



OFFICE OF ACADEMIC ASSESSMENT
The UNIVERSITY of OKLAHOMA

Program Assessment Report

2022 - 2023

COED - Instructional Psych. & Technology (PhD)

General Information

Mission

The Learning Sciences program integrates the fields of educational psychology and instructional technology as the foundation for a comprehensive, multifaceted approach to the study of learning and instruction.

College

Education

Department/School/Division

Department of Educational Psychology

Assessment Liaison

Maeghan Hennessey

Research Skills 2

Student Learning Outcome (SLO)

Upon completion of the degree program, students will demonstrate an understanding and application of basic and advanced research methods in education, including the synthesis of research and application of findings to research topics of personal interest.

Outcome Status

Active

Direct - Dissertation, Literature Review

Assessment Method Description

Literature Review: All Learning Sciences students pursuing a Ph.D. must meet a series of benchmarks. The first is to write a literature review on a topic of interest to the student. The literature review is approved by the advisor and other Learning sciences doctoral committee members using a program-wide rubric. During the 2022-23 academic year, N = 4 students attempted the literature review portion of their doctoral benchmarks.

General Exams: The general exam is given to each LS doctoral student upon completion of their coursework. General exam questions are tailored to the specific topics of interest and importance for each student according to their research interests. The written portion of the general exam responses will be used to assess this outcome. In the 2022-23 academic year, N=3 students attempted the general exam.

Dissertation: All doctoral students in the LS program are required to complete a dissertation in a field of concentrated study. The written dissertation will be used to assess this outcome. During the 2022-23 academic year, N=2 students attempted their dissertation in the LS doctoral program.

Performance Target

At least 80% of students will successfully complete a literature review, assessed as "satisfactory" by the student's doctoral committee.

After no more than two attempts, at least 80% of students will successfully complete the written portion of the general exam, assessed as "satisfactory" by the student's doctoral committee.

At least 80% of students will successfully complete the written portion of their dissertation, assessed as "satisfactory" by the student's doctoral committee.

Assessment Results and Use of Results

Reporting Period

2022 - 2023

Assessment Results Entry Date

09/21/2023

Assessment Results

Literature review: 100% of all students who attempted completion of the literature review benchmark (N=4) successfully met this learning outcome.

General Exam: 100% of all students who attempted completion of the general exam benchmark (N=3) successfully met this learning outcome by their second attempt.

Dissertation: 100% of all students who attempted completion of the written portion of the doctoral exam (N=2) successfully met this learning outcome.

Results Status

Target Met

Number of Students Assessed

9

USE OF ASSESSMENT RESULTS

Curriculum

The LS program faculty are happy with the literature review rubric and benchmark process because it provides faculty with a chance to evaluate thinking, ability to synthesize literature, and writing ability early on in a student's doctoral program. This provides faculty with information needed to support a student in the development of their writing. The LS faculty have more consistently required the literature review from all students. We have generated a more standardized process.

A General exam is specialized to a student's interest and research agenda. Successful completion of the general exam allows the student to progress to their dissertation work. It is a process controlled by the doctoral committee and the student, overseen by the policies of the Graduate College of the University of Oklahoma. The LS faculty are happy with the process used to evaluate general exam results. We will continue to explore ways to ensure students move to the general exam in a timely manner.

Regarding the completion of the dissertation, LS faculty recognize successful completion is in large part due to the mentoring relationship the student has with their dissertation committee and chair. Although this process is well tested within the university and the larger educational community, the LS faculty will continue to discuss ways to ensure students who are at the dissertation stage complete the dissertation in a timely manner. We have addressed this concern by moving up the timeline of submission in accordance with university policy. This has allowed for more time to give feedback to students on these outcomes, which has benefitted students. We will continue to work on this process.

Direct - Examination

Assessment Method Description

The general exam is given to each IPT doctoral student upon completion of their coursework. General exam questions are tailored to the specific topics of interest and importance for each student according to their research interests. The written portion of the general exam responses will be used to assess this outcome.

Performance Target

After no more than two attempts, at least 80% of students will successfully complete the written portion of the general exam, assessed as "satisfactory" by the student's doctoral committee.

Direct - Dissertation/Thesis

Assessment Method Description

All doctoral students in the IPT program are required to complete a dissertation in a field of concentrated study. The written dissertation will be used to assess this outcome.

Performance Target

At least 80% of students will successfully complete the written portion of their dissertation, assessed as "satisfactory" by the student's doctoral committee.

Research Skills 1

Student Learning Outcome (SLO)

Upon completion of the degree program, students will demonstrate the ability to conduct research on a topic of their choosing.

Outcome Status

Active

Direct - Project

Assessment Method Description

Pre-Dissertation Project: As part of the IPT doctoral benchmarks, all IPT doctoral students are required to complete a pre-dissertation research project in a field of concentrated study before being eligible to take general exams. To qualify as the pre-dissertation research project, the student must take the role of first author on the study. The written pre-dissertation research project should be of sufficient quality for the student to submit it to either a conference or journal for possible presentation or publication.

Performance Target

Pre-Dissertation Project: At least 80% of students will successfully complete a pre-dissertation research project that is of sufficient quality to be considered for conference presentation or journal publication, as determined by the advisor or faculty member working with the student on the research.

Assessment Results and Use of Results

Reporting Period

2022 - 2023

Assessment Results Entry Date

09/21/2023

Assessment Results

100% of all students who attempted completion of the pre-dissertation research project (N=3) successfully met this learning outcome.

