based on the percentage of students who earned a particular score
- **SLO Criteria Score Means Graph:** displays aggregate criteria data for SLOs for a three-year period based on the average percentage of points earned.

#### **Student Learning Outcomes**

**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.

Figure 1

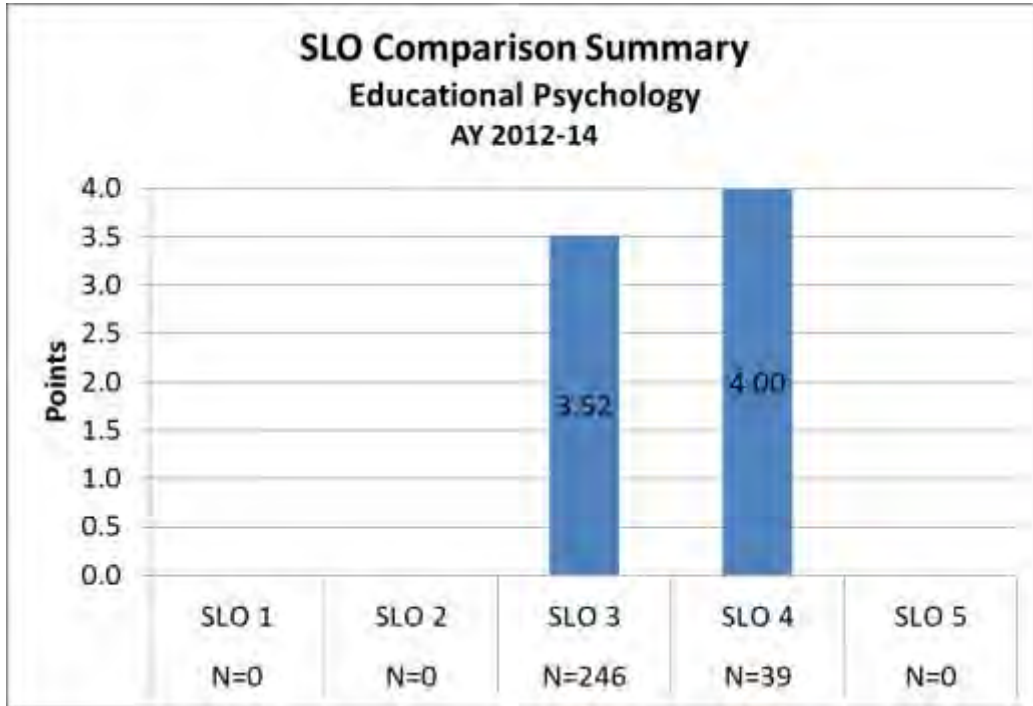
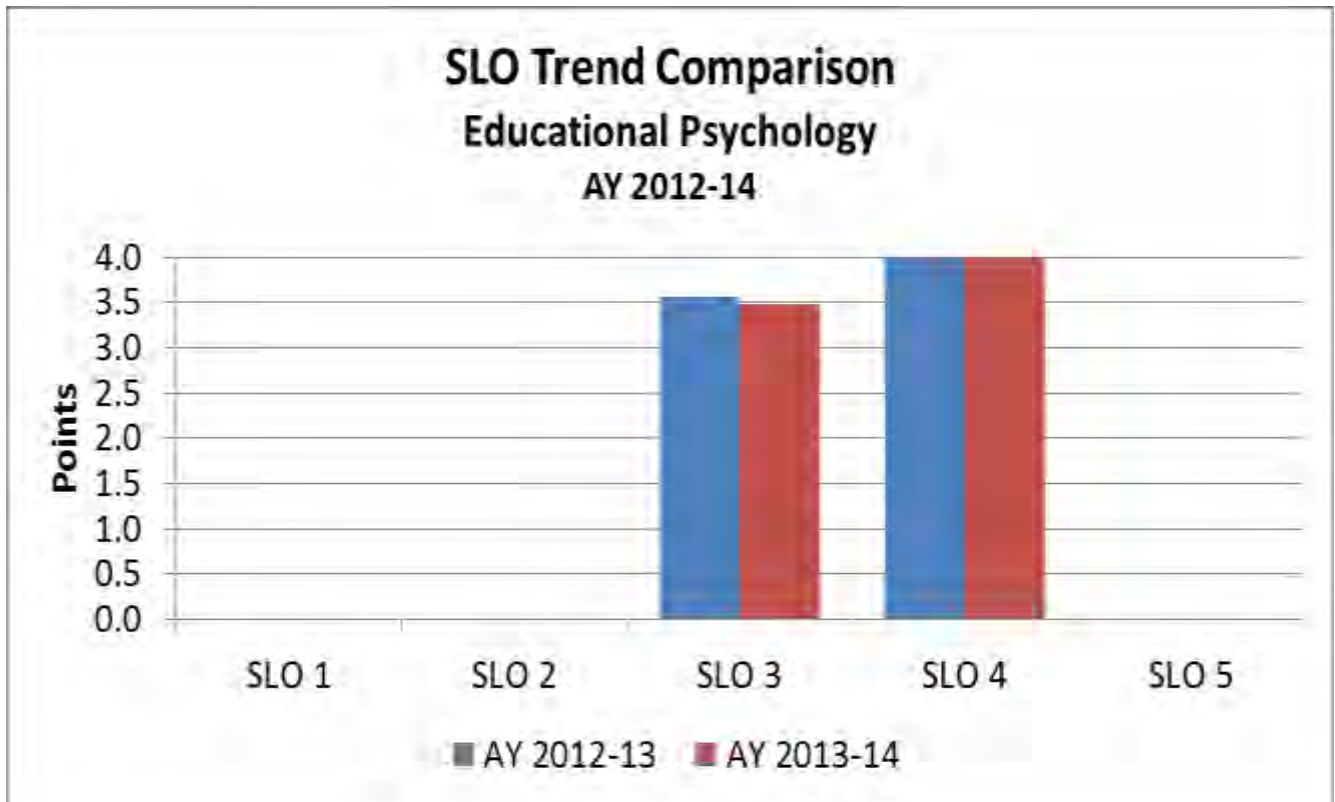


