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 reviewed annual data and have noted that student demonstration of research skills through such outcomes as presentations is lower than expected. Faculty identified increasing student professional presentations and professional publications as target outcomes. Students have increased publications and presentations and faculty will monitor demonstration of student research 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) Students demonstrate mastery of concentration in educational research: qualitative or quantitative methods

Related Measures

M 1: Comprehensive Exams
Successful completion of concentration question on comprehensive exam, 100 percent pass rate
Source of Evidence: Comprehensive/end-of-program subject matter exam

M 2: Annual student progress review
Annual student progress review, student making progress in concentration, qualitative or quantitative, 100 success rate
Source of Evidence: Academic direct measure of learning - other

SLO 2: Skills/Abilities
(Skills/Abilities) Students demonstrate the capacity to complete original and independent scholarly investigation or creative work in Educational Research

Related Measures

M 3: Verification of students demonstrating completion of professional presentation
Verification of students demonstrating completion of professional presentations at conferences regional and national conferences. Thirty percent of students in the program complete professional presentations
Source of Evidence: Presentation, either individual or group

M 4: Students successfully complete dissertations, 100 percent pass rate
Students successfully complete dissertations, 100 percent pass rate
Source of Evidence: Academic direct measure of learning - other

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
FAR program 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 indirect indicator of learning - other
<table>
<thead>
<tr>
<th>M 6: A review of ISI Web of Knowledge for Publications</th>
</tr>
</thead>
<tbody>
<tr>
<td>A review of ISI Web of Knowledge and Google scholar for publications and citations of graduates of the programs in the Department</td>
</tr>
<tr>
<td>Source of Evidence: Academic direct measure of learning - other</td>
</tr>
</tbody>
</table>

**OthOtm 4: Optimal Level**

The program will build and sustain an optimal level of annual program enrollments and degree completion

**Related Measures**

<table>
<thead>
<tr>
<th>M 7: A review of graduates to meet ACHE viability standards, maintain minimum viability standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>A review of graduates to meet ACHE viability standards, maintain minimum viability standards</td>
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<tr>
<td>Source of Evidence: Academic indirect indicator of learning - other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M 8: Maintain current enrollments through new admits and retention of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain current enrollments through new admits and retention of students</td>
</tr>
<tr>
<td>Source of Evidence: Academic indirect indicator of learning - other</td>
</tr>
</tbody>
</table>

**OthOtm 5: Program Value**

The program will be highly valued by its program graduates and other key constituencies it serves

**Related Measures**

<table>
<thead>
<tr>
<th>M 9: Survey of employers</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Department and College collect feedback from employers on the satisfaction and value of the knowledge and skills graduates have in educational research, a 90 percent satisfaction</td>
</tr>
<tr>
<td>Source of Evidence: Evaluations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M 10: survey of graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Department and College complete a survey of graduates and assess the quality and value of their training, 90 percent satisfaction</td>
</tr>
<tr>
<td>Source of Evidence: Evaluations</td>
</tr>
</tbody>
</table>

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

### Maintaining ACHE viability standards

Educational Research faculty have determined that moving the Educational Research doctorate under Educational Psychology CIP code provides a more viable approach to addressing ACHE standards.

- **Established in Cycle:** 2011-2012
- **Implementation Status:** Planned
- **Priority:** Medium
- **Implementation Description:** Program Coordinator and Department Head will identify the process for moving Educational Research doctorate under the umbrella of Educational Psychology and Educational Psychology CIP code this AY.
- **Responsible Person/Group:** Program Coordinator and Department Head

### Review objective

Faculty will review this objective as an outcome at annual faculty retreat. ISI Web of Knowledge recognition is a long term process and may not be a good measure on a yearly basis

- **Established in Cycle:** 2011-2012
- **Implementation Status:** Planned
- **Priority:** Medium
- **Implementation Description:** Review outcome during faculty meetings this AY 2012-2013 and determine if this outcome needs to change
- **Responsible Person/Group:** Program faculty

### Increase student graduation rates

The Educational Research program will continue to identify ways to increase enrollments. Key in this effort is increasing graduate student assistantship and funding for graduate students.

