Learning & Instruction
Doctoral Program Assessment Overview

Overview

- The Learning & Instruction doctoral program results in a 60-unit Ed.D. where every graduating student has completed a successful original research study.
- A similar program at other universities is often referred to as "educational psychology," so we use the terms "learning and instruction" and "educational psychology" interchangeably.
- The doctoral program is comprised of 20 three-unit courses. Four courses are required of all first-year students, three courses are required in the area of "Advanced Methodology," and three courses are associated with the doctoral dissertation. This leaves doctoral students with 10 elective courses to take, seven must be offered by the L&I department or General Education (GEDU).
- The L&I WASC planning document is comprised of several inter-connected documents. The order of the documents is very important. Each document is discussed in order of appearance.

1. Goals & Outcomes (pp. 3-4)

- The L&I WASC planning document states 5 doctoral program goals.
- Specific outcomes are stated beneath each goal.
- In sum there are 5 goals with a total of 20 outcomes.

2. Goals Overview Table (pp. 5-6)

- The goals overview table displays all the courses offered in the L&I doctoral program, the course number, whether the course is required or not, and the contribution (in percentages) each course makes in addressing each of the 5 goals of the program.
- It is especially important to note that some courses listed under a specific **goal** may also make significant contributions to other program goals. Thus each course is placed under the goal where it makes the greatest contribution.
- There is a number beside many of the goals. This number represents the number of **required** courses that students must take in this goal area.

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3. Goal Specific Tables (pp. 7-11)

- Each goal has its own table. Since there are 5 goals, this means there are 5 goal-specific tables. The individual goal tables only show those courses that make some contribution towards that fulfillment of that goal.
- The columns in the individual goal tables represent the specific outcomes. Outcomes are worded using an identifier (e.g. B4 means Goal B, Outcome 4) and a short descriptive label. The full outcome is easily found in the earlier **Goals & Outcomes** document.
- The goal specific tables display exactly where each course makes a contribution to the fulfillment of the overall goal. Some courses make contributions towards several goal-relevant outcomes, others to just one.

4. Assessment Plan (pp. 12-16)

- This document states the L&I Department's plans for implementing, or changing, assessment procedures for each of the doctoral program goals over the next three years.
- For each goal there are:
    1. outcomes
    2. assessment essentials (assessment methods, time frame, and who does the assessment)
    3. a short description of the three-year plan with regards to the goal
- When discussing the assessment for each goal, the document reports only on courses that have **primary responsibility** for meeting the specific goal and outcome.

Learning & Instruction
Doctoral Goals & Outcomes

A. Foundations

- Demonstrate foundational-level skills for scholarship in learning and instruction including writing, scholarly analysis, and research methodology.

  A1. Students demonstrate the ability to use foundational statistics in an accurate manner.

  A2. Students write research critiques that reflect a clear understanding of research articles and the various conventions of research methodology.

  A3. Students write a scholarly paper that synthesizes research on a student-defined area of interest in education.

  A4. Students write an abbreviated literature review that combines an overview of an educational psychology research area along with an evaluation of two key studies in that same area.

B. Methods

- Develop working skills in a variety of research methods.

  B1. Students demonstrate the ability to read and accurately interpret the results of empirical studies using a wide range of univariate and multivariate statistical tests.

  B2. Students construct, administer and communicate the findings of a study intended to demonstrate their mastery of fundamental psychometric constructs, including reliability and validity.

  B3. Students demonstrate mastery of one advanced research methodology (either quantitative or qualitative) through a relevant course project.

  B4. Students evaluate a standardized test.

  B5. Students write up the results of a data analysis.

C. Educational Psychology Research

- Develop expertise in educational psychology research.

  C1. Students demonstrate the ability to discuss and debate a variety of research articles centered around specific research topics.

  C2. Students write clearly and concisely about specific research topics within the research literature.

  C3. Students develop a thorough set of research references connected to a specific educational psychology topic.

  C4. Students write clearly about potential implications of a specific body of research for instructional practice.

Learning & Instruction
Doctoral Goals & Outcomes

D. Professional Competencies & Emphases

- Expand and deepen professional competencies and skills.

  D1. Students demonstrate the acquisition of skills relevant to a variety of professional competencies needed to be an instructional leader.

  D2. Students demonstrate mastery of theories, concepts, and practices relevant to a variety of educational professions.

E. Original Research

- Demonstrate the ability to design, conduct, and communicate original research.

  E1. Students design and justify the need for an original piece of research that adds to the discipline's knowledge base.

  E2. Students develop a methodological approach that is congruent with the need and purpose of the study.

  E3. Students execute all relevant steps needed for carrying out the study.

