Analysis Questions and Analysis Answers

For Academic Programs

Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

Program faculty have noted the importance of identifying program graduate learning outcomes and demonstration of skills and knowledge learned in a job setting. Program faculty have been working with the College of Education to improve data collection on employers perceptions of graduates knowledge and skills.

Mission / Purpose

The primary mission of the Department of Educational Studies in Psychology, Research Methodology, & Counseling is to offer quality graduate programs. Consistent with this mission is the preparation of practitioners so that they acquire skills and knowledge of learning (learning principles) and evaluation/research (skills in evaluating effects and outcomes). The preparation of research and evaluation skills are focused on research-based effective practice. Additionally, our mission is to prepare students who have the skills and knowledge to make effective moral and ethical decisions and who are sensitive and responsive to diversity. The Department offers M.A.; Ed.S. and Ed.D/Ph.D. degrees in Counselor Education; a Ph.D. in Educational Research; a Ph.D./Ed.D. in School Psychology; the M.A. in Educational Psychology; the M.A. in Educational Psychology with an emphasis in school psychometry; the M.A. in Educational Psychology; the Ed.S. in Educational Psychology and the Ph.D./Ed.D. in Educational Psychology.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Discipline Knowledge

(Discipline Knowledge) Demonstrate an understanding of principles of learning from both cognitive and sociocultural perspectives and use these principles to apply to learning events.

Related Measures

M 1: Successful completion of analysis of learning paper
Successful completion of theoretical position paper, BEP 541, 100 percent achieve an 80 percent on the paper based on scoring rubrics.
Source of Evidence: Written assignment(s), usually scored by a rubric.
Target: 100 percent of student complete analysis of learning (theoretical position paper) paper with an 80 percent or above on scoring rubrics.

M 2: Successfully design a learning environment based on well-established principles of learning
Successfully design a learning environment based on well-established principles of learning (mini design project), BEP 541, 100 percent achieve an 80 percent on Learning Environment Project based on scoring rubrics.
Source of Evidence: Academic direct measure of learning - other
Target: 100 percent of students complete design of a learning environment with an 80 percent or above based on scoring rubrics.

SLO 2: Skills/Abilities

(Skills/Abilities) Students demonstrate the ability to analyze, synthesize, apply and critically evaluate information in Educational Psychology research.

Related Measures

M 3: Students successfully complete comprehensive exam with 100 percent pass rate
Students successfully complete comprehensive exam with 100 percent pass rate.
Source of Evidence: Comprehensive/end-of-program subject matter exam
Target: 75 percent of students successfully complete comprehensive exam.

M 4: Students complete course requirement in BER 500 Educational Research
Students complete course requirement in BER 500 Educational Research requiring evaluation of professional journal article, 100 percent achieve an 80 percent on the critique, respond to 54 questions in the evaluation of an article based on scoring rubrics.
Source of Evidence: Academic direct measure of learning - other
Target: Target is 100 percent of students completing course requirement, analyzing article based on detailed evaluation guidelines achieve an 80 percent or above on scoring rubrics.
OthOtm 3: Recognized Quality
The program will improve and sustain a high level of recognized quality. Faculty and graduates developing, completing and publishing research-based effective practice

Related Measures

M 5: FAR program faculty data demonstrating publications in professional refereed journals, the Department averages one publication per year.
FAR program faculty data demonstrating publications in professional refereed journals, the Department averages one and a half publication per tenure or tenure earning faculty each year.
Source of Evidence: Academic indirect indicator of learning - other
Target:
Target is faculty complete one and a half publications per department faculty. There were 18 full time tenured or tenure earning faculty in the department.

M 6: Survey of Students for presentations and publications in professional association journals and conferences
Survey of students for presentations and publications in professional association journals and conferences
Source of Evidence: Academic indirect indicator of learning - other
Target:
Target was that one student completed a professional presentation.

