THE UNIVERSITY OF NEW MEXICO DEPARTMENT OF INDIVIDUAL, FAMILY, AND COMMUNITY EDUCATION

EDUCATIONAL PSYCHOLOGY

Academic Program Review
Self-Study

Dr. Jay Parkes
Department Chair

Table of Contents

Executive Summary

Educational Psychology Department Academic Program Review

Executive Summary

The educational psychology program was established in 1991 as part of a major reorganization of the College of Education. The program's primary mission is to produce and disseminate research and scholarship in substantive areas of the field that are relevant to the diverse people and settings of New Mexico. It offers two graduate degree programs (masters and doctoral) and two formal doctoral minors, through which it prepares students with content knowledge and research skills for academic and professional roles. In addition, the program supports programs throughout the college and university through its undergraduate and graduate course offerings and faculty service on graduate student committees. Five tenure track faculty members and 1 visiting assistant professor work in the program, which currently serves 12 masters and 25 doctoral students. Thirty-six educational psychology graduate degrees were awarded between Spring 2006 and Fall 2012. Of these, 25 were master's degrees and 11 were doctoral degrees. The program's current model of supervising graduate students revolves around a highly individualized mentorship model. Faculty members informally monitor student progress on an on-going basis throughout the year and collaboratively develop strategies to address student needs as they arise. Faculty members formally monitor student progress through the *Student Annual Review* (SAR) process.

The program aspires to become a more comprehensive educational psychology program, balancing the need to train graduate students for a wide range of professional careers with the equally essential task of preparing a few doctoral students for academic careers in the field. A recurring challenge the program has faced involves finding ways to work with the varying professional identities and aspirations that students bring to the doctoral program. During the course of this self-study, program faculty members have been deeply engaged with the question of how best to ensure success for students who aspire to become professors of educational psychology while at the same time ensuring that all educational psychology students attain the same high standards of academic achievement.

The program seeks strategies for meeting the needs of diverse students while maintaining rigorous and uniform standards for student learning and high levels of faculty productivity in research and scholarship. The program also seeks strategies for redesigning some aspects of the masters degree program to increase efficiency concurrent with expanding the size of the program. In addition, in order for the program to realize its full potential, program faculty must find ways to balance the demand for their expertise outside the program (as research consultants and members of graduate student committees), with the need to focus on establishing and maintaining strong individual research programs and fulfilling professional leadership responsibilities.

Chapter 1: General Characteristics of the Educational Psychology Program

The primary mission of the educational psychology program at the University of New Mexico is to produce and disseminate research and scholarship in substantive areas of the field that are relevant to the diverse populations and settings of New Mexico. It achieves these ends through an integrated set of activities aimed at discovery and innovation, teaching diverse undergraduate and graduate students, and professional collaboration beyond the program. Through its masters and doctoral degree programs, and faculty committee service, the program provides students with 1) a broad base of knowledge including theoretical perspectives from various fields of Psychology, 2) a strong research orientation and a solid understanding of and ability to use a variety of research methodologies, and 3) a critical and scholarly approach to evaluating research, theory, and practice.

The program offers courses and experiences that help students understand, develop and evaluate learning and instructional practices in a variety of contexts. The program's goal is to help students develop an understanding of the role of individual and group differences as they affect learning and instruction.

1.1 Brief History of Program

The Educational Psychology program was created after a major reorganization of the College of Education (COE) in 1991-2. Three full-time faculty members in Psychological Foundations of Education (a former degree concentration within the Department of Educational Foundations) established the program. In 1995-6, the program found a home in the Division of Individual, Family and Community Education (IFCE), the departmental unit in which the program today resides. The program was initially listed as Educational Psychology in the 1999-2001 *Catalog*. At that time, four professors, five associate professors, and one assistant professor and 20 scheduled course offerings were listed. In 2001-3, the *Catalog* listed the same number of full-time faculty with four professors, three associate professors and three assistant professors. In addition, four new courses (EDPY 500, 502, 472 & 607) were created in order to support a more-effective strategy for meeting students' needs for training in research and statistics. A decade later, the *2010-11 Catalog* listed four associate professors and two assistant professors. Program faculty developed two new courses during the intermediate years: EDPY 515 (Survey and Questionnaire Design and Analysis), and EDPY 520 (Motivation Theory and Practice), bringing the total number of scheduled course offerings to 25. In 2012, faculty developed and submitted for review two additional courses (College Teaching Seminar and Multilevel Modeling). Thus, the program has gradually expanded its course offerings over the past decade. Of the six tenure stream professors listed in the 2010-11 Catalog, Jay Parkes currently serves as the IFCE Department Chair and Roxana Moreno died on July 24, 2010. The most recent academic program review was completed in 1995-6 and was conducted by the Psychological Foundations of Education program.