  E4. Using the most appropriate data analysis techniques, students analyze, interpret, and communicate the results of their study.

  E5. Students connect the findings of their study with the established research base and put forth implications (as appropriate) for theory, future research, and professional practice.

Learning & Instruction Doctoral Goals

Goal / Course Name	Code	Req	Foundational Skills	Research Methods	Ed Psych Research	Professional Competencies	Original Research
Foundations Skills (4)							
Applied Statistics	GEDU 706	yes	100%				
Psych Foundations	GEDU 704	yes	100%				
Research Methods	GEDU 708	yes	100%				
Cognitive Psych	L&I 700	yes	60%		40%		
Research Methods (3+)							
Advanced Statistics	GEDU 707	yes	40%	60%			
Educational Measurement	GEDU 714	yes	40%	40%			20%
Correlational Designs	GEDU 721			100%			
ANOVA Designs	GEDU 710			80%			20%
Descriptive Research	L&I 730			80%			20%
SPSS	GEDU 724		50%	30%		20%	
Performance-Based Assessment	L&I 712		20%	40%		40%	
Meta-Analysis	GEDU 722		30%	50%			20%
Qualitative Research	GEDU 711			100%			

Learning & Instruction Doctoral Goals

Goal / Course Name	Code	Req	Foundational Skills	Research Methods	Ed Psych Research	Professional Competencies	Original Research
Ed Psych Research							
Motivation	L&I 732			20%	70%	10%	
Models of Teaching & Instruction	L&I 721			20%	60%	20%	
Multimedia Learning	L&I 701				60%	40%	
Human Abilities	L&I 702			30%	70%		
Research Practices in SpEd	L&I 717				50%	30%	20%
Professional Competencies							
Essentials for Teaching in HE	L&I 713					100%	
Creativity	L&I 735			25%	15%	60%	
Grant Writing	L&I 724		30%			70%	
Program Evaluation	GEDU 716					100%	
Instructional Design	L&I 715					100%	
SpEd Law & Policy	L&I 718				25%	75%	
Curriculum & Instruction in SpEd	L&I 716				30%	70%	
Practica in SpEd (I & II)	L&I 719, 720, 722			30%		70%	
Original Research (3)							
Proposal Seminar	L&I 709	yes	40%				60%
Proposal Writing	L&I 790	yes					100%
Dissertation Writing	L&I 791	yes					100%

Goal A: Foundations

Demonstrate foundation-level skills for scholarship including writing, scholarly analysis, and research methodology.

		Outcomes			
Course Name	**Code**	**A1 Statistics**	**A2 Critiques**	**A3 Paper**	**A4 Lit Review**
Foundations Skills (4)					
Applied Statistics	GEDU 706	yes			
Psych Foundations	GEDU 704			yes	
Research Methods	GEDU 708		yes		
Cognitive Psych	L&I 700				yes
Research Methods					
Advanced Statistics	GEDU 707	yes			
SPSS	GEDU 724	yes			
Meta-Analysis	GEDU 722	yes	yes		
Ed Psych Research					
Research Practices in SpEd	L&I 717			yes	
Professional Competencies					
Grant Writing	L&I 724			yes	
Original Research					
Proposal Seminar	L&I 709		yes		yes

Goal B: Methods

Develop working skills in a variety of research methods

Outcomes

Course Name	Code	B1 Read & Interpret	B2 Communicate	B3 Course Project	B4 Standard Test	B5 Write Results
Research Methods (3+)						
Advanced Statistics	GEDU 707	yes				yes
Educational Measurement	GEDU 714	yes	yes	yes	yes	yes
Correlational Designs	GEDU 721	yes		yes		yes
ANOVA Designs	GEDU 710	yes		yes		yes
Descriptive Research	L&I 730	yes	yes	yes		
SPSS	GEDU 724	yes	yes	yes		
Perf-Based Assessment	L&I 722		yes	yes	yes	yes
Meta-Analysis	GEDU 722			yes		
Qualitative Research	GEDU 724			yes		
Ed Psych Research						
Motivation	L&I 732	yes				
Models of Teaching	L&I 721	yes				
Human Abilities	L&I 702	yes				
Professional Competencies						
Creativity	L&I 735	yes				

Goal C: Educational Psychology Research

Develop expertise in educational psychology research

Course Name	Code	Outcomes			
		C1 Discuss	C2 Write	C3 References	C4 Implications
Ed Psych Research					
Motivation	L&I 732	yes	yes	yes	yes
Models of Teaching & Instruction	L&I 721		yes		yes
Multimedia Learning	L&I 701	yes	yes	yes	yes
Human Abilities	L&I 702		yes	yes	
Research Practices in SpEd	L&I 717	yes	yes		
Foundations Skills					
Cognitive Psychology	L&I 700	yes			yes
Professional Competencies					
Creativity	L&I 735	yes			
SpEd Law & Policy	L&I 718	yes	yes	yes	yes
Curriculum & Instruction in SpEd	L&I 716	yes	yes		yes