OthOtm 4: Optimal Level
The program will build and sustain an optimal level of annual program enrollments and degree completion

Related Measures

M 7: Review of Graduates to meet ACHE viability standards, maintain minimum viability standards
Review of graduates to meet ACHE viability standards, maintain minimum viability standards
Source of Evidence: Academic indirect indicator of learning - other

M 8: Maintain Current enrollments through new admits and retention of students
Maintain current enrollments through new admits and retention of students
Source of Evidence: Academic indirect indicator of learning - other
Target:
Target is to maintain enrollments, current enrollments.

OthOtm 5: Program Value
The program will be highly valued by its program graduates and other key constituencies it serves.

Related Measures

M 9: Graduate survey and assessment of satisfaction completed Spring 2012, a 75 percent satisfaction rating
Graduate survey and assessment of satisfaction completed Spring 2013, a 75 percent satisfaction rating
Source of Evidence: Alumni survey or tracking of alumni achievements
Target:
Target is 75 percent of graduates report overall satisfaction with their program and education

M 10: Survey of employers of graduates with at least a 75 percent satisfaction rating
Develop a survey of employers of graduates and identify method of distribution
Source of Evidence: Academic indirect indicator of learning - other
Target:
Target is the development of a college-wide employer survey

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Increase efforts for student presentation and publication
Faculty will identify additional methods of promoting student presentation at professional conferences/symposia and publications in professional journals. Additional strategies for promoting student involvement have been identified such as increasing student travel funding to conferences. Other strategies will be identified this year.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium
Implementation Description: Faculty have identified one method to increase student participation in publications and presentations through increased travel funding for students. Faculty will identify additional strategies in program meetings this academic year
Responsible Person/Group: Program faculty

Revise graduate survey
We collect survey information and satisfaction from graduates biannually. Our next survey of graduates will be completed March 2014. Faculty will review the previous survey and make changes based upon feedback from previous survey (completed spring 2012)
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Implementation Description: Department faculty will review the current survey questions for graduates and identify
<table>
<thead>
<tr>
<th>Any changes to be completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projected Completion Date: 04/2014</td>
</tr>
<tr>
<td>Responsible Person/Group: Department faculty</td>
</tr>
<tr>
<td>Additional Resources: None</td>
</tr>
</tbody>
</table>
Mission / Purpose

The primary mission of the Department of Educational Studies in Psychology, Research Methodology, & Counseling is to offer quality graduate programs. Consistent with this mission is the preparation of practitioners so that they acquire skills and knowledge of learning (learning principles) and evaluation/research (skills in evaluating effects and outcomes). The preparation of research and evaluation skills are focused on research-based effective practice. Additionally, our mission is to prepare students who have the skills and knowledge to make effective moral and ethical decisions and who are sensitive and responsive to diversity. The Department offers M.A., Ed.S. and Ed.D/Ph.D. degrees in Counselor Education; a Ph.D. in Educational Research; a Ph.D./Ed.D. in School Psychology; the M.A. in Educational Psychology; the M.A. in Educational Psychology with an emphasis in school psychometry; the M.A. in Educational Psychology; the Ed.S. in Educational Psychology and the Ph.D./Ed.D. in Educational Psychology.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Discipline Knowledge
(Discipline Knowledge) Demonstrate an understanding of principles of learning from both cognitive and sociocultural perspectives and use these principles to apply to learning events

Connected Document
Ed Psych MA Curriculum Maps

Related Measures

M 1: Successful completion of analysis of learning paper
Successful completion of theoretical position paper, BEP 541, 100 percent achieve an 80 percent on the paper based on scoring rubrics

Source of Evidence: Written assignment(s), usually scored by a rubric

Target: 100 percent of students complete analysis of learning (theoretical position paper) paper with an 80 percent or above on scoring rubrics.

Finding (2012-2013) - Target: Met
2 students completed an analysis of learning paper and all 2 students achieved a score of 80 on the scoring rubrics. Over the past two years students have demonstrated an understanding of learning principles through successful completion of learning analysis

M 2: Successfully design a learning environment based on well-established principles of learning
Successfully design a learning environment based on well-established principles of learning (mini design project), BEP 541, 100 percent achieve an 80 percent on Learning Environment Project based on scoring rubrics

Source of Evidence: Academic direct measure of learning - other

Target: 100 percent of students complete design of a learning environment with an 80 percent or above based on scoring rubrics.