1.2 Program Mission Statement and Goals in Institutional Context

The primary mission of the educational psychology program at the University of New Mexico is to produce and disseminate research and scholarship in substantive areas of the field that are relevant to the diverse populations and settings of New Mexico. The educational psychology program is purposeful and resourceful in integrating research, teaching and service. The program provides scientific methodologies and research-based information to students, colleagues and constituents in the university, the community, the state, and the nation to influence educational policy and practice.

The program's mission statement emphasizes the core values faculty members believe to be most relevant to the program. The Educational Psychology program's mission is to "produce and disseminate research and scholarship in substantive areas of the field." As a field, educational psychology is focused on the College of Education's core value of **Research and Scholarship**. The program faculty reflects this core value of the field and the College of Education by being engaged in scholarly activities and by promoting research as an important "source of authority" in education. **Teaching and Learning** is the second core value that is of considerable importance to program faculty members. The program reflects this value in its mission statement by providing "scientific research-based information to our students, our colleagues locally and nationally." The primary substantive areas of research in educational psychology are teaching, learning, development, assessment, research design and statistics. These topical areas are of significant importance to many stakeholders. Third, the program emphasizes the core value of **New Mexico**. Program faculty members recognize that New Mexico is a unique state with diverse peoples, cultures and histories. The diversity of the state is one of the many reasons program faculty members have chosen to live and work in New Mexico. New Mexico informs our scholarship and our teaching.

A new strategic plan (*UNM 2020*) is under development. However, in 2008, the Regents developed a *Strategic Framework for 2008 and Beyond*. The university's guiding documents states that "The mission of the University of New Mexico is to serve as New Mexico's flagship institution of higher learning through demonstrated and growing excellence in **teaching**, **research, patient care**, and **community service**." In various ways, Educational Psychology faculty members support all of these ends, with primary contributions in the areas of *teaching and research*. They serve the *community* by offering courses that are essential to the preparation of fully qualified, effective K-12 and college teachers, by training professionals who provide services to the community, and by preparing graduate students for leadership roles in education.

With respect to a vision for the future, the University aspires to be known for fostering **strength through diversity** and **student success through collaboration,** manifesting a **vital academic climate,** achieving and attracting **excellence through relevance,** conducting **research for a better world,** providing **health and wellness leadership**, and demonstrating **international engagement**.

Educational psychology is the study of teaching and learning in real world and experimental research contexts. It offers theoretical, conceptual and practical approaches to *fostering strength through diversity, student success* (through collaboration and professionally relevant experiences). The program's faculty members are actively engaged in their fields and active citizens of the University and College, thereby helping to foster *a vital academic climate*. As experts in psychology applied to education, faculty work represents *excellence through relevance*. Students are attracted to educational psychology because it is relevant to educational professionals who want to engage with, apply and produce *research for a better world*, and a better life for New Mexicans. The program offers numerous courses in human lifespan development addressing *health and wellness* issues. It also trains graduate students representing a range of professional specializations that have a direct impact on health and wellness in the state (e.g., counseling, health sciences, nutrition, physical education, substance abuse treatment). Finally, program faculty members manifest *international engagement* through collaboration with colleagues and by aspiring to produce research and scholarship of interest to colleagues around the world.