- **Established in Cycle:** 2012-2013
- **Implementation Status:** Planned
- **Priority:** High
- **Implementation Description:** Increase enrollment and increase the number of graduate assistantship to fund students. This goal is long term and requires effort by faculty over three or four years.
- **Projected Completion Date:** 09/2015
- **Responsible Person/Group:** Educational Research Program faculty
- **Additional Resources:** increase grant funding for graduate assistants

### Increase student presentations

Faculty incorporate information and opportunities to discuss ways for students to complete professional presentations

- **Established in Cycle:** 2012-2013
- **Implementation Status:** Planned
- **Priority:** High
- **Implementation Description:** Educational Research program faculty promote student presentations
- **Projected Completion Date:** 09/2014
- **Responsible Person/Group:** Educational Research program faculty
- **Additional Resources:** Department will fund graduate student attendance at conferences
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) Students demonstrate mastery of concentration in educational research: qualitative or quantitative methods

Related Measures

M 1: Comprehensive Exams
Successful completion of concentration question on comprehensive exam, 100 percent pass rate

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

Target:
100 percent of students taking the comps will pass

Finding (2012-2013) - Target: Met
Two students took the comprehensive exam in educational research this past academic year and both passed.

M 2: Annual student progress review
Annual student progress review, student making progress in concentration, qualitative or quantitative, 100 success rate

Source of Evidence: Academic direct measure of learning - other

Target:
Target is that review of annual student progress review will show that 80 percent are making progress towards their degree

Finding (2012-2013) - Target: Met
Currently there are 13 students in the doctoral program. A review of student progress showed that two students have not made progress this past year, 84 percent did make progress. Faculty advisors contacted the students and both have not indicated at this time that they want to continue the program.

SLO 2: Skills/Abilities
(Skills/Abilities) Students demonstrate the capacity to complete original and independent scholarly investigation or creative work in Educational Research

Related Measures

M 3: Verification of students demonstrating completion of professional presentations
Verification of students demonstrating completion of professional presentations at conferences, regional and national conferences. Thirty percent of students in the program complete professional presentations.

Source of Evidence: Presentation, either individual or group

Target:
Target is that 30 percent of students in the program complete professional conference presentations.

Finding (2012-2013) - Target: Partially Met
Two students completed professional conference presentations this past academic year. One student completed three professional presentations. This resulted in a 15 percent of students completing presentations. We only partially met the target. We have a number of new students who have not had an opportunity to develop a research agenda.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Increase student presentations
Established in Cycle: 2012-2013
Faculty incorporate information and opportunities to discuss ways for students to complete professional presentations

**M 4: Students successfully complete dissertations, 100 percent pass rate**
Students successfully complete dissertations, 100 percent pass rate

Source of Evidence: Academic direct measure of learning - other

**Target:**
Target is that 100 percent of students attempting completion of dissertations are successful.

Finding (2012-2013) - Target: Met
Two students defended their dissertations this past year. Both were successful in defending their dissertations and graduating.

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

**OthOtc3: 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 Research PhD Curriculum Maps

**Related Measures**

**M 5: FAR program faculty data demonstrating publications in professional refereed journals**
FAR program 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 indirect indicator of learning - other

**Target:**
Target is that based on FAR report faculty complete one and a half published article per tenured or tenure-earning faculty members in the department, 18 faculty.

Finding (2012-2013) - Target: Met
Faculty in the department published 27 articles in professional journals this past AY. There are 18 tenured or tenure-earning faculty members in the department. The 27 publications meet the one and a half 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 a minimum of four publications in ISI or Google Scholar by program graduates.

Finding (2012-2013) - Target: Met
A review of google scholar found that one Educational Research graduate had a publication noted.

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

Review objective
Established in Cycle: 2011-2012
Faculty will review this objective as an outcome at annual faculty retreat. ISI Web of Knowledge recognition is a long term proc...

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

**OthOtc4: Optimal level**
The program will build and sustain an optimal level of annual program enrollments and degree completion

**Connected Document**
Ed Research PhD Curriculum Maps

**Related Measures**

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

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Target for ACHE viability standards are 2.5 graduates a year for a doctoral program

Finding (2012-2013) - Target: Partially Met
Two students graduated this past academic year from the Educational Research program. The program has gradually increased graduates over the past two years.

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

Maintaining ACHE viability standards
Established in Cycle: 2011-2012
Educational Research faculty have determined that moving the Educational Research doctorate under Educational Psychology CIP cod...

Increase student graduation rates
Established in Cycle: 2012-2013
The Educational Research program will continue to identify ways to increase enrollments. Key in this effort is increasing gradua...

For full information, see the Details of Action Plans section of this report.
**OthOtcm 5: Program Value**

The program will be highly valued by its program graduates and other key constituencies it serves

**Connected Document**

Ed Research PhD Curriculum Maps

**Related Measures**

**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 maintaining or surpassing enrollments. Last year we had 14 students in the educational research program.

