**University of Alabama**

**Detailed Assessment Report**

**2013-2014 Educational Psych Ph.D**

**As of: 8/18/2014 11:05 AM CENTRAL**

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**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 noted have noted that evidence of student's completion of professional publication is not fully documented. The evidence gathered to-date is through ISI which has limited coverage of possible student publications. Faculty recommended data collection from Google Scholar to increase evidence of student publications and demonstrate the skills of effective writing.

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**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 Ph.D. 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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**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 even

**Related Measures**

**M 1:** Successful completion of analysis of learning paper
Successful completion of analysis of learning 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:
Target is successful completion of analysis of learning paper with 100 percent of students achieving an 80 percent or better 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, 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

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**SLO 2: Skills/Abilities**

(Skills/Abilities) Students demonstrate graduate-level writing proficiency

**Related Measures**

**M 3:** Comprehensive Exams
Successful completion of comprehensive exams, 100 percent pass rate.
Source of Evidence: Comprehensive/end-of-program subject matter exam

**M 4:** Successful completion of doctoral dissertations, 100 percent pass rate
Successful completion of doctoral dissertations, 100 percent pass rate
Source of Evidence: Academic direct measure of learning - other

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

**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 faculty data demonstrating publications
FAR faculty data demonstrating publications in professional refereed journals, the Department averages one and a half publication per tenured or tenure earning faculty each year
Source of Evidence: Academic direct measure of learning - other

M 6: A review of ISI Web of knowledge for publications
A review of ISI Web of knowledge and Google Scholar for publications and citations of graduates of the programs in
the Department
Source of Evidence: Academic direct measure of learning - other

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

**Related Measures**

M 7: A review of graduates to meet ACHE viability standards, maintain a minimum viability standard
A review of graduates to meet ACHE viability standards, maintain a 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

**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
Survey graduates and assess their satisfaction, 75 percent reported satisfaction
Source of Evidence: Academic indirect indicator of learning - other

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

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

**Expand examples of recognized quality**
Faculty reviewed the use of this objective at the annual faculty retreat. Faculty concluded that citation in ISI Web of
Knowledge is be a good source demonstrating recognized quality. Additionally faculty want to discuss other sources of
recognized quality such as google scholar which provides information about the number of times an article is cited.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** High
**Implementation Description:** Faculty review of the objective and explore other methods of documenting recognized
quality

**Responsible Person/Group:** Program faculty

**Review graduate survey**
Department faculty will review the questions from the previous survey of graduates and identify any changes that need
to be made

**Established in Cycle:** 2012-2013
**Implementation Status:** Planned
**Priority:** High
**Implementation Description:** Department faculty are responsible for reviewing the survey questions and
determining if changes need to be made for the next survey

**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.

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 event

Connected Document: Ed Psych PhD Curriculum Maps

Related Measures

M 1: Successful completion of analysis of learning paper
Successful completion of analysis of learning 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:
Target is successful completion of analysis of learning paper with 100 percent of students achieving an 80 percent or better on scoring rubrics.

Finding (2012-2013) - Target: Met
Four doctoral students attempted the analysis of learning paper and all four students achieved an 80 percent or higher on the scoring rubrics. Target was met.

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, 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:
Target is that 100 percent of student attempting designing learning environment will achieve an 80 percent of higher on scoring rubrics.

Finding (2012-2013) - Target: Met
Four students attempted designing a learning environment, all four achieved an 80 percent of higher on scoring rubrics.

SLO 2: Skills/Abilities
(Skills/Abilities) Students demonstrate graduate-level writing proficiency

Connected Document: Ed Psych PhD Curriculum Maps

Related Measures

M 3: Comprehensive Exams
Successful completion of comprehensive exams, 100 percent pass rate.

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

Target:
Target is 80 percent pass rate for those taking the comprehensive exams

Finding (2012-2013) - Target: Met
Six students attempted the comprehensive exam and five passed. One student failed the exam. Target was met with an 83 percent pass rate

M 4: Successful completion of doctoral dissertations, 100 percent pass rate
Successful completion of doctoral dissertations, 100 percent pass rate

Source of Evidence: Academic direct measure of learning - other

Target:
Target is 100 percent of those attempting dissertation defense complete it successfully

Finding (2012-2013) - Target: Met
Three students attempted the dissertation defense and all three successfully passed.
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

Connected Document
Ed Psych PhD Curriculum Maps

Related Measures

M 5: FAR faculty data demonstrating publications
FAR faculty data demonstrating publications in professional refereed journals, the Department averages one and a half publication per tenured or tenure earning faculty each year
Source of Evidence: Academic direct measure of learning - other
Target:
Target is that with a review of faculty publications in FAR that we achieve one and a half publication for each tenured and tenure-earning faculty in the department, 18 faculty.
Finding (2012-2013) - Target: Met
This past year faculty reported publishing 27 articles in peer reviewed journals. Based upon 18 faculty who are tenured or tenure earning 27 articles meets the target.

