

# Unit Plan for Assessing and Improving Student Learning in Degree Programs

**Unit: Educational Psychology**

**Unit Head approval: Thomas A. Schwandt**

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## **SECTION 1: PAST ASSESSMENT RESULTS**

**Brief description of changes or improvements made in your unit as the result of assessment results since 2000.**

The Department of Educational Psychology is composed of four interdependent divisions. Each division is responsible for setting its own requirements for graduate students (and we are a graduate-only-degree-granting program). Some of the divisions have undergone more changes than others since 2000. The Counseling Psychology Division, in particular, which is accredited by the American Psychological Association, undergoes frequent reviews and is mandated to make changes required by the Accreditation Board. The most notable changes in this division have been devoted to greater attention to scholarship in multicultural issues.

Other divisions have evolved less deliberately, but have seen impressive changes over the last five years. To be honest, the changes can be seen as responsive to national and international trends and agendas more than to the campus assessment plan in 2000. We note that our *U.S. News & World Report* rankings have been in the top 5 nationally (currently we stand at 4) during the past 8 years, indicating that our changes are recognized by our peers as both important and cutting-edge.

## **SECTION 2: REVISED ASSESSMENT PLAN**

**(a) PROCESS: Brief description of the process followed to develop or revise this assessment plan.**

The immediate past department chair worked with each of the division chairs to develop a list of objectives and associated outcomes. Given the independence that each division has in creating its requirements, we include each division's assessment plan as a separate document.

**(b) STUDENT OUTCOMES: List Unit's student learning outcomes (knowledge, skills, and attitudes).**

(See charts that follow this page.)

**(c) MEASURES AND METHODS USED TO MEASURE OUTCOMES:**

(See charts that follow this page.)

## Counseling Psychology Division

Objective	Outcome
A broad knowledge of the core areas of psychology	<ol style="list-style-type: none"> <li>1. Successful completion of courses in psychological core areas or independent demonstration of an equivalent;</li> <li>2. Completion of qualifying exam questions drawing upon such requisite knowledge</li> </ol>
Understanding of the basic statistical analytical methods, research designs, measurement models, and research approaches	<ol style="list-style-type: none"> <li>1. Successful completion of an intermediate course in statistics and a research methodologies requirement (typically quantitative methods or measurement).</li> <li>2. Completion of research methodology course (Epsy 513 or Epsy 573)</li> <li>3. Completion of qualifying exam questions highlighting these areas</li> </ol>
Demonstrate skills at independently designing, conducting, writing, and presenting research studies	<ol style="list-style-type: none"> <li>1. Successful completion of a research seminar and defense of thesis and dissertation</li> <li>2. Presentation at scientific/professional conferences and publication in scientific/professional journals</li> </ol>
Skilled in psychological assessment in all aspects (design, psychometric evaluation, administering, and communicating results) as well as in a variety of contexts (e.g., both environmental and individual assessment).	<ol style="list-style-type: none"> <li>1. Successful completion of counseling psychology core courses, and assessment sequence</li> <li>2. Appropriate application of such skills in a series of beginning and advanced practica</li> <li>3. Completion of qualifying exam questions on research design, measurement, and statistics</li> <li>4. Successful completion of an APA-approved pre-doctoral internship</li> </ol>
Ability to conceptualize clients from a variety of theoretical and scientifically-informed frameworks, present such a conceptualization to others and establish means and methods to evaluate its accuracy	<ol style="list-style-type: none"> <li>1. Demonstrate such skills in these courses: theories of counseling (Epsy 420), prepracticum (Epsy 419), beginning practicum (Epsy 520A) and advanced practicum (Epsy 520B)</li> <li>2. Completion of qualifying exam questions on assessment and counseling conceptualization</li> <li>3. Demonstrate these skills at an advanced level during an APA-approved pre-doctoral internship</li> </ol>
Theoretical and scientific knowledge regarding skills in the provision of interventions.	<ol style="list-style-type: none"> <li>1. Completion of intervention focused course material in the professional seminar (Epsy 510)</li> <li>2. Completion of practica sequence (prepracticum, beginning prac, advanced prac)</li> <li>3. Completion of qualifying exam questions on counseling process and interventions</li> <li>4. Completion of an APA-approved pre-doctoral internship</li> </ol>