**Finding (2012-2013) - Target: Met**

Currently there are 13 students in the program, there were 15 students the previous year. We are continuing to seek qualified applicants. Two students graduated and we maintained the current enrollments

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

**Maintaining ACHE viability standards**

Educational Research faculty have determined that moving the Educational Research doctorate under Educational Psychology CIP code provides a more viable approach to addressing ACHE standards.

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** Medium

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

**Measure:** A review of graduates to meet ACHE viability standards, maintain minimum viability standards

**Outcome/Objective:** Optimal level

**Implementation Description:** Program Coordinator and Department Head will identify the process for moving Educational Research doctorate under the umbrella of Educational Psychology and Educational Psychology CIP code this AY.

**Responsible Person/Group:** Program Coordinator and Department Head

**Review objective**

Faculty will review this objective as an outcome at annual faculty retreat. ISI Web of Knowledge recognition is a long term process and may not be a good measure on a yearly basis.

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** Medium

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

**Measure:** A review of ISI Web of knowledge for publications

**Outcome/Objective:** Recognized quality

**Implementation Description:** Review outcome during faculty meetings this AY 2012-2013 and determine if this outcome needs to change.

**Responsible Person/Group:** Program faculty

**Increase student graduation rates**

The Educational Research program will continue to identify ways to increase enrollments. Key in this effort is increasing graduate student assistantship and funding for graduate students.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

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

**Measure:** A review of graduates to meet ACHE viability standards, maintain minimum viability standards

**Outcome/Objective:** Optimal level

**Implementation Description:** Increase enrollment and increase the number of graduate assistantship to fund students. This goal is long term and requires effort by faculty over three or four years.

**Projected Completion Date:** 09/2015

**Responsible Person/Group:** Educational Research Program faculty

**Additional Resources:** increase grant funding for graduate assistants

**Increase student presentations**

Faculty incorporate information and opportunities to discuss ways for students to complete professional presentations.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

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

**Measure:** Verification of students demonstrating completion of professional presentations

**Outcome/Objective:** Skills/Abilities

**Implementation Description:** Educational Research program faculty promote student presentations

**Projected Completion Date:** 09/2014

**Responsible Person/Group:** Educational Research program faculty

**Additional Resources:** Department will fund graduate student attendance at conferences
University of Alabama

Detailed Assessment Report
2011-2012 Educational Research Ph.D
As of: 8/18/2014 11:13 AM CENTRAL

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) Students demonstrate mastery of concentration in educational research: qualitative or quantitative methods

Connected Document
Ed Research PhD Curriculum Maps

Related Measures

M 1: Comprehensive Exams
Successful completion of concentration question on comprehensive exam, 100 percent pass rate

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

Target:
100 percent of students taking the comps will pass

Finding (2011-2012) - Target: Met
Three educational research students took the comprehensive exams this past year and all three successfully passed the exam

M 2: Annual student progress review
Annual student progress review, student making progress in concentration, qualitative or quantitative, 100 success rate

Source of Evidence: Academic direct measure of learning - other

Target:
Target is that review of annual student progress review will show that 90 percent are making progress towards their degree

Finding (2011-2012) - Target: Met
Program faculty reviewed all 15 students in the doctoral program and 15 of the 15 showed progress towards completing their degree. No student is at risk of going beyond their statute of limitations.

SLO 2: Skills/Abilities
(Skills/Abilities) Students demonstrate the capacity to complete original and independent scholarly investigation or creative work in Educational Research

Connected Document
Ed Research PhD Curriculum Maps

Related Measures

M 3: Verification of students demonstrating completion of professional presentations
Verification of students demonstrating completion of professional presentations at conferences, regional and national conferences. Thirty percent of students in the program complete professional presentations.

Source of Evidence: Presentation, either individual or group

Target:
Target is that 30 percent of students in the program complete professional conference presentations.

Finding (2011-2012) - Target: Partially Met
Three students completed presentations at professional conferences this past year. There are 15 students in the program which resulted in 20 percent making presentations. The target was 30 percent.

M 4: Students successfully complete dissertations, 100 percent pass rate
Students successfully complete dissertations, 100 percent pass rate

Source of Evidence: Academic direct measure of learning - other

Target:
Target is that 100 percent of students attempting completion of dissertations are successful.

Finding (2011-2012) - Target: Met
Three educational research students successfully completed their 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 Research PhD Curriculum Maps

**Related Measures**

**M 5: FAR program faculty data demonstrating publications in professional refereed journals**
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 that based on FAR report faculty complete one published article per faculty members in the department, 22 faculty.