M 6: A review of ISI Web of knowledge for publications
A review of ISI Web of knowledge and Google Scholar for publications and citations of graduates of the programs in the Department
Source of Evidence: Academic direct measure of learning - other
Target:
Target is documentation of graduates recognized for professional contributions through citation in ISI Web of Knowledge and Google scholar
Finding (2012-2013) - Target: Met
A search of ISI and google scholar found one citation from a graduate of educational psychology.

Related Action Plans (by Established cycle, then alpha):
Expand examples of recognized quality
Established in Cycle: 2011-2012
Facility reviewed the use of this objective at the annual faculty retreat. Faculty concluded that citation in ISI Web of Knowledge...

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 PhD Curriculum Maps

Related Measures

M 7: A review of graduates to meet ACHE viability standards, maintain a minimum viability standard
A review of graduates to meet ACHE viability standards, maintain a minimum viability standards
Source of Evidence: Academic indirect indicator of learning - other
Target:
Target is to meet ACHE viability standards, graduating 2.5 students per year.
Finding (2012-2013) - Target: Met
two doctoral students graduated this past academic year. The total number of graduates over the past three years is nine or an average of 3.0 a year which meets ACHE viability standards

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 maintenance of enrollments based on past enrollments. Enrollments for 2011-2012 for the doctoral program in educational psychology was 25
Finding (2012-2013) - Target: Met
This past year there were 21 doctoral students. In the previous two years there were 25 and 19 respectively. Twenty-one students is relatively consistent with previous years.

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

Connected Document
Ed Psych PhD Curriculum Maps

Related Measures

M 9: Graduate survey and assessment of satisfaction completed Spring 2012, a 75 percent satisfaction rating
Survey graduates and assess their satisfaction, 75 percent reported satisfaction
Source of Evidence: Academic indirect indicator of learning - other

Target:
Target is that 75 percent of graduates express satisfaction with their education at The University of Alabama

Finding (2012-2013) - Target: Not Reported This Cycle
We conduct surveys of graduate satisfaction biannually. The last survey was Spring 2012 and our next survey of graduate satisfaction is Spring 2014. Data will be available for the next reporting cycle.

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

Review graduate survey
Established in Cycle: 2012-2013
Department faculty will review the questions from the previous survey of graduates and identify any changes that need to be made
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 a method of distribution
Source of Evidence: Academic indirect indicator of learning - other

Target:
Target is the development of a plan to distribute employer survey based on a college-wide method or approach.

Finding (2012-2013) - Target: Not Reported This Cycle
The College of Education has contracted with a national survey firm. The Survey firm is developing and collecting data from employers of graduates.

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

Expand examples of recognized quality
Faculty reviewed the use of this objective at the annual faculty retreat. Faculty concluded that citation in ISI Web of Knowledge is be a good source demonstrating recognized quality. Additionally faculty want to discuss other sources of recognized quality such as google scholar which provides information about the number of times an article is cited.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: A review of ISI Web of knowledge for publications | Outcome/Objective: Recognized quality
Implementation Description: Faculty review of the objective and explore other methods of documenting recognized quality
Responsible Person/Group: Program faculty

Review graduate survey
Department faculty will review the questions from the previous survey of graduates and identify any changes that need to be made
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 are responsible for reviewing the survey questions and determining if changes need to be made for the next survey
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.

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 event

Connected Document
Ed Psych PhD Curriculum Maps

Related Measures

M 1: Successful completion of analysis of learning paper
Successful completion of analysis of learning paper, BEP 541, 100 percent achieve an 80 percent on the paper

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

Target:
Target is successful completion of analysis of learning paper with 100 percent of students achieving an 80 percent or better on scoring rubrics.

Finding (2011-2012) - Target: Met
Target was met, six doctoral students completed the project with a score of 80 percent or better based on scoring rubrics, 100 percent success.

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, BEP 541, 100 percent achieve an 80 percent on Learning Environment Project

Source of Evidence: Academic direct measure of learning - other

Target:
Target is that 100 percent of student attempting designing learning environment will achieve an 80 percent of higher on scoring rubrics.

Finding (2011-2012) - Target: Met
Target was met, six students attempted designing a learning environment and all six achieved an 80 percent or better on scoring rubrics.

SLO 2: Skills/Abilities

(Skills/Abilities) Students demonstrate graduate-level writing proficiency

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Ed Psych PhD Curriculum Maps

Related Measures

M 3: Comprehensive Exams
Successful completion of comprehensive exams, 100 percent pass rate

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

Target:
Target is 100 percent pass rate for those taking the comprehensive exams

Finding (2011-2012) - Target: Partially Met
Four students attempted the comps and three passed. One student did not pass the comprehensive exam in the fall but attempted it in the spring and passed. All four student passed with one taking the exam a second time.

M 4: Successful completion of doctoral dissertations, 100 percent pass rate
Successful completion of doctoral dissertations, 100 percent pass rate

Source of Evidence: Academic direct measure of learning - other

Target:
Target is 100 percent of those attempting dissertation defense complete it successfully

Finding (2011-2012) - Target: Met
Three students successfully attempted and completed dissertations.
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

Connected Document
Ed Psych PhD Curriculum Maps

Related Measures

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

Source of Evidence: Academic direct measure of learning - other

Target:
Target is that with a review of faculty publications in FAR that we achieve one publication for each faculty in the department, 22 faculty.