Finding (2012-2013) - Target: Met
2 students completed a paper of a learning environment and all 2 completed an 80 percent or above based on scoring rubrics. Students in the masters program have demonstrated the ability and knowledge to design a learning environment, practical and effective skill in working in education

SLO 2: Skills/Abilities
(Skills/Abilities) Students demonstrate the ability to analyze, synthesize, apply and critically evaluate information in Educational Psychology research

Connected Document
Ed Psych MA Curriculum Maps

Related Measures

M 3: Students successfully complete comprehensive exam with 100 percent pass rate
Students successfully complete comprehensive exam with 100 percent pass rate

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target: 75 percent of students successfully complete comprehensive exam

Finding (2012-2013) - Target: Not Reported This Cycle
No students attempted the comprehensive exam

M 4: Students complete course requirement in BER 500 Educational Research
Students complete course requirement in BER 500 Educational Research requiring evaluation of professional journal article, 100 percent achieve an 80 percent on the critique, respond to 54 questions in the evaluation of an article based on scoring rubrics

Source of Evidence: Academic direct measure of learning - other
Target:
Target is 100 percent of students completing course requirement, analyzing article based on detailed evaluation guidelines achieving an 80 percent or above on scoring rubrics.

Finding (2012-2013) - Target: Met
Two students attempted an analysis and critique of an article in the professional literature. Both students successfully achieved an 80 percent or better on scoring rubrics. Students in the masters program have demonstrated an understanding of analyzing and interpreting research in the professional literature over the past two years.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 3: Recognized quality
The program will improve and sustain a high level of recognized quality. Faculty and graduates developing, completing and publishing research-based effective practice

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Ed Psych MA Curriculum Maps

Related Measures

M 5: FAR program faculty data demonstrating publications in professional refereed journals, the Department averages one publication per faculty
FAR program faculty data demonstrating publications in professional refereed journals, the Department averages one and a half publication per tenure or tenure earning faculty each year.
Source of Evidence: Academic indirect indicator of learning - other
Target:
Target is faculty complete one and a half publications per department faculty. There were 18 full time tenured or tenure earning faculty in the department

Finding (2012-2013) - Target: Met
Eighteen full time tenured and tenure earning faculty published 27 articles in professional journals, resulting in a rate of one and a half for each faculty (target met)

M 6: Survey of students for presentations and publications in professional association journals and conferences
Survey of students for presentations and publications in professional association journals and conferences
Source of Evidence: Academic indirect indicator of learning - other

Target:
Target was that one student completed a professional presentation.

Finding (2012-2013) - Target: Met
Two students completed presentations during this past academic year

Related Action Plans (by Established cycle, then alpha):
Increase efforts for student presentation and publication
Established in Cycle: 2011-2012
Faculty will identify additional methods of promoting student presentation at professional conferences/symposia and publication...
For full information, see the Details of Action Plans section of this report.

OthOtcm 4: Optimal level
The program will build and sustain an optimal level of annual program enrollments and degree completion

Connected Document
Ed Psych MA Curriculum Maps

Related Measures

M 7: review of graduates to meet ACHE viability standards, maintain minimum viability standards
Review of graduates to meet ACHE viability standards, maintain minimum viability standards
Source of Evidence: Academic indirect indicator of learning - other
Target:
No data is available for 2011 on graduates from OIRA

Finding (2012-2013) - Target: Met
One student graduated this past academic year. The program is meeting ACHE requirements of 3.5 graduates a year combined with the online MA program

M 8: Maintain current enrollments through new admits and retention of students
Maintain current enrollments through new admits and retention of students

Source of Evidence: Academic indirect indicator of learning - other
Target:
Target is to maintain enrollments, current enrollments. Enrollments for 2011 were 2 students.

Finding (2012-2013) - Target: Met
The program is growing, last year there were 21 students and this year there were 33 students.