<p>Valuing and developing competence in aspects of diversity and individual differences.</p>	<ol style="list-style-type: none"> <li>1. Completion of a course in diversity</li> <li>2. Coverage of issues of diversity in program courses, and symposia focusing on such issues</li> <li>3. Completion of qualifying exam questions which highlight diversity and awareness of individual differences</li> </ol>
<p>Knowledge and appreciation of the ethical issues involved in being a psychologist.</p>	<ol style="list-style-type: none"> <li>1. Completion of program objectives that infuse ethics in research and practice throughout the curriculum</li> <li>2. Demonstration of knowledge and application on qualifying exam questions regarding ethics</li> </ol>
<p>Adopt critical, scientific approach to professional activities</p>	<ol style="list-style-type: none"> <li>1. Completion of practica</li> <li>2. Completion of qualifying exam question on professional issues</li> <li>3. Completion of research requirements</li> </ol>

### Child Development Division

Objective	Outcome
<b>Goal 1: Students will obtain a broad knowledge of the core areas of child development research.</b>	
Knowledge in the core areas of child development.	<ol style="list-style-type: none"> <li>1. Successful completion of courses ('A' grade) in these core areas: cognitive, language, and social development</li> <li>2. Completion of qualifying exam questions drawing upon such requisite knowledge.</li> </ol>
<b>Goal 2: Students will obtain a sophisticated knowledge base of research approaches and analytic tools necessary for contribution to the scholarly literature.</b>	
Understanding of the basic statistical analytical methods, research designs, measurement models, and research approaches.	<ol style="list-style-type: none"> <li>1. Successful completion of at least an intermediate course in statistics and a research methodologies requirement</li> <li>2. Completion of qualifying exam questions highlighting these areas.</li> </ol>
Demonstrate skills at independently designing, conducting, writing, and presenting research studies.	<ol style="list-style-type: none"> <li>1. Annual research presentations at the Child Development Division brownbag series.</li> <li>2. Successful defense and completion of early research requirement and dissertation.</li> <li>3. Presentation at scientific/professional conferences and publication in journals.</li> </ol>
<b>Goal 3: Students will adopt values associated with being a child development researcher and teacher.</b>	
Socialization and marketability as a researcher/teacher of child development	<ol style="list-style-type: none"> <li>1. Immersion in the research process with academic mentor(s).</li> <li>2. Successful teaching and instruction of undergraduates.</li> <li>3. Publication and presentation of scholarly work.</li> <li>4. Ability to work positively with school administrators, principals, teachers, parents, and children.</li> </ol>

**Cognitive Science of Teaching and Learning Division**

Objective	Outcome
<b>Goal 1: Students will obtain a broad knowledge of the core areas of related to the cognitive science of teaching and learning.</b>	
Knowledge of theoretical perspectives, methodological approaches, and key research findings in the core areas of (a) cognition and learning, (b) learning and the psychology of language, and (c) sociocultural perspectives in learning.	Successful completion of relevant coursework at the 500-level in each of these domains (which may be used to satisfy the general qualifying exam requirement of the College).
<b>Goal 2: Students will obtain a deep expertise in a relevant topic within or cutting across these core areas.</b>	
Deep expertise in theoretical perspectives, methodological approaches, and key research findings in a topic selected by the student.	Successful completion of the specialty qualifying exam.
Develop skills at independently designing, conducting, writing, and presenting research studies.	<ol style="list-style-type: none"> <li>1. Successful completion and defense of early research project.</li> <li>2. Successful completion and defense of dissertation.</li> <li>3. Presentation at scientific/professional conferences and publication in scientific/professional journals.</li> </ol>
<b>Goal 3: Students will obtain a sophisticated knowledge base of research approaches and analytic tools necessary for contribution to the professional literature.</b>	
Understanding of the basic statistical analytical methods, research designs, measurement models, and research approaches.	Successful completion of the research specialization requirements.

