College of Education

Department of Leadership, Educational Psychology and Foundations

Educational Psychology

Ph.D.

January 2016

Patrick Roberts, Chair

Educational Psychology, Ph.D.
Assessment Plan
January 2016

1. Student Learning Outcomes

Upon the completion of the Ph.D. in Educational Psychology at Northern Illinois University, students will be able to:
1. Set and attain individual goals for professional growth and development
2. Demonstrate knowledge of research methodologies
3. Demonstrate knowledge of theory and expertise in a domain within educational psychology
4. Demonstrate effective communication and presentation skills, both a) oral and b) written
5. Demonstrate knowledge and application of ethical standards
6. Demonstrate evidence of successful internship experience
7. Design, conduct, and analyze an original research study in educational psychology using current technologies

2. Program-by-Baccalaureate Learning Outcomes Matrix

N/A - The Ph.D. is a graduate degree program.

3. Curriculum Map

	Student Learning Outcomes						
	1. Set and attain individual goals for professional growth and development	2. Demonstrate knowledge of research methodologies	3. Demonstrate knowledge of theory and expertise in a domain within educational psychology	4. Demonstrate effective communication and presentation skills, both a) oral and b) written	5. Demonstrate knowledge and application of ethical standards	6. Demonstrate evidence of successful internship experience	7. Design, conduct, and analyze an original research study in educational psychology using current technologies
ETR 522 - Educational Statistics II Credits: 3		B					B
EPS 524 - Ethnographies in Human Development and Learning within Educational Settings Credits: 3		D	B	B			B
EPS 701 - Professional Practices in Educational Psychology Credits: 3	D	D	D	D	D		D
EPS 713 - Advanced Educational Psychology Credits: 3	D	D	D	D	D		D
EPS 723 - Design of Research on Human Development and Learning in Educational		D	D				D

Course							
Settings Credits: 3							
EPS 786 - Internship Credits: 1-12	P	P	P	P	P	P	P
EPS 799 - Doctoral Research and Dissertation Credits: 1-15	P	P	P	P	P	P	P
EPS 705 - Advanced Seminar in Child Development Credits: 3	D	D	B	B	B		
EPS 708 - Advanced Research Seminar in Adolescent Development Credits: 3	D	D	B	D	B		
EPS 710 - Seminar in Lifespan Human Development Credits: 3	D	D	D	D	B		
EPS 706 - Research in Child Development Credits: 3	B	B	B	B			
ETR 526 - Advanced Technologies in Qualitative Research Credits: 3		D		D			P
ETR 562 - Applied Categorical Data Analysis Credits: 3		D		D			P
ETR 720 - Advanced Research Methods in Education Credits: 3		P		D			

Course							
ETR 722 - Methods of Multivariate Analysis Credits: 3		P		P			P
ETR 735 - Theory of Measurement Credits: 3		P		P			P
EPS 739 - Fieldwork Methods in Educational Research Credits: 3	P	P	P		P		P
EPS 745X - Interpretive Methods in Educational Research Credits: 3		P		P			P
EPFE 712 - Ethics and Education Credits: 3		D		D	P		
EPFE 715 - Foundations of Educational Policy Credits: 3		D		D			
EPFE 721 - Seminar in American Educational Thought Credits: 3		D		D			

4. Assessment Methods

a. Assessment Methods-by-Outcomes Matrix

Assessment Method	Student Learning Outcomes						
	1. Set and attain individual goals for professional growth and development	2. Demonstrate knowledge of research methodologies	3. Demonstrate knowledge of theory and expertise in a domain within educational psychology	4. Demonstrate effective communication and presentation skills, both a) oral and b) written	5. Demonstrate knowledge and application of ethical standards	6. Demonstrate evidence of successful internship experience	7. Design, conduct, and analyze an original research study in educational psychology using current technologies
Doctoral Portfolio	S, D	S, D	S, D	S, D	S, D	S, D	S, D
Dissertation: faculty review		S, D	S, D	S, D	S, D		S, D
Course-embedded Assessments	D, F	D, F	D, F	D, F	D, F	D, F	D, F
Alumni Survey	I, F	I, F	I, F	I, F	I, F	I, F	
External Review of Dissertations		I, S	I, S	I, S	I, S		I, S

Advisory board	I, F	I, F	I, F	I, F	I, F	I, F	I, F

S= Summative Assessment, F = Formative Assessment, I = Indirect Assessment, D = Direct Assessment

b. Explanation of Methods

Method	Description	Student-Level Target	Program-Level Target	When Data Will Be Collected	Person Responsible
Doctoral Portfolio	Oral and written synthesis of and reflection about research designed to address issues within the domain described in their goal statement	Needs to be identified	100% of students meet the standards on all lines of the rubric	Final pre-candidacy semester for each student	Faculty members of the portfolio committee
Dissertation: Faculty Review	Present oral defense of written dissertation	Needs to be identified	100% of students meet the standards on all lines of the rubric	Final semester of program of study	Faculty members on the students dissertation committee
Course-embedded Assessments	Faculty will evaluate assignments using standard departmental rubrics to determine students' levels of proficiency in learning outcomes.	Varies	Target: 80% of students will meet/exceed target expectations.	Fall and Spring semesters	Course instructors, with coordination by Ed Psych. program coordinator
Alumni Survey	Career advancement will be tracked. Alumni will be asked to evaluate the extent to which they feel prepared for the professional placement	Student will secure a position as a professional in the field	An 80% placement rate for students pursuing employment in the field	Every four years for program review	LEPF Graduate Program Advisor
External Review of Dissertations	Written dissertations are mailed to experts in the field, outside the university. Reviewer will be supplied with the dissertation	Needs to be identified	100% of students meet the standards on all lines of the rubric	Every four years for program review	Program Coordinator

Method	Description	Student-Level Target	Program-Level Target	When Data Will Be Collected	Person Responsible
Advisory Board	The program area will form an advisory board of alumni who are practicing professionals in the field. The Educational Psychology faculty will meet with this advisory board to discuss issues relevant to the field of educational psychology.	N/A	N/A	Every other year	Program Coordinator