Goal D: Professional Competencies & Emphases

Expand and deepen professional competencies and skills

Course Name	Code	Outcomes D1 Skills	 D2 Concepts
Professional Competencies			
Essentials for Teaching in HE	L&I 713	yes	yes
Creativity	L&I 735		yes
Grant Writing	L&I 724	yes	
Program Evaluation	GEDU 716	yes	yes
Instructional Design	L&I 715	yes	
SpEd Law & Policy	L&I 718	yes	yes
Curriculum & Instruction in SpEd	L&I 716	yes	yes
Practica in SpEd (I and II)	L&I 719, 720, 721	yes	
Research Methods			
SPSS	GEDU 724	yes	
Performance-Based Assessment	L&I 712	yes	
Ed Psych Research			
Motivation	L&I 732	yes	
Models of Teaching & Instruction	L&I 721		yes
Multimedia Learning	L&I 701	yes	
Research Practices Issues in SpEd	L&I 717	yes	

Goal E: Original Research

Demonstrate the ability to design, conduct, and communicate original research

Course Name	Code	Outcomes E1 Justify Need	E2 Methods	E3 Carry Out	E4 Data Analysis	E5 Connect
Original Research (3)						
Proposal Seminar	L&I 709	yes				yes
Proposal Writing	L&I 790	yes	yes			
Dissertation Writing	L&I 791	yes	yes	yes	yes	yes
Research Methods						
ANOVA Designs	GEDU 710	yes	yes	yes	yes	yes
Descriptive Research	L&I 730	yes	yes	yes	yes	yes
Ed & Psych Measurement	GEDU 714	yes	yes	yes	yes	
Perf-Based Assessment	L&I 712	yes	yes	yes	yes	yes
Meta-Analysis	GEDU 722	yes	yes			
Professional Comptencies						
Practica in SpEd (I & II)	L&I 719, 720, 722	yes	yes	yes	yes	yes

Learning & Instruction
Doctoral Program Assessment Plan

A. Foundations

- Demonstrate foundational-level skills for scholarship in learning and instruction including writing, scholarly analysis, and research methodology.
    - A1. Students demonstrate the ability to use foundational statistics in an accurate manner.
    - A2. Students write research critiques that reflect a clear understanding of research articles and the various conventions of research methodology.
    - A3. Students write a scholarly paper that synthesizes research on a student-defined area of interest in education.
    - A4. Students write an abbreviated literature review that combines an overview of an educational psychology research area along with an evaluation of two key studies in that same area.

- Assessment Essentials

- Assessment Methods
    - **Course Assessment**
        - A1 done in a variety of ways dependent on the instructor. However, all versions of the **Applied Statistics** course have an assessment in the form of an exam or project.
        - A2 through A4 all use written papers which are submitted at the end of the semester.
    - **Portfolio Assessment**
        - At the end of a student's first academic year in the program, the entire L&I faculty review student progress on all 4 outcomes.
- Time Frame
    - **Course Time Frame**
        - A1 is completed at the end of the semester. In the case of A2, the two papers are written some time during the semester; A3 and A4 final papers are due at the end of the semester.
    - **Portfolio Time Frame**
        - After students have completed their first academic year in the program.
- Who Does the Assessment
    - **Course Assessment**
        - Course instructor

- **Portfolio Assessment**
  - All doctoral faculty in the L&I department.

- Three Year Plan

- The portfolio process has worked well for 10 years. However in the next two years faculty will be reviewing the Portfolio rubric concerning outcome A1. **Applied Statistics** is currently assessed through course grade, but there is likely a more effective way to assess at this outcome.

B. Methods

- Develop working skills in a variety of research methods.

B1. Students demonstrate the ability to read and accurately interpret the results of empirical studies using a wide range of univariate and multivariate statistical tests.

B2. Students construct, administer and communicate the findings of a study intended to demonstrate their mastery of fundamental psychometric constructs, including reliability and validity.

B3. Students demonstrate mastery of one advanced research methodology (either quantitative or qualitative) through a relevant course project.

B4. Students evaluate a standardized test.

B5. Students write up the results of a data analysis.

- Assessment Essentials

- Assessment Methods
  - A wide range of assessment methods are used across the relevant methods courses including research critiques and exams. Overall, there's a high reliance on authentic student projects.
- Time Frame
  - Most assignments are turned in at the end of the semester.
- Who Does the Assessment
  - Course instructor.