**Studies In Interpretive, Statistical, Measurement and Evaluative Methodologies For Education (QUERIES) Division**

Objective	Outcome
<b>Goal 1: Students will obtain a broad basic knowledge of the core areas of educational research methodologies, quantitative, qualitative, and evaluative research methods.</b>	
Knowledge in the core domains.	<ol style="list-style-type: none"> <li>1. Successful completion of courses in these core areas: educational statistics, measurement, quantitative and qualitative research design, and evaluation, or independent demonstration of an equivalent;</li> <li>2. Completion of qualifying exams drawing upon such requisite knowledge.</li> </ol>
<b>Goal 2: Students will obtain a sophisticated knowledge base of quantitative and/or qualitative research approaches and analytic tools necessary for contribution to the professional literature.</b>	
Understanding of the advanced statistical analytical methods, research designs, measurement models, evaluation methodologies, and research approaches.	<ol style="list-style-type: none"> <li>1. Completion of a series advanced courses in statistics.</li> <li>2. Completion of a series advanced courses in measurement theories.</li> <li>3. Completion of advanced courses in quantitative, qualitative, and/or evaluation research methodologies.</li> <li>4. Completion of qualifying exams highlighting these areas.</li> </ol>
Demonstration of skills at independently designing, conducting, writing, and presenting research studies.	<ol style="list-style-type: none"> <li>1. Successful completion of first year research project research in QUERIES brownbag seminars.</li> <li>2. Presentation at scientific/professional conferences and publication in scientific/professional journals.</li> </ol>
<p><b>Goal 3:</b></p> <ol style="list-style-type: none"> <li>1) <b>Students in Measurement will become skilled in the development and use of techniques for collecting and analyzing ‘test’ data through the study of measurement methods.</b></li> <li>2) <b>Objective1:</b> Understanding classical test theory, item response theory, skills diagnosis, and computer adaptive testing.               <ol style="list-style-type: none"> <li>a. <b>Objective 2:</b> Achieving proficiency with advanced statistical methods. They should be able to develop mathematical and statistical models for educational data. They should be competent with large-scale, data-based assessment procedures for local, state, and national organizations.</li> </ol> </li> <li>3) <b>Students in Statistics will be skilled in traditional and modern quantitative analytic methods.</b> <ol style="list-style-type: none"> <li>a. <b>Objective 1:</b> Understanding structural equation modeling, hierarchical (non) linear models, longitudinal data analysis, categorical data analysis, and procedures for dealing with missing data.</li> </ol> </li> </ol>	

<p>b. <b>Objective 2:</b> An emphasis in our program is on the modeling of data to describe the systematic structure of human phenomena. All students are expected to acquire the ability to conduct statistical analyses of data, as well as develop a deep understanding of the theoretical basis for various univariate and multivariate statistical techniques.</p> <p>4) <b>Students in Evaluation will have the skills required for Evaluation scholars – in education, social welfare, health services, community development, human resource development, and other domains.</b></p> <p>a. <b>Objective.</b> They should be able to contribute important information and perspectives to public policy initiatives and to private and philanthropic innovations at all levels of government, industry, and community life. Blending research skills with substantive and policy expertise, evaluators strive to contribute meaningfully to society’s continuing efforts to improve itself.</p>	
<p>Skilled in data collection and analysis, experimental design, validity study, detecting item/test bias, and assembly of reliable tests. Skilled in qualitative research design. Students should be able to use all these skill in conducting evaluations.</p>	<p>a) Successful completion of QUERIES core courses.</p> <p>b) Completion of qualifying exams on such content.</p> <p>c) Participation summer intern programs such as the programs offered by ETS, ACT, CTB and Pearson.</p> <p>d) Students have the option of acquiring a master degree in statistics awarded by the Department of Statistics.</p>

### **SECTION 3: PLANS FOR USING RESULTS**

**(a) PLANS: Brief description of plans to use assessment results for program improvement.**

Divisions should meet yearly (near the end of the spring semester) to review student progress and report any concerns or need for remedial action to Associate Chair.

The Associate Chair will determine where students have difficulties and provide a plan for change.

**(b) TIMELINE FOR IMPLEMENTATION:**

To be determined in Fall 2008.