Finding (2011-2012) - Target: Met
A review of FAR data show 30 publications in refereed journals and the target was met, one per faculty member (22 faculty)

M 6: A review of ISI Web of knowledge for publications
A review of ISI Web of knowledge for publications and citations of graduates of the programs in the Department

Source of Evidence: Academic direct measure of learning - other

Target:
Target is documentation of graduates recognized for professional contributions through citation in ISI Web of Knowledge.

Finding (2011-2012) - Target: Not Met
A review of ISI for graduates from the past two years shows no citations in ISI Web of Knowledge.

Related Action Plans (by Established cycle, then alpha):
Expand examples of recognized quality
Established in Cycle: 2011-2012
Faculty reviewed the use of this objective at the annual faculty retreat. Faculty concluded that citation in ISI Web of Knowledge...

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

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Ed Psych PhD Curriculum Maps

Related Measures

M 7: A review of graduates to meet ACHE viability standards, maintain a minimum viability standard
A review of graduates to meet ACHE viability standards, maintain a minimum viability standard

Source of Evidence: Academic indirect indicator of learning - other

Target:
Target is to meet ACHE viability standards, graduating 2.5 students per year.

Finding (2011-2012) - Target: Met
Three doctoral students graduated this year and therefore the target of reaching 2.5 was achieved.

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 maintenance of enrollments based on past enrollments. Enrollments for 2010 for the doctoral program in educational psychology was 19

Finding (2011-2012) - Target: Met
Enrollment for 2011 was 25 doctoral students up six students from the previous year. Target was met and exceeded.

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

Connected Document
Ed Psych PhD Curriculum Maps

Related Measures

M 9: Graduate survey and assessment of satisfaction completed Spring 2012, a 75 percent satisfaction rating
Survey graduates and assess their satisfaction, 75 percent reported satisfaction

Source of Evidence: Academic indirect indicator of learning - other

Target:
Target is that 75 percent of graduates express satisfaction with their education at The University of Alabama. The finding for the academic year 2011-2012 indicated that 93 percent of respondents rated their satisfaction as good or excellent. A survey of graduates showed that 23 respondents reported their overall satisfaction with their graduate education to be rated as fair, good or excellent. No respondents rated their satisfaction as poor.

**Goal:** Develop a survey of employers of graduates and identify a method of distribution

**Source of Evidence:** Academic indirect indicator of learning - other

**Target:** Target is the development of a plan to distribute employer survey based on a college-wide method or approach.

**Finding (2011-2012) - Target: Not Reported This Cycle**

Discussions with other departments in the college of education need to be completed this next year to identify a method of surveying employers.

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

**Expand examples of recognized quality**

Faculty reviewed the use of this objective at the annual faculty retreat. Faculty concluded that citation in ISI Web of Knowledge is a good source demonstrating recognized quality. Additionally, faculty want to discuss other sources of recognized quality such as Google Scholar which provides information about the number of times an article is cited.

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

- **Measure:** A review of ISI Web of knowledge for publications
- **Outcome/Objective:** Recognized quality

**Implementation Description:** Faculty review of the objective and explore other methods of documenting recognized quality

**Responsible Person/Group:** Program faculty
## Curriculum Maps #1 (In which courses or in what activities or assignments are Student Learning Outcomes Addressed)

<table>
<thead>
<tr>
<th>Course 1</th>
<th>Course 2</th>
<th>Course 3</th>
<th>Required Experience</th>
<th>Common Experience</th>
<th>Required Task</th>
<th>Common Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEP 541</td>
<td></td>
<td></td>
<td>Comprehensive exam</td>
<td></td>
<td>Dissertation</td>
<td></td>
</tr>
</tbody>
</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 event</td>
<td>Students demonstrate graduate-level writing proficiency</td>
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</table>

<table>
<thead>
<tr>
<th>Activity 1</th>
<th>Activity 2</th>
<th>Activity 3</th>
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<tbody>
<tr>
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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>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>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Course 1  BEP 541

Successful completion of analysis of learning paper, BEP 541, 100 percent achieve a grade of B or better on the paper.

Course 2  BEP 541

Successfully design a learning environment based on well-established principles of learning, BEP 541, 100 percent achieve a grade of B or better on Learning Environment Project.

Course 3

Required Experience

Common Experience

Required Task

Dissertation  Successful completion of
<table>
<thead>
<tr>
<th>Common Assignment</th>
<th>doctoral dissertations, 100 percent pass rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 1</td>
<td>Comprehensive exam</td>
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<tr>
<td></td>
<td>Successful completion of comprehensive exams, 100 percent pass rate</td>
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<tr>
<td>Activity 2</td>
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<td>Activity 3</td>
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<tr>
<td>Activity 4</td>
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</tbody>
</table>

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