1.3 Program Goals for Next Five Years

As noted above, the program's mission is to 1) produce and disseminate research and scholarship, 2) resourcefully integrate research, teaching and service activities, in order to 3) influence educational policy and practice. Faculty members seek to build a sustainable program that can respond resourcefully and productively to the changing context of education in New Mexico.

By 2018, the program faculty members would like to become a comprehensive educational psychology program. To us, a comprehensive program is one in which all of the primary areas of the discipline of educational psychology are addressed through faculty expertise, faculty and student scholarship, and the course curriculum. These primary areas include research methods, statistics, measurement, classroom learning, cognition, human development, and motivation as applied to education. Due to the broad applicability of educational psychology skills, a comprehensive educational psychology program will best serve the needs of New Mexico and the discipline of educational psychology. Toward this end, the program intends to pursue strategies for meeting the needs of diverse students while maintaining rigorous and uniform standards for student learning. A central aspect of the program's strategic plan is to become highly selective with respect to doctoral admissions, focusing on "match" with faculty expertise, while slowly growing the masters degree program. A recurring challenge the program has faced involves finding ways to work with the varying professional identities and aspirations that students bring to the doctoral degree program. Training professionals for careers *outside* the field of educational psychology is one of the important ways the program serves the state of New Mexico. Yet faculty continue to grapple with the best ways to balance the needs of doctoral students who aspire to academic careers in the field, with those of students who plan to pursue career paths in other fields. Program faculty also need to find ways to balance the demand for their expertise outside the program (as research consultants and members of graduate student committees), with the need to focus on establishing and maintaining strong individual research programs and fulfilling professional leadership responsibilities. These issues will be discussed further in Chapter 9.

1.4 Overview of Faculty, Students, and Staff

Five tenure-track faculty currently work in the program: Jan Armstrong, Terri Flowerday, Scott Marley, Jay Parkes, and James Selig. In addition, Donald (Tom) Markle joined the faculty as a visiting assistant professor in 2010. A search for an assistant professor with expertise in the areas of cognition, learning and development was initiated in 2012 and is currently underway. Program faculty members oversee a number of teaching assistantships, and work with 2 - 4 part-time instructors each semester. Faculty members collaborate with other professionals beyond the program, serving on graduate committees, as co-investigators and co-authors, and as contributing citizens of the College, University and Profession. Further discussion of the program's institutional contributions will be offered in Chapter 4. Faculty research interests and activities are described in Chapter 6.

Six faculty members support the program's teaching and research mission. They represent a wide range of interests and expertise in the field. The program has experienced a loss of one faculty line in the past five years. Course releases are granted for faculty who serve as program coordinator (one per academic year); serve in higher leadership positions (e.g., Department Chair, Chairing or serving on projects requested by the Dean), and who are involved in funded research (course buy-outs).

1.5 Leadership, Governance, and Organizational Structure of the Unit

The Program resides within the Department of Individual, Family and Community Education (IFCE). One faculty member serves as the Educational Psychology program coordinator and graduate advisor. Several of our faculty have served in this role in recent years. The program meets regularly and maintains minutes of its meetings. The coordinator reports to the IFCE Department Chair.   The program generally establishes its own policies and procedures for curriculum matters. There are some areas in which policies and procedures are defined and agreed upon at the Department level.

The IFCE Department Chair is responsible for managing personnel, including performance evaluations of faculty and staff. Program faculty members are responsible for the curriculum (course offerings) and decisions on student performance (from admissions to comprehensive examinations and thesis proposals and defenses). They also take responsibility for course scheduling and allocation of teaching assistantships. However, these decisions are contingent on approval by the Chair, who ensures that decisions are consistent with available resources and College of Education policies.

1.6 Academic Programs Overview

The program trains graduate students at the masters and doctoral level. It offers undergraduate courses in classroom learning and human development required for teacher licensure. Faculty members also teach graduate courses in cognition and learning, human development, educational

research methods, measurement and assessment, and statistics. A majority of students enrolled in Educational Psychology courses are non-majors. Thus, program courses support the professional preparation of students who are planning to become public and private school teachers, counselors, health educators, psychologists, and school leaders. In addition, students from various liberal arts fields take undergraduate educational psychology courses as electives.

