Please complete this page for each degree program, graduate and undergraduate.

Student Learning Outcomes Check Sheet

Due 24 Feb 2012

College Of Education and Human Services
Degree Program Title: Ed Psychology

Department: Psy/Coun/SpEd
Degree Type: PHD
Banner/CIP Code: 42.2806.00

Responsible Program Coordinator/Chair completing this form: ______________________

A. Program MISSION Statement: What body of knowledge and/or what skills and qualities will graduates from this program possess upon completion of the degree?

The mission of the Ph.D. program in Educational Psychology is to prepare students to produce, integrate, and apply knowledge and understanding of human cognition, learning, research methodology, program evaluation, instructional design, and educational applications of technology to create and manage life-long learning environments and processes for individuals and/or organizations.

B. Does this program have any culminating experience or capstone course that would capture the cumulative knowledge and accomplishments of graduates of your program? If so, please describe the process by which faculty participate in the design and evaluation of the course and its products/experiences.

In the attached pages, please provide the learning outcomes the faculty as a whole expects from graduates from the program. While you may choose as many outcomes as you wish, it is often a good strategy to focus on the most important goals for students in the first few years of your Student Assessment Program. For example, two or three of the most critical goals would be a good starting point. Please complete questions 1-6 for each Student Learning Outcome you are assessing or plan to evaluate in the next review period on the attached sheet.
Please complete this page for each Student Learning Outcome (minimum of 3) for each of your degree programs.

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STUDENT LEARNING OUTCOME #__________

1. STUDENT LEARNING OUTCOME (SLO): What will a student be able to do, what knowledge, skills, values will they have, etc., upon graduation from the program that will be assessed? A Student Learning Outcome is a clear concise statement that describes how students can demonstrate their mastery of some element of the academic program goals.

   G 1: Scholarly Productivity
   All doctoral students are expected, at some point during their tenure in our program, to present research at regional, national, and/or international conferences; to submit research to a peer-reviewed journal.

   G 2: Training as psychological scientist
   Coursework in the doctoral program, as well as mentorship by a research advisor on writing a dissertation, lead to knowledge acquisition on the part of the student as to becoming a skilled practitioner of the scientific method for psychological research pursuits.

2. LINKS TO CURRICULUM & PROGRAM FACULTY. What courses support this SLO? How do all program faculty participate in setting the goals, content and learning outcomes of these courses? How do all program faculty participate in analyzing and making recommendations based on the results of student assessments?

3. ACTION PLAN: STRATEGIES/METHODS FOR OBSERVING STUDENT LEARNING. How will data be collected, analyzed, shared? How will faculty observe the accomplishment of this outcome? Please provide specific descriptions for how, when, how often, what course(s), what student performances will be observed, collected and analyzed. Please provide or attach any descriptions of your ACTION PLAN OR PROCESS addressing the who, what, when, where questions for the assessment program.

   SLO 1: Publications
   SLO 2: Conference Presentations
   SLO 3: Comprehensive Examination

4. CRITERIA FOR SUCCESS: MEASURES & TARGETS. What are the standards of progress or criteria used for judging success for the student learning assessment observations? Please attach any assessment tools, standards (rubrics) or other documents used to judge success or achievement of the outcome.

   The content of the comprehensive written examination is constructed and graded as a set of "sections" by area-appropriate faculty to reflect the core learning objectives of the doctoral program. Successful passing of the written examination is required prior to taking the oral examination. Each student will provide a 15-20 page review of the literature Doctoral students will maintain or exceed a passing criterion of 60% for
comprehensive exams each year, relevant to their research interests. This paper will then serve to provide a general structure for the questioning during the oral exam.

These two additional reports for questions 5&6 below will be due in May 11, 2012

5. ACHIEVEMENT SUMMARY: FINDINGS & RESULTS. What are the results of the assessment of this learning objective thus far? Be sure to include the year of the assessment, attach any relevant reports, data tables, etc. Please be specific in your descriptions. Indicating that n% students took a test or passed an oral exam is not an example of assessment findings.

6. PROGRAM ENHANCEMENT. How has assessment data been used? Please give examples over the last 3 years. What are the specific mechanisms for communicating results and changing courses, curriculum, learning activities within a course, etc

Review and Approval Signatures & Date:
Program Coordinator if applicable ________________________________
Department Chair: ________________________________
Dean ________________________________