Student Learning Outcomes Check Sheet
Due 11 May 2012

Degree Program Title: Educational Psychology, Degree Type: PhD
Banner/CIP Code: 42.2806.00

Responsible Program Coordinator/Chair completing this form: Curt Carlson

Note: Full narratives for items 1-4 were submitted 23 February 2012; only the # and brief description of the Student Learning Outcome need to be included in this report.

1. STUDENT LEARNING OUTCOME: To which Student Learning Outcome does this data refer to from your 23 February 2012 report?

   SLO 2: Scholarly Productivity: All students are expected, at some point during their tenure in our program, to present research at regional, national, and/or international conferences.

2. ACHIEVEMENT SUMMARY: FINDINGS & RESULTS. What are the results of the assessment of this learning objective thus far? Be sure to include the semester/year the assessment was conducted, attach any relevant reports, data tables, etc. Please be specific in your descriptions. Indicate the number and percentage of students whose data is reported here. Please note: the percent of students who successfully took a test or passed an oral exam is not an example of assessment findings. The findings must be related directly to a learning outcome.

The following is a list of student presentations (student names in bold) from January – April of 2012, which is a direct assessment of SLO 2 (direct assessment for SLO 1 and SLO 3 is the % of students passing comprehensive exams, but that is not provided here because it is stated above that it is not an example of an assessment finding). A total of 10 students gave presentations, which represents approximately 18% of our program’s graduate students.


3. PROGRAM ENHANCEMENT. How has this 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.

These assessment data (conference presentations) are used by our doctoral faculty to assess each student’s research progress. We meet annually to discuss each student’s progress through the program, and such presentations are an important indicator of research productivity. Results of a student’s evaluation are communicated with the student each fall. No courses, curriculum, learning activities within a course, etc., are changed as a result of this assessment. Rather, it is used to identify students who might need more assistance with research, and we then work as a faculty to provide said assistance.

Review and Approval Signatures & Date:

Program Coordinator if applicable [Signature] 5/2/12

Department Chair: [Signature] 5/2/12

Dean [Signature] 5/10/12