

Texas A&M University

Detailed Assessment Report 2010-2011 Educational Psychology, PhD, EPSY

Mission/Purpose

Program variation occurs in content emphases across the three programs that utilize the doctoral degree: special education, bilingual education, and learning sciences. Each reserves specific content emphases while advancing a common mission and purpose

Special education: The Special Education doctoral program is a full-time course of study designed to prepare students for academic positions in universities and research institutions. The program offers challenging coursework grounded in the field's most current evidence and the latest advancements in research methodologies. Doctoral students receive valuable vita-building research and teaching competencies that provide a competitive advantage upon graduation.

Bilingual Education: The Bilingual Education Doctoral Program prepares students for professional leadership positions at universities and in field settings. The doctoral program reflects the nation's increasingly diverse K-12 student population and the national movement toward greater inclusion. The doctoral program is non-categorical, focusing on K-12 students who are at-risk or have mild/moderate disabilities. The program emphasizes applied research and its use for program improvement. Thus, program content is based on empirically-supported skills and strategies. Besides seminar-based learning, the doctoral program develops seven leadership competencies through supervised practica: (a) Grant Writing*, (b) Conference Presentations, (c) Manuscript Submission for Publication, (d) College Teaching, (e) Research (conceptualizing, conducting and writing up), (f) Professional Supervision*, and (g) Program Evaluation.

Learning sciences: The Learning Science doctoral program's mission is to

1. Contribute to the understanding and advancement of: a). developmental, learning, cognitive, motivational, and instructional processes; b). influences and implications of diversity in people's social, cultural, linguistic, and home backgrounds and their intellectual, creative, and other talents; c). characteristics of effective educational technology and the processes involved as learners interact with this technology, and d). research, measurement, and statistical techniques appropriate for use in education and the social sciences.

2. Develop and evaluate applications based on theory and research in these domains.

3. Prepare scholars who will provide leadership in the development, application, and dissemination of knowledge in the learning sciences as defined above.

4. Support the preparation of scholars and educational leaders from other programs and departments by providing essential instruction and training. Guiding Principles

All three program variants view their missions in light of the special role of TAMU as both a Research I and Land Grant university and one of the Flagships of the Texas public universities and the goals laid out in Vision 2020.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Understanding of Scientifically-Based Content

Students will demonstrate understanding of scientifically-based content in their respective fields of study.

Associations:

Strategic Plans:

Texas A&M University

- 2 Strengthen our graduate programs.

Related Measures:

M 1: Understanding of Scientifically-Based Content

Students will pass their preliminary examination (both written and oral components) which assesses student (a) knowledge of the evidence-base in the student's area of program emphases and (b) understanding of research and design measurement.

Source of Evidence: Writing exam to assure certain proficiency level

Achievement Target:

At least 80% of doctoral students who take their preliminary examination during the three-year evaluation cycle will pass the examination on the first try.

Findings

All students in the first year of the cycle passed their examination on the first try. Written examinations were not consistent across students within program option.

Action Plan

1. Continue to collect data over the three year cycle,
2. Develop metrics for evaluation of skills in a comparable manner across program variants

O 2: Knowledge of Research Design and Methods

The students will demonstrate knowledge of research and statistical methods to design, analyze, and interpret valid research within their respective fields of study.

Associations:

Strategic Plans:

Texas A&M University

- 2 Strengthen our graduate programs.

Related Measures:

M 2: Knowledge of Research Design and Methods

Students will complete the quantitative sequence in their approved program of study with an accumulated GPR of 3.0 or higher for those courses.

Source of Evidence: Student degree plans, course grades

Achievement Target:

At least 80% of the all EPSY doctoral students will achieve a GPR of 3.0 or higher on their program of study's quantitative sequence.

Findings

Over 90% of students who have completed three years in their doctorate successfully passed all quantitative required courses with a 3.0 or higher for the first year of evaluation.

Action Plan

No action needed.

O 3: Research Dissemination

Students will disseminate research in their respective fields of study through refereed presentation and publication outlets.

Associations:

Strategic Plans:

Texas A&M University

2 Strengthen our graduate programs.

Related Measures:

M 3: Research Dissemination

By the completion of 60 hours of doctoral studies, students will complete a minimum of one peer-reviewed conference presentation or submit one manuscript for peer review in a professional journal in their field of study.

Source of Evidence: Presentation, either individual or group; published peer-reviewed article

Achievement Target:

At least 80% of doctoral students will either (a) deliver a minimum of one peer-reviewed presentation or (b) submit at least one manuscript for peer-review by the completion of 60 hours in the doctoral program.

Findings

Data collection is incomplete and at present unable to determine a reliable percentage of achievement. The present estimate is 66% for all doctoral students with 60 or more hours of study or who graduated or matriculated between 2004 and 2008 having presented a peer-reviewed presentation or published a peer-reviewed article as coauthor.

Action Plan

An improved data collection procedure based on annual doctoral student reporting and review by faculty will improve the data collection to a level of

reliable assessment by spring 2012. Student evaluations will provide feedback to doctoral students annually based on their spring submission of their activities.