

College of Education

Department of Leadership, Educational Psychology and Foundations

Educational Psychology

M.S. Ed.

January 2016

Patrick Roberts, Chair

Educational Psychology, M.S.Ed.
Assessment Plan
January 2016

1. Student Learning Outcomes

Upon the completion of the M.S. Ed. in Educational Psychology at Northern Illinois University, students will be able to:

- (1) Interpret theories in a broad educational context.
- (2) Evaluate current educational research and determine which innovations to pursue.
- (3) Conduct and analyze studies of learning, development, or motivation practices.

2. Program-by-Baccalaureate Learning Outcomes Matrix

N/A - The M.S. Ed., is a graduate degree program.

3. Curriculum Map

	Student Learning Outcomes		
	1. Interpret theories in a broad educational context.	2. Evaluate current educational research and determine which innovations to pursue.	3. Conduct and analyze studies of learning, development, or motivation practices.
EPS 501 - Psychological Foundations of Education – Credits 3	B	B	
EPS 508 - Theories and Research in Adolescent Behavior and Development – Credits 3	D	B	B
EPS 506 - Theories and Research in Child Behavior and Development - Credits 3	D	B	B
EPS 510 - Adult Educational Psychology – Credits 3	D	B	B
EPS 523 - Application of Psychological Research to Educational – Credits 3	D	D	B
ETR 520 - Introduction to Research Methods in Education – Credits 3	B	B	B
ETR 521 - Educational Statistics I – Credits 3		B	D
EPS 524 - Ethnographies in Human Development and Learning within Educational	D	D	D

Settings – Credits 3			
ETR 531 - Program Evaluation in Education Credits: 3	D	D	D
ETR 533 - Standardized Testing Credits: 3	D	D	D
ETR 522 - Educational Statistics II Credits: 3			D
ETR 525 - Qualitative Research in Education Credits: 3	D	D	D
ETR 530 - Test Construction and Evaluation Credits: 3	D	D	D
EPFE 510 - Philosophical Foundations of Education – Credits 3	D	D	
EPFE 511 - Philosophical Analysis of Current Educational Thought - Credits: 3	D	D	
EPFE 530 - Comparative/International Education Credits: 3	D	D	
EPFE 521 - Historical Foundations of Education in the United States Credits: 3	D	D	
EPS 699A - Master's Thesis – Credits 6	P	P	P
EPS 699B - Master's Project – Credits 6	P	P	P

4. Assessment Methods

a. Assessment Methods-by-Outcomes Matrix

Assessment Method	1. Interpret theories in a broad educational context.	2. Evaluate current educational research and determine which innovations to pursue.	3. Conduct and analyze studies of learning, development, or motivation practices.
Theory-based literature review in thesis or project	S, D	S, D	S, D
Analysis of research methodology in thesis or project		S, D	S, D
Evaluation of research studies			F & S, D
Survey of alumni	F, I	F, I	F, I
External Review of Theses	S, D	S, D	S, D
Advisory Board	F, I	F, I	F, I

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
Theory-based literature review in thesis or project	Study of an issue through either a research study or a practical application	Student “meets” the standards on each item identified on the rubric.	80% of students score satisfactory on each rubric item identified at the proposal stage and 100% at the defense stage.	Final semester of program of study	Thesis/project committee members
Analysis of research methodology in thesis or project	Students evaluate research justify methods used in thesis or project	Student “meets” the standards on each item identified on the rubric.	80% of students score satisfactory on each rubric item identified at the proposal stage and 100% at the defense stage.	Final semester of program of study	Thesis/project committee members

Method	Description	Student-Level Target	Program-Level Target	When Data Will Be Collected	Person Responsible
Evaluation of research studies	<p>Research courses require students to plan and conduct qualitative and quantitative studies</p> <p>-----</p> <p>Students write a thesis and conduct a research study</p>	Needs to be identified	<p>80% of students will meet/exceed target expectations for the research studies</p> <p>-----</p> <p>80% of students score satisfactory on each rubric item identified at the proposal stage and 100% at the defense stage</p>	<p>Following the conclusion of EPS 523 and EPS 524</p> <p>-----</p> <p>Final semester of program of study</p>	<p>Faculty teaching EPS 523 and EPS 524 evaluate research studies</p> <p>-----</p> <p>Faculty members of the thesis/project committee</p>
Survey of alumni	Alumni are asked to evaluate the extent to which they feel prepared for their profession.	Students will be highly satisfied with quality of degree program and preparation for a successful professional career.	80% of Alumni will be satisfied or highly satisfied with quality of program	Every four years for program review	Program coordinator surveys alumni

Method	Description	Student-Level Target	Program-Level Target	When Data Will Be Collected	Person Responsible
External Review of Theses	Written theses are mailed to experts outside of the university	Needs to be identified	80% of evaluations returned have a satisfactory rating on each rubric item	Every eight years for program review	Program coordinator mails theses to experts identified by the faculty
Advisory Board	Alumni in the NIU service region are convened to discuss how well the program prepared them, changing professional needs, and suggestions for curricular improvement	N/A	80% of students will be satisfied or highly satisfied with the way the program prepared them, changing professional needs	Every four years	Program coordinator convenes alumni