Oklahoma State University
Assessment Plan
School of Applied Health and Educational Psychology
Graduate Programs in Educational Psychology
Revised 09-2001

1. Name of program:
    Educational Psychology

2. Degree Programs:
    MS in Educational Psychology, MS Gifted Education and Ph.D. in Educational Psychology

3. Mission and Goals of the Programs:

Mission: The Educational Psychology Program emphasizes the application of psychological theory and research to the provision of educational and psychological services to children, youth, and adults. Principles of psychology and education are integrated to enhance learning, development, adjustment, and to facilitate success for diverse learners and those in the tails of the normal distribution with atypical patterns of development. The philosophical orientation of the Educational Psychology Program is grounded in cognitive-field theory and in social constructivism. Therefore programs are designed to build competencies and are generally product based.

Competency Domain Portfolios: Educational Psychology is a diverse area which encompasses subject-matter from a variety of sub-disciplines. For this reason we have constructed a competency-based course sequence. Students and faculty collaborate to tailor domain portfolios to assess acquired competencies. Competency experiences are approved by the student's committee. The content of the competency domain portfolio is determined at the time that the plan of study is created. Competency experiences are defined by the student and agreed to by the faculty on the student's committee. Students must create products therefore to demonstrate competence in each domain. Two faculty members evaluate and approve the products in each domain. When all domains have been completed the student is considered to have passed the equivalent of comprehensive examinations.

4. Student Outcomes and Program Goals:
Graduate Programs in Educational Psychology are designed to assure the following competencies (illustrated in classes by product objectives) for students who successfully complete the Master's or Doctoral Program.

- Demonstrate effective instruction in undergraduate or public school classrooms. Apply the practices in IETP through teaching internships or public school teaching.
- Demonstrate the ability to apply theoretical knowledge and skills in Educational Psychology through completion of the competency domain portfolio.

- Demonstrate the ability to apply inquiry and research skills in Educational Psychology through completion of the competency domain portfolio and participation in research teams.
- Demonstrate professional and ethical decision-making in Educational Psychology in publishing, speaking, presenting and on the Internet through completion of the competency domain portfolio and participation in research teams.
- Create scholarly productions in publishing, speaking, presenting and on the Internet through completion of the competency domain portfolio and participation in research teams.
- Demonstrate intra/interpersonal skills in Educational Psychology through interaction in classes and in professional settings. Document through completion of the competency domain portfolio.
- Demonstrate written and oral communication skills in Educational Psychology as part of teaching internship and as products in the competency domain portfolio.
- Demonstrate skills in working with students or clients in Educational Psychology. Document through internships/teaching and the competency domain portfolio.
- Demonstrate skill in using computers and computer technology in Educational Psychology through products in the competency domain portfolio.

5. Methods to Evaluate Student Achievement of These Outcomes:
The proposed data collection procedure is multifaceted and includes the following assessment procedures:
Individual Measures: An annual report will be developed.
- Faculty evaluation and approval of competency domain portfolios (at end of program in lieu of comprehensive examinations)
- Feedback from students on the accomplishment of domain tasks as the tasks are approved by faculty
- Exit interviews by the school head or area coordinator
Aggregate Measures: An annual report will be developed by the student records office.
- Determination of rates of program completion
- Determination of student grades received in classes
- Determination of numbers/percentages of successfully completing the competency domain portfolios
- Determine numbers/percentages of students successfully completing dissertation/thesis/creative component or report.
- Survey of students. Surveys will be conducted in classes, by mail, and by email; surveys will be conducted in classes (following the university schedule), mid-program or yearly, at the end of the program, and at one and five year intervals following graduation.

6. Use of Data in Curriculum Planning and Program Improvement:
It is expected that information developed will be used by program area faculty to identify areas of strength and weakness within the program. These data will be used to change the teaching process and the content where necessary. The assessment database will be used to track individuals' progress throughout the program

specifically looking at competency domain portfolios, coursework and thesis or dissertation status. Aggregate information will also be used to monitor student's progress through the programs, particularly looking at student participation in research teams, practical performance, internship participation, etc. Where competencies are not obtained or where competencies are needed by students which are not currently provided through OSU coursework there will be an opportunity for the development of additional courses. Where existing courses are supposed to meet the needs but do not, then modifications will be made in courses that are under departmental control and recommendations will be made to other course providers.

Program Assessment Budget: Doctoral level graduate assistant (5 hours per week, 9 months). Duties will include collecting data from all students and filing it in individual folders (for programs needing this for accreditation); creating and maintaining a database which concatenates and allows manipulation of all data from a single database. Development of questionnaires for class evaluation (if a departmental form is used) as well as a Mid-program (or yearly) questionnaire. End of program questionnaire. One year questionnaire if additional items have to be added. Five-year follow up questionnaire. In addition to developing the questionnaires at least one Internet survey for and one or two web-based radio form surveys (where students click on the buttons to record their answers) will be developed to collect data from students who wish to share information between formal questionnaire periods.

Doctoral level graduate assistant	$1,105.00
Duplicating and mailing expense	100.00
Total	$1,205.00