In 2010-2011, the program generated 3,888 credit hours. Of this total, 2,112 (54%) were at the undergraduate level and 1,776 at the graduate level (See Table 5.1 in Chapter 5). Credit hour production has shown moderate fluctuations over the past decade, reflecting changes in the number of students admitted to the College of Education.

With respect to graduate student advisement, at the Ph.D. level the program uses an apprenticeship model. Doctoral students work closely with faculty on acquiring skills applicable to teaching, research and service. To formalize this process, faculty members recently developed an advisement checklist that is being used to discuss with students each area of academic work (teaching, research and service) in a systematic manner. This is discussed further in Chapter 2, section 2.4.

Faculty members have chosen to help students at this level develop their educational psychology skills to reach their future career goals. They also have begun to use the M.A. program as a recruitment tool for our Ph.D. program. This recent development has been very successful, helping faculty members identify and develop students who have high likelihoods of success at advanced graduate studies.

Degree programs and the graduate curriculum are discussed in detail in Chapter 2.

1.7 Major Research

The program's research and creative contributions are demonstrated in the research, dissemination and professional activities of the faculty. These are documented in Chapter 6. Faculty Vitae are also provided in Chapter 6. Program faculty members have contributed to the understanding of "cognitive diversity" and motivation as these impact student learning and achievement, particularly in the American Southwest.

1.8 Changes since Last Academic Program Review

It has been some time since the program's last Self Study and Academic Program Review, which were conducted in 1995-6. This section provides a brief overview of significant changes that have taken place since then.

The program has deleted some course offerings and added a small number of additional, timely courses that reflect changing faculty expertise and contemporary needs. It has been judicious in this process. For example, over the past three years, the program has offered multi-level modeling to the university community as a topics course. This course has filled to capacity (N = 25) each semester it has been offered. The course has high relevance to our field. Program

faculty members have established that the course has a broad college-wide constituency with the majority of students being from fields other than educational psychology. After having successfully offered the course several times, program faculty members have ascertained that they can continue to offer it given our resource constraints. Therefore, the program has submitted a form B to formalize the course.

There have been a number of departures of faculty, and a number of successful searches for new faculty during this time period. [Andrea Vierra, Mary Harris, and Candace Schau retired. Victor Delclos, Christine McCormick, Jan Naslund, Joseph Stevens, and Gary Ockey all accepted positions at other institutions. Roxana Moreno died.] Hires since 1995-6 include Jay Parkes, Terri Flowerday, Scott Marley, and James Selig to tenure track positions, and Tom Markle (as an assistant visiting position) after Dr. Moreno's death.

Teaching Initiatives

The number of teaching assistantships supervised by program faculty has expanded in the past decade. A system to provide oversight and mentoring of all graduate teaching assistants has been established and maintained. This is discussed further in Chapter 4.

The program has begun to offer selected undergraduate and graduate courses online. Visiting Assistant Professor Tom Markle helped to establish a "large scale" model for delivery of EDPY 303 and 310 to 100 students each semester. The model employs a lead professor who supervises two teaching assistants. Dr. Markle also established a Media Lab within the IFCE Department. Online versions of EDPY 503 (Principles of Human Development, Dr. Armstrong) and EDPY 511 (Introduction to Statistics, Dr. Selig) have also been developed.

Given the needs of the state and the contexts in which we work, the program has not adopted the stance that the success of program faculty members is directly related to how many of our graduate students attain positions in research universities. However, in the past five years, the program has adopted more stringent guidelines for admitting students to the doctoral program. Program faculty members have become more focused on admitting doctoral students whose interests are well aligned with program capacities (faculty expertise and interests). To become a more specialized program that prepares some of its students to become professors of educational psychology, doctoral students will need to have interests that closely match those of faculty members. They will need to work closely with faculty in specialized areas of expertise in order to get an academic job. Concurrent with this shift in emphasis, program faculty members have discussed prospects for expanding the master's degree program.

