A. **College, Department and Date**
   1. College: College of Education
   2. Department: Individual, Family, and Community Education
   3. Date: 3/21/18

B. **Academic Program of Study**
   MA – Educational Psychology

C. **Contact Person(s) for the Assessment Plan**
   Martin Jones, PhD. Associate Professor, Educational Psychology. Program Coordinator, Educational Psychology. martinjones@unm.edu

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* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).
<table>
<thead>
<tr>
<th>Broad Learning Goal</th>
<th>Student Learning Outcomes</th>
<th>COE C.F./Univ. Goal</th>
<th>When Assessed **</th>
<th>Assessment/Course if applicable</th>
<th>Direct/Indirect</th>
<th>Score Range</th>
<th>Expected Pass Rate *</th>
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<tbody>
<tr>
<td>The educational psychology program believes students should be involved with the construction of new knowledge to support the needs of New Mexico and the field of educational psychology.</td>
<td>Students participate in research-related activities</td>
<td>U,P K,S,R</td>
<td>Each spring</td>
<td>Student Annual Review (SAR) includes the Evidence of Professional Activities Form (EPAF). It includes a count of conference participation/attendance, professional association memberships, co-authored papers and posters per each student. Participating in research-related activities (e.g., participating in research, data collection, lab membership)</td>
<td>Direct</td>
<td>0-10</td>
<td>Unacceptable = 0-2 Acceptable = 3-5 Exemplary = &gt;5</td>
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<tr>
<td>The educational psychology program believes that successful students will be able to communicate effectively in the written form about educational psychology.</td>
<td>Students have adequate professional writing skills</td>
<td>U,P I K,S,R</td>
<td>At end of coursework</td>
<td>PhD comprehensive exam rubric. Receive score of 2 or 3 on Content/Subject matter knowledge for cognition/motivation, human growth &amp; development, and research methods items.</td>
<td>Direct</td>
<td>1-3</td>
<td>Unacceptable = 1 Acceptable = 2 or 3</td>
</tr>
<tr>
<td>A student of the educational psychology program must have a solid understanding of the educational content if they are to be knowledgeable about the field of educational psychology.</td>
<td>Students acquire educational psychology knowledge</td>
<td>P,I K,S</td>
<td>At end of coursework</td>
<td>PhD comprehensive exam rubric. Receive score of 2 or 3 on Content/Subject matter knowledge for cognition/motivation, human growth &amp; development, and research methods items.</td>
<td>Direct</td>
<td>1-3</td>
<td>Unacceptable = 1 Acceptable = 2 or 3</td>
</tr>
</tbody>
</table>

*Briefly describe the criteria for success related to each direct or indirect means of assessment. What is the program’s performance target (e.g., an “acceptable or better” performance by 60% of students on a given measure acceptable to the program faculty)? If scoring rubrics are used to define qualitative criteria and measure performance, attach them to the plan as they are available.*
1. **Who**: State explicitly whether the program’s assessment will include evidence from all students in the program or a sample. All students will be assessed on all SLOs.

**2. When will learning outcomes be assessed? When and in what forum will the results of the assessments be discussed?** SLO1 is assessed each spring. SLO2 and SLO3 are assessed during comprehensive examinations, which occur at the end of students’ coursework.

3. **What is the program’s process to analyze/interpret assessment data and use results to improve student learning?**

   1. The program coordinator is responsible for acquiring all measures of SLOs. Departmental administrative staff will aid in acquiring SLO measures. The program coordinator will share results of the SLOs measures with educational psychology faculty and all other appropriate stakeholders.
   2. At program meetings, educational psychology faculty will convene to review the outcomes of SLO measures. The educational psychology faculty will use the findings to suggest pedagogical or content changes that might help students accomplish each SLO. This may also include changes to curriculum that might better help improve our students’ learning.
   3. Recommendations will be communicated to the department chair and all other necessary individuals when the educational psychology faculty believe there should be changes in either SLOs, pedagogical, or curricular changes.