Figure 2

Figure 2 shows trends in SLO data across two years based on points earned.



**Outcome 1:** Identify and apply appropriate statistical techniques.

**Note:** Course not provided AY12-13 or 13-14

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

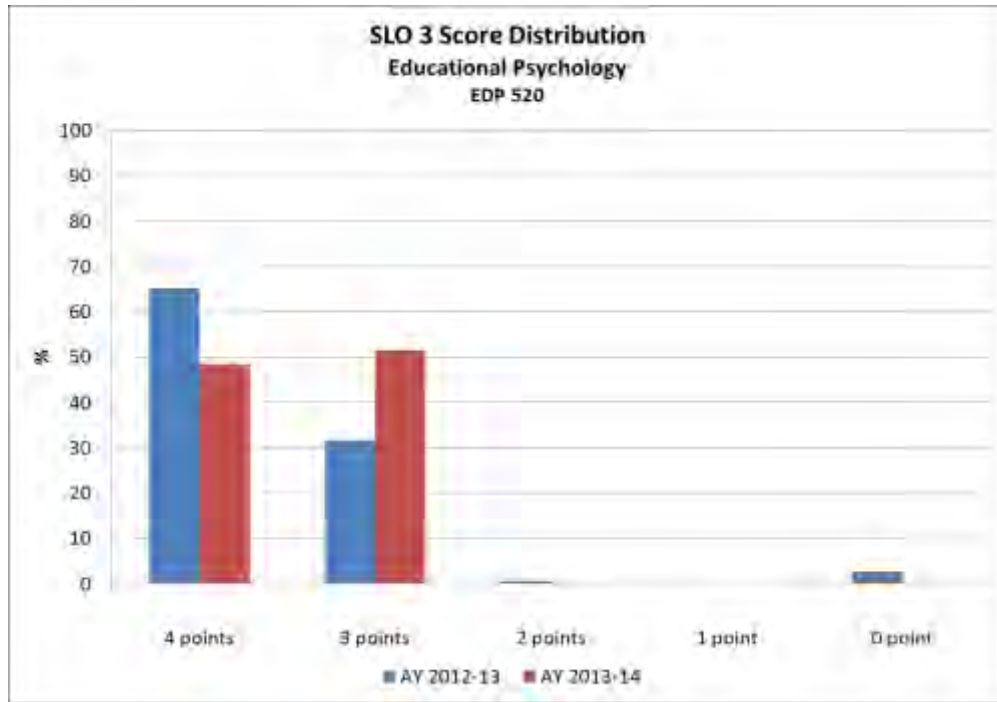
**Note:** Course not provided AY12-13 or 13-14