- Three Year Plan

- During the 2009/2010 academic year the faculty will review the courses offered in this area. The Department will lose one faculty member due to retirement who made a substantial contribution to this goal through a variety of courses. Currently the breadth and depth of course offerings to address this goal and its outcomes are excellent.

Learning & Instruction
Doctoral Program Assessment Plan

C. Educational Psychology Research

- Develop expertise in educational psychology research.

  C1. Students demonstrate the ability to discuss and debate a variety of research articles centered around specific research topics.

  C2. Students write clearly and concisely about specific research topics within the research literature.

  C3. Students develop a thorough set of research references connected to a specific educational psychology topic.

  C4. Students write clearly about potential implications of a specific body of research for instructional practice.

- Assessment Essentials

- Assessment Methods
  - Course projects are used to assess these 4 outcomes.
- Time Frame
  - Most course projects are due at the end of the semester.
- Who Does the Assessment
  - Course instructor.

- Three Year Plan

- During the 2009/2010 academic year the faculty will begin a discussion about how to expand and strengthen the courses that address this goal and its outcomes. Currently the Department offers fewer courses in this area than desired. One of the primary reasons for hiring a new faculty member (who started this year) was to add to course offerings in this area. The Department intends to expand course offerings by a modest amount starting in the Fall 2010 semester.
- Currently the **Ed Psych Research** and the **Professional Competencies** goals are treated as parts of one larger category referred to as "L&I electives." As currently stated, students need to complete 7 L&I electives. During the 2009/2010 academic year the Faculty will discuss creating separate requirements for the number of courses in each of these areas.

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D. Professional Competencies & Emphases

- Expand and deepen professional competencies and skills.

  D1. Students demonstrate the acquisition of skills relevant to a variety of professional competencies needed to be an instructional leader.

  D2. Students demonstrate mastery of theories, concepts, and practices relevant to a variety of educational professions.

- Assessment Essentials

- Assessment Methods
  - Course projects are used to assess these outcomes.
- Time Frame
  - Most course projects are due at the end of the semester.
- Who Does the Assessment
  - Course instructor.

- Three Year Plan

- This is an area of strength in the Department. The new faculty member will probably add some courses to this area, further strengthening the options available to students.
- Currently the **Ed Psych Research** and the **Professional Competencies** goals are treated as parts of one larger category referred to as "L&I electives." As currently stated, students need to complete 7 L&I electives. During the 2009/2010 academic year the Faculty will discuss creating separate requirements for the number of courses in each of these areas.

E. Original Research

- Demonstrate the ability to design, conduct, and communicate original research.

  E1. Students design and justify the need for an original piece of research that adds to the discipline's knowledge base.

  E2. Students develop a methodological approach that is congruent with the need and purpose of the study.

  E3. Students execute all relevant steps needed for carrying out the study.

  E4. Using the most appropriate data analysis techniques, students analyze, interpret, and communicate the results of their study.

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- Assessment Essentials

- Assessment Methods
  - E1 through E3: Dissertation Proposal Defense. Students successfully defend their proposal to their committee.
  - E1 through E5: Dissertation Defense. Students successfully defend their final dissertation to their committee.
- Time Frame
  - Student defends when Chair of committee thinks the student is ready to go forward. This happens at both the proposal and final dissertation stages.
- Who Does the Assessment
  - The doctoral committee which is comprised of two faculty members from the Learning & Instruction department and one faculty member from another department at USF. Some students choose to include a fourth member on the committee. The fourth member may be a faculty member outside of the USF community.

- Three Year Plan

- The original research goal is satisfactorily achieved through the current structure. The Department will continue to work on making the current system more efficient.
- During the 2009/2010 academic year the faculty will explore a suggested idea of having a student and his/her committee meet once in a "working meeting" in advance of the formal proposal defense. Such an intermediate level meeting would ensure that the student and full committee are on-the-same-page regarding the direction that the student's proposal needs to take.
- In some cases the faculty find the current process for developing a piece of original research (i.e. the dissertation study) is just fine, but the student is not really prepared adequately to start this process. In turn this likely implies we may need to take a more careful look at how the Proposal Seminar course is structured. However, it's even more probable that faculty need to systematically include more scaffolding with regards to thinking, writing, and conducting original research in courses students take **before** Proposal Seminar. During the 2009/2010 academic year faculty will be fully discuss various ways to better prepare students before Proposal Seminar.
  - Faculty have discussed the idea of creating a small number of new courses where students work collaboratively with a faculty member on an original piece of research. Ongoing discussion and feasibility of this idea will be developed in the 2009/2010 academic year.
  - Faculty will also look at ways to better prepare students to think and write like a researcher.