Results Status

Target Met

Number of Students Assessed

3

USE OF ASSESSMENT RESULTS

Curriculum

The LS program faculty are happy with the requirements for the pre-dissertation research project and benchmark process because this requirement provides students with the opportunity to take a lead role in research before the dissertation, ensuring the dissertation is not the first study they complete. This provides the faculty with valuable formative information about the student's readiness to complete the general exams and dissertation so appropriate supports can be provided. The LS faculty will continue to explore ways to ensure students are involved in the research process toward the beginning of their doctoral programs. For example, we are considering adding a course in the program that requires students to complete a research project.

Assessment Results and Use of Results

Reporting Period

2022 - 2023

Assessment Results Entry Date

09/21/2023

Assessment Results

100% of all students who attempted completion of the written portion of the dissertation (N=2) successfully met this learning outcome.

Results Status

Target Met

Number of Students Assessed

2

USE OF ASSESSMENT RESULTS

Other

Regarding the completion of the dissertation, LS faculty recognize successful completion is in large part due to the mentoring relationship the student has with their dissertation committee and chair. Although this process is well tested within the university and the larger educational community, the LS faculty will continue to discuss ways to ensure students who are at the dissertation stage complete the dissertation in a timely manner.

Direct - Dissertation/Thesis

Assessment Method Description

All IPT doctoral students are required to complete a dissertation in a field of concentrated study. The written dissertation will be used to assess this outcome.

Performance Target

Dissertation: At least 80% of students will successfully complete the written portion of their dissertation, assessed as “satisfactory” by the student’s doctoral committee.

Direct - Project, Research/Writing

Assessment Method Description

The LS program faculty are happy with the literature review rubric and benchmark process because it provides faculty with a chance to evaluate thinking, ability to synthesize literature, and writing ability early on in a student’s doctoral program. This provides faculty with information needed to support a student in the development of their writing. The LS faculty have more consistently required the literature review from all students. We have generated a more standardized process.

A General exam is specialized to a student’s interest and research agenda. Successful completion of the general exam allows the student to progress to their dissertation work. It is a process controlled by the doctoral committee and the student, overseen by the policies of the Graduate College of the University of Oklahoma. The LS faculty are happy with the process used to evaluate general exam results. We will continue to explore ways to ensure students move to the general exam in a timely manner.

Regarding the completion of the dissertation, LS faculty recognize successful completion is in large part due to the mentoring relationship the student has with their dissertation committee and chair. Although this process is well tested within the university and the larger educational community, the LS faculty will continue to discuss ways to ensure students who are at the dissertation stage complete the dissertation in a timely manner. We have addressed this concern by moving up the timeline of submission in accordance with university policy. This has allowed for more time to give feedback to students on these outcomes, which has benefitted students. We will continue to work on this process.

Performance Target

Pre-Dissertation Project: At least 80% of students will successfully complete a pre-dissertation research project that is of sufficient quality to be considered for conference presentation or journal publication, as determined by the advisor or faculty member working with the student on the research.

Direct - Dissertation/Thesis

Assessment Method Description

Dissertation: All LS doctoral students are required to complete a dissertation in a field of concentrated study. The written dissertation will be used to assess this outcome. During the 2022-23 academic year, N=2 students attempted their dissertation in the LS doctoral program.

Performance Target

Dissertation: At least 80% of students will successfully complete the written portion of their dissertation, assessed as “satisfactory” by the student’s doctoral committee.

Knowledge of the Discipline

Student Learning Outcome (SLO)

Upon completion of the degree program, students will display understanding of multiple areas of learning sciences.

Outcome Status

Active

Direct - Project, Research/Writing

Assessment Method Description

To demonstrate competence in the area of understanding and applying different areas of learning sciences, all students are required to take EIPT 5533 (Foundations of Learning Sciences) early in their doctoral programs. Within this course, students learn about multiple areas of learning sciences. They wrote a paper aimed at assessing this outcome. (N=12 number of students who took EIPT 5533 in 2022-23)

Additionally, students are required to take EIPT 6183 (Cognition and Instruction) later in their doctoral programs. Within this course, students learn about theories of learning and cognition. They write a research paper showing their comprehension of the literature, assessing this outcome. (N = 10 number of students who took EIPT 6183 in 2022-23).

Performance Target

No less than 80% of doctoral students will demonstrate the ability to successfully complete the final papers in each course, as determined by the course instructor's ratings of their project using the project rubric.

Assessment Results and Use of Results

Reporting Period

2022 - 2023

Assessment Results Entry Date

09/21/2023

Assessment Results

The foundations of learning sciences project was completed successfully by 100% (N=12) of the students completing it during the 2022-23 academic year.

The cognition and instruction project was completed successfully by 100% (N=10) of the students completing it during the 2022-23 academic year.

Results Status

Target Met

Number of Students Assessed

22

USE OF ASSESSMENT RESULTS

Faculty Development

EIPT 5533 and EIPT 6183 are required of every doctoral student, and faculty advise their students to take these courses in their programs of study. The faculty discuss the performance of every doctoral student in these courses each year when we discuss their annual progress letters in April/May. Success in these courses, which is largely dependent upon success on the final papers, allows us to determine the extent to which students will need further help with building further knowledge and skills throughout their degree program, and thus serves as both a summative assessment for EIPT 5533 and EIPT 6183 and a formative assessment, so students who may be struggling with these learning outcomes are identified early in their program.

Although the students' performances on these papers are discussed and used in a formative way, the Learning Sciences program would be well served to establish more formalized supports for those who either may not perform satisfactorily or who may border on satisfactory performance to help them meet program requirements successfully. We continue to work on these processes in a systematic manner. We have begun to more systematically provide feedback on annual progress reports to address this need. Students have reported that the reports are useful. We will continue to improve the progress report process.