OthOtcm 5: Program Value
The program will be highly valued by its program graduates and other key constituencies it serves.
Related Measures

M 9: Graduate survey and assessment of satisfaction completed Spring 2012, a 75 percent satisfaction rating
Graduate survey and assessment of satisfaction completed Spring 2013, a 75 percent satisfaction rating
Source of Evidence: Alumni survey or tracking of alumni achievements

Target:
Target is that 75 percent of graduates report overall satisfaction with their program and education

Finding (2012-2013) - Target: Not Reported This Cycle
The graduate survey is completed biannually. The survey was completed Spring 2012. The next survey will be completed Spring 2014 and this data will be available for the next review cycle.

Related Action Plans (by Established cycle, then alpha):
Revise graduate survey
Established in Cycle: 2012-2013
We collect survey information and satisfaction from graduates biannually. Our next survey of graduates will be completed March 2014 and this data will be available the next reporting cycle.

For full information, see the Details of Action Plans section of this report.

M 10: Survey of employers of graduates with a least a 75 percent satisfaction rating
Develop a survey of employers of graduates and identify method of distribution
Source of Evidence: Academic indirect indicator of learning - other

Target:
Target is the development of a college-wide employer survey

Finding (2012-2013) - Target: Not Reported This Cycle
The College of Education has contracted with a national survey firm to survey employers of graduates. This data likely will be available the next reporting cycle.

Details of Action Plans for This Cycle (by Established cycle, then alpha)
Increase efforts for student presentation and publication
Faculty will identify additional methods of promoting student presentation at professional conferences/symposia and publications in professional journals. Additional strategies for promoting student involvement have been identified such as increasing student travel funding to conferences. Other strategies will be identified this AY
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium
Relationships (Measure | Outcome/Objective):
Measure: Survey of students for presentations and publications in professional association journals and conferences | Outcome/Objective: Recognized quality
Implementation Description: Faculty have identified one method to increase student participation in publications and presentations through increased travel funding for students. Faculty will identify additional strategies in program meetings this academic year
Responsible Person/Group: Program faculty

Revise graduate survey
We collect survey information and satisfaction from graduates biannually. Our next survey of graduates will be completed March 2014. Faculty will review the previous survey and make changes based upon feedback from previous survey (completed spring 2012)
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Graduate survey and assessment of satisfaction completed Spring 2012, a 75 percent satisfaction rating | Outcome/Objective: Program Value
Implementation Description: Department faculty will review the current survey questions for graduates and identify any changes to be completed
Projected Completion Date: 04/2014
Responsible Person/Group: Department faculty
Additional Resources: None
Mission / Purpose

The primary mission of the Department of Educational Studies in Psychology, Research Methodology, & Counseling is to offer quality graduate programs. Consistent with this mission is the preparation of practitioners so that they acquire skills and knowledge of learning (learning principles) and evaluation/research (skills in evaluating effects and outcomes). The preparation of research and evaluation skills are focused on research-based effective practice. Additionally, our mission is to prepare students who have the skills and knowledge to make effective moral and ethical decisions and who are sensitive and responsive to diversity. The Department offers M.A., Ed.S. and Ed.D/Ph.D. degrees in Counselor Education; a Ph.D. in Educational Research; a Ph.D./Ed.D. in School Psychology; the M.A. in Educational Psychology; the M.A. in Educational Psychology with an emphasis in school psychometry; the M.A. in Educational Psychology; the Ed.S. in Educational Psychology and the Ph.D./Ed.D. in Educational Psychology.

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SLO 1: Discipline Knowledge
(Discipline Knowledge) Demonstrate an understanding of principles of learning from both cognitive and sociocultural perspectives and use these principles to apply to learning events

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Related Measures

M 1: Successful completion of analysis of learning paper
Successful completion of theoretical position paper, BEP 541, 100 percent achieve an 80 percent on the paper
Source of Evidence: Written assignment(s), usually scored by a rubric
Target:
100 percent of students complete analysis of learning (theoretical position paper) paper with an 80 percent or above on scoring rubrics.
Finding (2011-2012) - Target: Met
12 students completed the analysis of learning project (theoretical position paper) with an 80 percent or above on scoring rubrics.