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

**Note:** Course not provided AY12-13 or 13-14

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

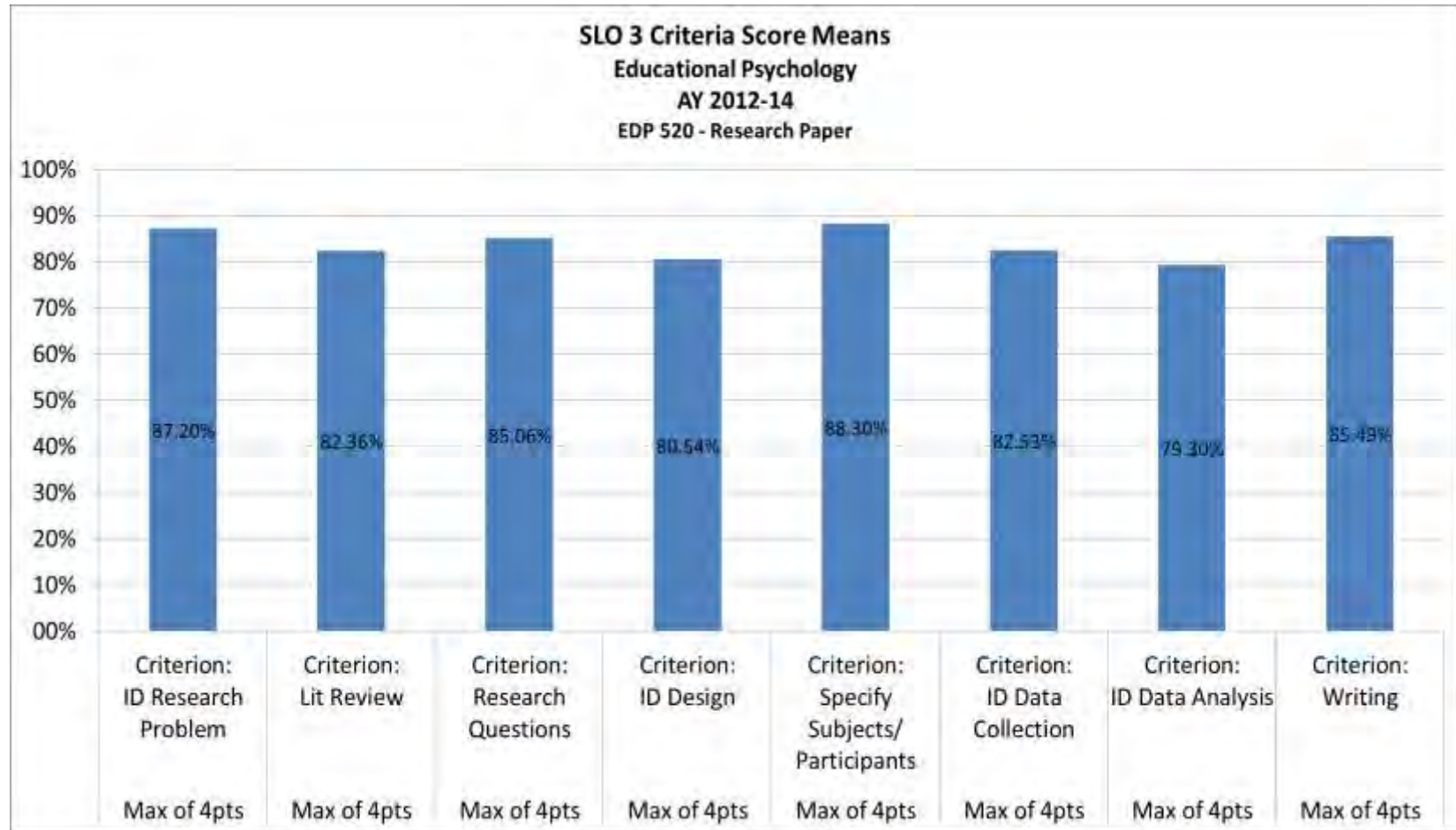
**Figure 3**



AY	N	Mean	SD
AY 2012-13	149	3.56	0.76
AY 2013-14	97	3.48	0.50



Figure 4



AY	Max N
AY 2012-13	149
AY 2013-14	73

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

**Figure 5**



AY	N	Mean	SD
AY 2012-13	38	4.00	0.00
AY 2013-14	1	4.00	0.00

**Note:** Criteria scores were not provided for this outcome

# APPENDIX B:

## Program Effectiveness Data

## 2013 Advanced Programs Exit Survey - Response Rates

### Educational Psychology

**For the purposes of this survey, please select one program from the list below that you will have in mind as you complete the rest of this survey. (Required)**