Research and Scholarship Initiatives

The faculty established a Research Participant Pool – an essential element necessary to support faculty and graduate student research. An educational psychology research laboratory has also been established and has been maintained.

Program faculty collaborated on a large, externally funded grant (ROLE Grant). The pursuit of collaborative grant-writing efforts was one of the recommendations from external program reviewers in the mid-1990's. For a variety of reasons, program-wide collaboration by faculty on this and other large grants has not been sustainable. However, several of our graduate students have benefited, and continue to benefit from working with faculty members on funded research projects. In recent years, Jay Parkes and Scott Marley have secured research grants. Additional details are provided in Chapter 6.

The program has sponsored a number of guest speakers. These have included talks by our own faculty and students, and recently initiated talks by distinguished faculty from other institutions (Joel Levin, Spring, 2011; Jenefer Husman, Fall 2012). Program faculty voted to allocate funds from online course revenue to support these distinguished speakers, and to continue to do so in 2013.

Program faculty and students contributed to the success of the IFCE Department Research Showcase during its first two years (Fall 2011 and Fall 2012). This is discussed further in Chapter 4.

Chapter 2: Degree Programs and Curricula

The Educational Psychology Program offers the following degree programs:
1. Masters of Arts Educational Psychology
2. Doctor of Philosophy Educational Psychology

The Program also offers two formal, 24 credit hour doctoral minors:
1. Minor in Cognitive and Psychological Processes in Education
2. Minor in Quantitative Methods in Education

The program encourages students from other College of Education or University programs to participate in the program through a doctoral minor field of study. Both doctoral minors consist of a minimum of 24 credit hours of which no fewer than 18 hours are in Educational Psychology.

The program in Educational Psychology provides:

- A research-based curriculum covering basic concepts and theories in psychology as they relate to learning and instruction. Included are cognition, human development, learning, motivation, measurement, assessment, evaluation, and applications to education policy and practice.
- An integrated sequence of courses and other learning experiences that will insure the development of a clear basis for understanding the links among teaching, learning, and assessment, including the role of various individual difference and group factors on these processes.
- A rigorous training sequence in educational statistics and research methodologies that will allow graduates to evaluate and conduct educational research in a variety of contexts.
- A variety of opportunities, such as teaching assistantships and internships, intended to prepare doctoral students for their future professional endeavors.

2.1 Objectives of Master's Degree Program

The Master of Arts (M.A.) in Educational Psychology is offered with a thesis (30 hours) or without a thesis (33 hours). Master's students acquire a broad understanding of educational research. They can tailor their coursework to meet their needs, emphasizing either practitioner-oriented introductory courses or more advanced, research and evaluation-oriented methodology courses. The program is designed to give students a broad and critical perspective on the psychological factors affecting individuals in schools, other educational settings, and other learning situations throughout the life span. The program also emphasizes critical evaluation and application of research and theory based on a firm grounding in measurement, assessment, research methodology and quantitative methods.

2.2 Objectives of Doctorate Program

The Doctor of Philosophy in Educational Psychology requires 72 credit hours plus 18 dissertation hours. Doctoral students develop advanced skills in one or more research methodologies. They acquire hands-on research experiences through research internships. The program also offers opportunities to develop college-level teaching skills through teaching internships and assistantships. The program is designed to give students a broad and critical perspective on the psychological factors affecting individuals in schools, other educational settings, and other learning situations throughout the life span. The program also emphasizes critical evaluation and application of research and theory based on a firm grounding in measurement, assessment, research methodology, and quantitative methods.

2.3 Program Instructional Goals

In 2010-11, program faculty identified the following instructional goals for the Educational Psychology Program. These have been employed as a framework for assessment reports electronically submitted to the College and the University (Tk20) and were maintained in 2012. These goals express broad aspirations for all of the program's instructional and extracurricular activities. The following sections discuss the program's self-evaluation with respect to strategies employed to attain these goals through advising, mentoring and the course curriculum. Student learning outcomes (SLO's) and processes employed to assess students' learning outcomes are described in Chapter 3.