M 2: Successfully design a learning environment based on well-established principles of learning
Successfully design a learning environment based on well-established principles of learning (mini design project), BEP 541, 100 percent achieve an 80 percent on Learning Environment Project.
Source of Evidence: Academic direct measure of learning - other
Target:
100 percent of students complete design of a learning environment with an 80 percent or above based on scoring rubrics.
Finding (2011-2012) - Target: Met
15 students successfully completed the design of learning environment project with an 80 percent or above based on scoring rubrics.

SLO 2: Skills/Abilities
(Skills/Abilities) Students demonstrate the ability to analyze, synthesize, apply and critically evaluate information in Educational Psychology research

Connected Document
Ed Psych MA Curriculum Maps

Related Measures

M 3: Students successfully complete comprehensive exam with 100 percent pass rate
Students successfully complete comprehensive exam with 100 percent pass rate
Source of Evidence: Comprehensive/end-of-program subject matter exam
Target:
100 percent of students taking comprehensive exam pass the exam
Finding (2011-2012) - Target: Met
Three student took the comprehensive exam all three passed the exam. Target met

M 4: Students complete course requirement in BER 500 Educational Research
Students complete course requirement in BER 500 Educational Research requiring evaluation of professional journal article, 100 percent achieve an 80 percent on the critique, respond to 54 questions in the evaluation of an article
Source of Evidence: Academic direct measure of learning - other
Target:
Target is 100 percent of students completing course requirement, analyzing article based on detailed evaluation guidelines achieve an 80 percent or above on scoring rubrics.
Finding (2011-2012) - Target: Met
Six students completed the article critique with a score of 80 percent or above on scoring rubrics.

**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtcm 3: Recognized quality**
The program will improve and sustain a high level of recognized quality. Faculty and graduates developing, completing and publishing research-based effective practice

**Related Measures**

**M 5: FAR program faculty data demonstrating publications in professional refereed journals, the Department averages one publication per faculty each year.**

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Target is faculty complete one publication per department faculty. There were 22 full time faculty in the department

**Finding (2011-2012) - Target: Met**
A review of FAR data show that department faculty published 30 articles. Target was met.

**M 6: Survey of students for presentations and publications in professional association journals and conferences**

Survey of students for presentations and publications in professional association journals and conferences

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Target was that one student completed a professional presentation.

**Finding (2011-2012) - Target: Not Met**
No masters students completed a professional presentation. Target was not met

**Related Action Plans (by Established cycle, then alpha):**

Increase efforts for student presentation and publication

**Established in Cycle: 2011-2012**
Faculty will identify additional methods of promoting student presentation at professional conferences/symposia and publication...

For full information, see the Details of Action Plans section of this report.

**OthOtcm 4: Optimal level**
The program will build and sustain an optimal level of annual program enrollments and degree completion

**Related Measures**

**M 7: review of graduates to meet ACHE viability standards, maintain minimum viability standards**

review of graduates to meet ACHE viability standards, maintain minimum viability standards

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
No data is available for 2010 or 2011 on graduates from OIRA

**Finding (2011-2012) - Target: Not Reported This Cycle**
No data available from OIRA to make conclusions about outcome or finding

**M 8: Maintain current enrollments through new admits and retention of students**
 Maintain current enrollments through new admits and retention of students

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Target is to maintain enrollments, current enrollments. Enrollments fo 2010 were 10 students.

**Finding (2011-2012) - Target: Met**
A review of OIRA data show that enrollments for 2011 were 21 students. Enrollments doubled over a one year period. Target met

**OthOtcm 5: Program Value**
The program will be highly valued by its program graduates and other key constituencies it serves.