**Finding (2011-2012) - Target: Met**
Faculty had 30 publications in professional journals this past year. Target was met with more than one faculty publication per 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 a minimum of one publication in ISI by program graduates.

**Finding (2011-2012) - Target: Not Reported This Cycle**
A review of ISI Web using program graduates for the past two years finds no publications by program graduates

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

**Review objective**
*Established in Cycle: 2011-2012*
Faculty will review this objective as an outcome at annual faculty retreat. ISI Web of Knowledge recognition is a long term proc...

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 Research PhD Curriculum Maps

**Related Measures**

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

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Target for ACHE viability standards are 2.5 graduates a year for a doctoral program

**Finding (2011-2012) - Target: Met**
Target was met with three students graduating in educational research, doctoral program, this past year. However, a review of the previous five years shows that ACHE viability was not met. The program faculty reviewed this information at the annual faculty retreat (September 2012) and determined that a solution needed to be developed. They concluded that moving the Educational Research doctorate under Educational Psychology was the best course of action to address program viability.

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

**Maintaining ACHE viability standards**
*Established in Cycle: 2011-2012*
Educational Research faculty have determined that moving the Educational Research doctorate under Educational Psychology was the best course of action to address program viability.

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

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

**Connected Document**
Ed Research PhD Curriculum Maps

**Related Measures**

**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 maintaining or surpassing enrollments. Last year we had 14 students in the educational research program.

Finding (2011-2012) - Target: Met
Met target with new enrollments and a current enrollment of 15 doctoral students in the program

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

**Maintaining ACHE viability standards**
Educational Research faculty have determined that moving the Educational Research doctorate under Educational Psychology CIP code provides a more viable approach to addressing ACHE standards.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** A review of graduates to meet ACHE viability standards, maintain minimum viability standards
- **Outcome/Objective:** Optimal level

**Implementation Description:** Program Coordinator and Department Head will identify the process for moving Educational Research doctorate under the umbrella of Educational Psychology and Educational Psychology CIP code this AY.

**Responsible Person/Group:** Program Coordinator and Department Head

**Review objective**
Faculty will review this objective as an outcome at annual faculty retreat. ISI Web of Knowledge recognition is a long-term process and may not be a good measure on a yearly basis

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** Medium

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

**Implementation Description:** Review outcome during faculty meetings this AY 2012-2013 and determine if this outcome needs to change

**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></td>
<td></td>
<td></td>
<td>Comprehensive exam</td>
<td>Annual progress review</td>
<td>Dissertation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Students demonstrate mastery of concentration in educational research: qualitative or quantitative methods</td>
<td>Students demonstrate mastery of concentration in educational research: qualitative or quantitative methods</td>
<td>Students demonstrate the capacity to complete original and independent scholarly investigation or creative work in Educational Research</td>
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</tr>
</tbody>
</table>

**Student Learning Outcome 1**
Students demonstrate mastery of concentration in educational research: qualitative or quantitative methods.

**Student Learning Outcome 2**
Students demonstrate the capacity to complete original and independent scholarly investigation or creative work in Educational Research.

**Student Learning Outcome 3**

**Student Learning Outcome 4**

**Student Learning Outcome 5**

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This table outlines the curriculum maps for addressing student learning outcomes across different courses and experiences. The required experience includes comprehensive exams and annual progress reviews, while the required task is dissertation work. Common assignments are also listed, indicating areas where students are expected to demonstrate their learning outcomes.
### Activity 1
Survey of students

Students demonstrate the capacity to complete original and independent scholarly investigation or creative work in Educational Research

### Activity 2

### Activity 3

### Activity 4

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**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>
<tbody>
<tr>
<td>Students demonstrate mastery of concentration in educational research: qualitative or quantitative methods</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Required Experience</th>
<th>Successful completion of concentration question on comprehensive exam, 100 percent pass rate</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Common Experience</th>
<th>Annual student progress review, student making</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Task</td>
<td>Common Assignment</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>progress in concentration, qualitative or quantitative, 100 success rate</td>
<td><strong>Dissertation</strong></td>
</tr>
<tr>
<td></td>
<td>Students successfully complete dissertations, 100 percent pass rate</td>
</tr>
<tr>
<td></td>
<td><strong>Activity 1</strong> Verification of students' presentation and publications</td>
</tr>
<tr>
<td></td>
<td><strong>Activity 2</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Activity 3</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Activity 4</strong></td>
</tr>
</tbody>
</table>

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