Goals for Educational Psychology   11/14/12

GOALS   (currently 1 - 5 for masters and 1 - 7 doctoral)

1. Core disciplinary knowledge

2. Research and assessment skills

3. Applied contextual expertise

4. Professional dispositions and skills

5. Student annual review

6. Participation in designing and conducting research as well as dissemination of research results

7. Evidence of student engagement in academic writing

2.4 Advising and Professional Socialization Related to Program Effectiveness

Professional socialization is a key theme in our work with graduate students and a central component of our program's philosophy. The Student Annual Review (SAR) process was originally developed to deal with student retention issues. With respect to completion rates, our emphasis is on flexibility and adapting course loads to student needs. The program does not

have a specific timeline for degree completion and this means that students are able to move at a pace that works for them. In addition, some students may shift from full-time studies to part-time studies (and the reverse) as necessary in order to adjust to changing work- and family-needs. For this reason, it is difficult to state the proportion of our students who are full- (versus) part-time. A majority of students enrolled in the program in the past decade or so have been part-time students, and this has been the case since 2002 (Office of Institutional Research, Fall 21-day enrollment data). In 2002, 5 of 24 students were enrolled as "full time" students; 19 as "part-time" students. In 2011, 8 of 35 students were enrolled as "full-time"; 27 "part-time." In 2010, 8 of 27 students were enrolled "full-time" and 19 were "part-time." As will be described later in this report, the program expects all students to reach similar learning outcome standards. Assessments have been put in place to provide formative feedback to students as they progress through their programs of studies.

Access to detailed, complete information about program expectations and steps toward the degree represent one important aspect of helping our students achieve their academic goals. Since its inception, the program has maintained a *Graduate Handbook*, providing detailed information about degree requirements and processes (e.g., forming committees, comprehensive examinations, dissertation proposal hearings, etc.). The *Handbook* is revised and updated each spring and is available online.

As noted, the program emphasizes individualized advising and ongoing engagement with all of our students. Each faculty member advises masters and doctoral students. In February 2012, the program developed a new "Graduate Student Professional Experiences" advising document, which will be integrated into the Student Annual Review (SAR) process this spring (2013). This handout provides advisors with a way to convey to their advisees the kinds of professional activities with which program faculty members want them to become involved. Faculty developed the document in response to concerns raised through analysis of previous student annual review dossiers, which typically did not provide sufficient detail on the kinds of professional activities in which students were engaged. Chapter 3 provides additional details related to the program's advising model and the SAR. Appendix A includes copies of the Graduate Student Professional Experiences advising documents and annual review forms.

2.5 Mentoring and Supervising Teaching Assistants

The program employs a one-on-one advising model for masters and doctoral students. Program faculty members supervise all of teaching assistants (who teach undergraduate courses), holding regular meetings and reviewing course syllabi each semester. Teaching Assistants meet with a faculty supervisor every month to discuss issues, ask questions, share teaching ideas, and receive professional development training on selected topics. In addition, each semester, a faculty member reviews course syllabi for courses taught by teaching assistants, offering suggestions and recommendation as required. The program also offers a "hands on" College Teaching Seminar (proposed as EDPY 581) aimed at preparing graduate students to teach at the college level. Our graduate teaching assistants are expected to take this course, which attracts students and faculty from beyond the program.

2.6 Extracurricular Activities

Faculty members collaborate with students on research and dissemination efforts. A list of faculty-student publications appears in Appendix B. The Student Annual Review (SAR) affords opportunities for mentoring as well as advising graduate students as they progress toward degree completion.

As noted in Chapter 1, one of the new research initiatives in the program since the previous academic review involves the establishment of an Educational Psychology guest speaker series. Presentations have included talks by our own faculty and students, UNM Psychology Department professors, a UNM Statistics Professor, and talks by distinguished faculty from other institutions (Joel Levin, Spring, 2011; Jenefer Husman, Fall 2012). Program faculty voted to allocate funds from online course revenue to support these distinguished speakers, and to continue to do so in 2013.

