# Marquette University Learning Assessment Plan

## Counseling and Educational Psychology

### Program: Educational Psychology

Degree: M.A.  
Date Submitted: May 13, 2006

<table>
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<tr>
<th>Program Learning Outcomes Students will be able to:</th>
<th>Performance Indicators (PI)</th>
<th>Measures (M)</th>
<th>Program Learning</th>
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| **PLO-1.** Demonstrate knowledge of the psychological foundations of human development and learning. | **PI-1.** Students understand the complex interaction among biological, psychological, social and cultural factors that influence human development. | **Measure 1. (PI -1, PI-2)**  
*Final Examination.* The student is tested on knowledge of human development through an exam in EDPS 226, Lifespan Human Development. The exam may vary in format, but each exam samples the content with regard to the lifespan human development. This exam includes an assessment of student’s knowledge on demographic, social, behavioral, emotional, cognitive, physical, and familial characteristics. A scoring rubric is for grading.  
**Measure 1 Where/When:**  
EDPS 266 – Fall Year 1 (Lifespan Human Development) | All measures are included in each student’s portfolio which is first reviewed by the student with his/her advisor and then the portfolio is submitted to the COEP faculty for consideration in the annual review of students.  
The Educational Psychology Faculty compiles the results for all the community counseling students and conducts a review. These results are reviewed by the COEP faculty at the end of the year faculty retreat and utilized in program planning. |
| **PI-2.** Students understand and demonstrate methods for conceptualizing and evaluating individual, group, program, and larger-system issues from a developmental and biopsychosocial perspective. | | | |
| **Measure 2. (PI -1, PI-2, PI-3)**  
*Professor Evaluation of Student.* In addition to the course grade - At the end of each course the Instructor completes a “Professor Evaluation of Student” which includes 3 domains: 1. Knowledge and Academic Skills 2. Counseling Skills 3. Dispositions (Professionalism). Domain 1 of the “Professor Evaluation of Student specifically addresses: 1. Acquire knowledge of course content, 2. Quality of contributions in class, 3. Writing ability, 4. Research skills, 5. Ability to analyze/synthesize material, 6. Ability to apply professional and personal experience to the evaluation of theory and research.  
**Measure 2 Where/When:**  
EDPS 266 – Fall Year 1 (Lifespan Human Development)  
EDPS 261 – Fall Year 1 (Introduction to Research)  
EDPS 363 Fall Year 2 (Theories of Learning) | | |
| PLO-2. Evaluate educational psychology research with regard to the adequacy of the methods used, practical and clinical significance, and relevance to diverse populations. | PI-1. The student describes how research, client data, and client assessment data can be used to improve the quality of comprehensive community counseling programs and services designed to improve clients’ mental health and development. | Measure 1. (PI-1, PI-2) Research-Based Intervention Program Proposal and Evaluation Plan. This involves writing a literature review and an evaluation plan for a proposed community counseling service. A term paper and presentation are graded. Course Instructor uses rubric to assess paper, presentation, and student learning. Measure 1 Where: EDPS 261 (Introduction to Research Methods) Measure 2 When: Fall Year 1. Measure 2. (PI-1, PI-2) Professor Evaluation of Student. In addition to the course grade - At the end of each course the Instructor completes a “Professor Evaluation of Student” which includes 3 domains: 1. Knowledge and Academic Skills 2. Counseling Skills 3. Dispositions (Professionalism). Domain 1 of the “Professor Evaluation of Student specifically addresses: 1. Acquire knowledge of course content, 2. Quality of contributions in class, 3. Writing ability, 4. Research skills, 5. Ability to analyze/synthesize material, 6. Ability to apply professional and personal experience to the evaluation of theory and research. Measure 2 Where/When: EDPS 261, Fall Year 1 (Introduction to Research Methods) | All measures are included in each student’s portfolio which is first reviewed by the student with his/her advisor and then the portfolio is submitted to the COEP faculty for consideration in the annual review of students. The Educational Psychology Faculty compiles the results for all the community counseling students and conducts a review. These results are reviewed by the COEP faculty at the end of the year faculty retreat and utilized in program planning. The Graduate Survey development administration, collection, and data analysis is overseen by the Department Chair. Results are discussed in faculty meetings and reviewed by the COEP faculty at the end of |
| PLO-3. Demonstrate a commitment to life-long learning. | PI-1. Demonstrate a willingness to subject one’s work to the scrutiny of colleagues.  
PI-2. Critically evaluating one’s own professional practice  
PI-3. Participate in professional organizations.  
PI-4. Participate in continuing education experiences. | EDPS 321, Fall Year 1 (Intermediate Research and Statistics)  
EDPS 322, Spring Year 2 (Measurement and Assessment)  

**Measure 3. (PI-1, PI-2)**  
**Comprehensive Examination.**  
Master’s in Counseling students are required to pass a Comprehensive Examination as part of their degree requirements. The exam is a standard series of questions which inquire about student’s case conceptualization, assessment issues, treatment planning, and the ethical and legal issues that are involved. The exam is graded COEP Faculty using a scoring rubric– pass/fail  
**Measure 3 Where/When:**  
COEP Department/ 2nd Year Spring  

**Measure 4. (PI-1, PI-2)**  
**Survey of Graduates.** Graduates and employers of graduates are surveyed every three years. The survey includes items addressing professional affiliations, professional service, presentations, publications, licensure, certifications, and professional development.  
**Measure 4 where/when:**  
COEP Department/ every 3 years  

The Student Portfolios are reviewed annually. First the portfolios are reviewed by the student with his/her advisor and then the portfolio is submitted to the COEP faculty for consideration in the annual review of students. The Educational Psychology Faculty compiles the results for all the Educational Psychology students and conducts a review. The departmental Executive Committee is responsible for the evaluation of the program. These results are then utilized in program planning.
memberships and conference attendance.

**Measure 1 where/when:** COEP Department/ annually

**Measure 2, (PI-1, PI-2, PI-3, PI-4)**

**Survey of Graduates.** Graduates and employers of graduates are surveyed every three years. The survey includes items addressing professional affiliations, professional service, presentations, publications, licensure, certifications, and professional development.

**Measure 2 where/when:**

- COEP Department/ every 3 years

reviewed by the COEP faculty at the end of the year faculty retreat and utilized in program planning.

*The Graduate Survey development* administration, collection, and data analysis is overseen by the Department Chair. Results are discussed in faculty meetings and reviewed by the COEP faculty at the end of the year faculty retreat and utilized in program planning.