**Related Measures**

**M 9: Graduate survey and assessment of satisfaction completed Spring 2012, a 75 percent satisfaction rating**
Graduate survey and assessment of satisfaction completed Spring 2012, a 75 percent satisfaction rating

Source of Evidence: Alumni survey or tracking of alumni achievements
Target:
Target is that 75 percent of graduates report overall satisfaction with their program and education

Finding (2011-2012) - Target: Met
A graduate survey showed that all respondents concluded that they were satisfied with their education, all respondents rated their satisfaction as excellent, good or fair. No respondents indicated they were not satisfied, rating of poor.

M 10: Survey of employers of graduates with a least a 75 percent satisfaction rating
Develop a survey of employers of graduates and identify method of distribution
Source of Evidence: Academic indirect indicator of learning - other
Target:
Target is the development of a college-wide employer survey
Finding (2011-2012) - Target: Not Reported This Cycle
Faculty will engage in conversation with other departments in the College of Education to develop a college wide employer survey. These discussions will take place this next year.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Increase efforts for student presentation and publication
Faculty will identify additional methods of promoting student presentation at professional conferences/symposia and publications in professional journals. Additional strategies for promoting student involvement have been identified such as increasing student travel funding to conferences. Other strategies will be identified this AY
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium
Relationships (Measure | Outcome/Objective):
- Measure: Survey of students for presentations and publications in professional association journals and conferences
- Outcome/Objective: Recognized quality

Implementation Description: Faculty have identified one method to increase student participation in publications and presentations through increased travel funding for students. Faculty will identify additional strategies in program meetings this academic year
Responsible Person/Group: Program faculty
<table>
<thead>
<tr>
<th>Course 1</th>
<th>BEP 541</th>
<th>Student Learning Outcome 1</th>
<th>Demonstrate an understanding of principles of learning from both cognitive and sociocultural perspectives and use these principles to apply to learning events</th>
<th>Student Learning Outcome 2</th>
<th>Students demonstrate the ability to analyze, synthesize, apply and critically evaluate information in Educational Psychology research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course 2</td>
<td>BER 500</td>
<td></td>
<td>Student Learning Outcome 2</td>
<td>Students demonstrate the ability to analyze, synthesize, apply and critically evaluate information in Educational Psychology research</td>
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<tr>
<td>Course 3</td>
<td>Required Experience Comprehensive exam</td>
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<td>Students demonstrate the ability to analyze, synthesize, apply and critically evaluate</td>
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</tbody>
</table>
Curriculum Map II  (What assessment measures will be employed in which courses/activities/assignments for each Student learning Outcome)

<table>
<thead>
<tr>
<th>Course 1</th>
<th>Course 2</th>
</tr>
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<tbody>
<tr>
<td>BEP 541</td>
<td>BEP 541</td>
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</table>

<table>
<thead>
<tr>
<th>Student Learning Outcome 1</th>
<th>Student Learning Outcome 2</th>
<th>Student Learning Outcome 3</th>
<th>Student Learning Outcome 4</th>
<th>Student Learning Outcome 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate an understanding of principles of learning from both cognitive and sociocultural perspectives and use these principles to apply to learning events</td>
<td>Students demonstrate the ability to analyze, synthesize, apply and critically evaluate information in Educational Psychology research</td>
<td>Successful completion of analysis of learning paper, BEP 541, 100 percent achieve a grade of B or better on the paper</td>
<td>Successfully design a learning environment based on well-established principles of</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Common Experience</th>
<th>Required Task</th>
<th>Common Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 1</td>
<td>Activity 2</td>
<td>Activity 3</td>
</tr>
<tr>
<td>Activity 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course 3 BER 500</td>
<td>Students complete course requirement in BER 500 Educational Research requiring evaluation of professional journal article, 100 percent achieve a grade of B or better on the critique, respond to 54 questions in the evaluation of an article</td>
<td></td>
</tr>
<tr>
<td>Required Experience</td>
<td>Complete exam</td>
<td>Students successfully complete comprehensive exam with 100 percent pass rate</td>
</tr>
</tbody>
</table>

**Optional Additional Narrative:** Use this space to provide any additional detail concerning the 2011-12 Department Assessment Plan