Another recent initiative within the Department is the establishment of an annual professional research and scholarship conference. Program faculty and students contributed to the success of the IFCE Department Research Showcase during its first two years (Fall 2011 & Fall 2012). This is discussed further in Chapter 4.

In 2007, the Educational Psychology Graduate Student Association (EPGPSA) sponsored a monthly bag lunch speaker series that spotlighted faculty and student work. For example, in September, Educational Psychology graduate student Carlon Ami presented a talk on "Parallels between the Dine' Philosophy of Learning and Traditional Physics Teaching."

2.7 Analysis of Program Data

Program data are analyzed in Chapters 3 (student performance measures) and Chapter 5 (enrollments). Time-to-degree-completion information is provided in Appendix E. Appendix F presents 2008 – 2012 program outcomes assessment reports, including actions taken in response to analysis of student learning outcomes data.

Chapter 3: Student Performance Measures

3.1 Learning Objectives

In 2008, the program identified four key learning outcomes/ competencies and the methods used to assess student attainment of these outcomes. The goals are stated below.

Program Learning Outcomes/Competencies (*Ninety percent or more of our students demonstrate competence in all four areas.*)

1. Core disciplinary knowledge: cognition, learning, motivation, development, research, assessment, statistics. Graduates demonstrate broad and critical perspectives, integrated understanding of core concepts in the field.

2. Research and assessment skills
    Graduates can evaluate and conduct educational research in a variety of contexts.

3. Applied contextual expertise
    Graduates understand and can develop effective learning environments.

4. Professional dispositions and skills
    Graduates are prepared for employment in the field of Educational Psychology.

In 2011 and 2012, the program focused on three key "student learning outcomes" (SLO's):

SLO1: Students reflect on progress toward degree. [#4 - Professional dispositions and skills]

SLO2: Students will participate in research-related activities. [# 1 & 2 – Core and research skills]

SLO3: Students will continue to improve their writing skills. [#4 – Professional dispositions and skills]

Appendix F presents recent program assessment reports submitted to the College and University as part of the annual assessment plan review process. These reports provide additional detail concerning changes that have been instituted as a result of our analysis of student performance (dossier review, comprehensive examinations, and individual faculty work with students as teachers, advisors and research collaborators).

This chapter describes methods used to assess student progress toward these goals and student learning objectives.

3.2 Program Student Advising Model: Ensuring Success for a Diverse Student Population

The program's current model of supervising graduate students revolves around a highly individualized mentorship model. It prepares students with content knowledge and research skills for academic and professional positions. Faculty members informally monitor student progress on an on-going basis throughout the year and collaboratively develop strategies to address student needs as they arise. Faculty members formally monitor student progress through the *Student Annual Review* (SAR) process. After completing two semesters, students are required to prepare and submit a dossier including a goal statement, transcript, vita and other documents (e.g., conference presentations, teaching evaluations). In addition, examination and thesis committee members systematically evaluate and rate each student's comprehensive examination and thesis performance with the *Review of Graduate Student Performance* (*RGSP*) rating form. Copies of SAR and RGSP Review Forms are included in Appendix A. Table 3.1 provides an overview of the assessments used by program faculty to monitor student progress (as articulated in May, 2008).

Table 3.1
Educational Psychology Masters Degree Program Assessment Plan Overview

Learning Goal Domains*	Student Learning Outcomes/Competencies	Loci	Assessments
Core disciplinary knowledge	Student can define key concepts and theories of cognition and learning.	510 CE	*SAR* *RGSP-comps*
	Student can define key concepts and theories of lifespan human development.	503 CE	*SAR* *RGSP-comps*
	Student can write a brief review of the research literature.	503, 505, 510	*SAR*
Research & assessment skills	Student can define and apply basic research and statistics concepts.	500/505; 502/511; CE, Thesis	*SAR* *RGSP-comps, thesis*
	Student can evaluate basic statistical discussions in the public and professional literature.	502/511; 572/574 CE	*SAR* *RGSP-comps, thesis*
	Student can identify central principles of research ethics.	500, 505	*SAR* *IRB training cert. (505)*
Applied contextual expertise	Student can write a unit plan and design an assessment plan and assessments for that unit.	572/574 CE, Thesis	*SAR* *RGSP-comps, thesis*
	Student can evaluate an assessment device and process.	572/574 CE, Thesis	*SAR* *RGSP-comps, thesis*
	Student can apply psychological concepts to interpret human behaviors in applied contexts.	503, 510 CE, Thesis	*SAR* *RGSP-comps, thesis*
Professional dispositions and skills	Student articulates clear professional goals.	Letter of Intent, SAR CE., Thesis	*Applicant Screening Fm.* *SAR* *RGSP-comps, thesis*
	Student prepares an academic vita.	Annual Review Dossier - Vita	*SAR*
	Student can define plagiarism and explain how it relates to academic honesty.	All EP coursework	SAR—transcript