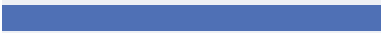


	Answer	Bar	N	%
1	Adapted PE Credential		0	0.00%
2	Administrative Services I Credential		0	0.00%
3	Administrative Services II Credential		0	0.00%
4	Curriculum and Instruction-Elementary Master's Degree		0	0.00%
5	Curriculum and Instruction-Secondary Master's Degree		0	0.00%
6	Dual Language Development Master's Degree		0	0.00%
7	Early Childhood Education Master's Degree		0	0.00%
8	Educational Administration Master's Degree		0	0.00%
9	Educational Leadership Doctoral Program		0	0.00%
10	Educational Psychology Master's Degree		6	100.00%
11	Educational Technology and Media Leadership Master's Degree		0	0.00%
12	Library Media Teacher Credential		0	0.00%
13	Librarianship Master's Degree		0	0.00%
14	Marriage and Family Therapy Master's Degree		0	0.00%
15	Math Education Master's Degree		0	0.00%
16	Reading and Language Arts Credential		0	0.00%
17	Reading and Language Arts Master's Degree		0	0.00%
18	School Counseling Credential/Master's Degree		0	0.00%
19	School Nurse Credential		0	0.00%
20	School Psychology Credential		0	0.00%
21	School Social Work Credential		0	0.00%
22	Social and Cultural Analysis of Education (formerly SMF) Master's Degree		0	0.00%
23	Special Education II Credential		0	0.00%
24	Special Education Master's Degree		0	0.00%
25	Speech-Language Pathology Credential		0	0.00%
26	Student Development in Higher Education Master's Degree		0	0.00%
	Total		6	100.00%

## Technology & Online Resources

Please rate your level of general satisfaction with each of the following:

#	Question	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	N	Mean
1	My instructors frequently used technology and media to effectively promote learning.	3	3	-	-	6	1.50
2	My instructors expected us to use instructional technology and media in completing our assignments.	3	3	-	-	6	1.50
3	In my program, I had sufficient opportunities to learn about using computer technology to enhance my academic and professional work.	3	1	2	-	6	1.83

Please indicate which of the following statements apply to you as a result of your program: (check all that apply)

#	Answer	Bar	N	%
1	I am able to locate online resources in my field		5	83.33%
2	I use technology ethically and responsibly (accessibility, fair use, security, safety, etc.)		6	100.00%
3	I am able to evaluate the reliability and quality of online resources		4	66.67%
4	My academic and professional work is enhanced by the use of technology		5	83.33%
5	I am able to use technology to transform the teaching and learning process		3	50.00%
	Total		23	100.00%

## Candidate Satisfaction

Please rate your level of agreement with the following questions regarding general outcomes of your degree/credential program:

#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	N	Mean
1	My program facilitated the development of my critical thinking skills.	4	1	-	-	5	1.20
2	My program facilitated the development of my problem-solving skills	3	2	-	-	5	1.40
3	My program prepared me for professional practice.	3	2	-	-	5	1.40
4	My program helped me develop or refine my professional dispositions in a way that will allow me to serve all students/clients.	2	3	-	-	5	1.60
5	My program helped me develop the ability to link my lesson content or treatment/intervention plan to students' experiences and cultures.	3	2	-	-	5	1.40
6	My program prepared me to teach and engage all students, including English language learners and those with special needs.	3	2	-	-	5	1.40
7	I had the opportunity to work collaboratively with others (faculty, supervisors, peers) to both receive and give feedback on practice during my fieldwork/clinical experiences.	4	1	-	-	5	1.20

## Education Psychology CED Alumni Survey 2013

### Program Outcomes:

**As a result of my educational experience:**

#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	N	Average Value
1	I developed the content knowledge and skills needed to be successful in my profession.	3	7	-	-	10	3.30
2	I understand how to collect and use assessment data to inform my practice.	6	4	-	-	10	3.60
3	I developed competence in working collaboratively within school, family, and/or community contexts.	5	5	-	-	10	3.50
4	I can accept leadership roles in my profession in responsible and ethical ways.	6	4	-	-	10	3.60
5	I understand how to use technology and other innovative processes in appropriate ways within my profession.	4	6	-	-	10	3.40
6	I appreciate the role of research in my profession and use scholarship in a continuous learning and inquiry manner.	5	4	1	-	10	3.40
7	I see it as part of my professional responsibility to advocate for the interests of my students/clients.	6	4	-	-	10	3.60