Key: Loci = locations within the curriculum. Assessments = How program faculty monitor and document performance. SAR = Student Annual Review. C E = Comprehensive Examination. RGSP – Review of Graduate Student Performance Form

The program employs a number of checkpoints for documenting student progress toward the degree, from admission to degree completion. Students are expected to maintain a GPA of 3.0 in all core courses. The passing score on the RGSP is 12 of 36 possible points, as stated in the plan. However, faculty members are more concerned with ensuring that students who fall short of expectations acquire requisite skills and expertise. Therefore, it is not simply the numerical score that determines whether students pass or fail comprehensive examinations, but faculty consensus as to the student's strengths and weaknesses. When serious weaknesses are identified, committee members decide on an individualized plan of action for the individual student. The program does not have any process in place for gather information from graduates of the program. Table 3.2 depicts all of the assessment forms used by program faculty to track student progress toward the degree, as articulated in Fall, 2008.

Table 3.2
Temporal Overview: Program Assessments and Points-in-Program (Admission—P1 Coursework—P2 Fieldwork—P3; Graduation—P4)   (10-26-08 Program Assessment Plan)

Before Admission
Application Screening Form
       Undergraduate GPA, Graduate GPA
       GRE or MAT
       Letters of Recommendation

Annually after Second Semester: Graduate Student Annual Review
*Graduate Dossier Evaluation Form [*admission dates]
Sequence for Completion of Masters Program
Sequence for Completion of Doctoral Program
Student Vitas, Transcripts, AC Forms, Teaching Evaluations, Presentations, Publications

Doctoral Internship
Contract Form: Internship
Internship Rating Form (2 items, 1 - 6 scale)

Problems and Directed Readings courses
Contract Form: Problems course
Contract Form: Directed readings

Comprehensive Examination
Review of Graduate Student Performance: Comprehensive Exam (6 items, 1 - 6 scale)

Final Semester: Masters Thesis and Doctoral Dissertation
Review of Graduate Student Performance: Masters Thesis (6 items, 1 - 6 scale)
Review of Graduate Student Performance: Dissertation (6 items, 1 - 6 scale)

At Graduation
Notification of Intent to Graduate (IFCE) [time-to-degree]

Post-Graduation

All students enrolled for more than two semesters have been expected to participate in the annual Graduate Student Review process (described further in section 3.3, below). Our 2010

Assessment Report concluded that we have student annual review data supporting our effectiveness as a program. For the 2010-11 academic year we received student annual reviews from 100% of our masters and doctoral students. The annual reviews were used to track student performance and provide data for program assessment requirements of the Provost's Office and the college. The program has not systematically tracked our students after they have graduated. However, informally, faculty members know that some have obtained tenure track academic positions (e.g., Abercrombie, Valdez, Zvoch) and others have obtained or advanced to high-level positions in school and private organizations (Appendix D).

Recent changes and additions to the advising model (2012 - 2013)

Beginning Spring semester, 2013, all masters and doctoral students will be required to participate in the SAR process. (In the past, first-year students were exempt from the process.) Students will submit dossiers electronically through the Tk20 system. Faculty will use the system to complete forms and provide feedback on student dossiers.

The program recently added a "Core Professional Experiences" component to the graduate student advising and annual review process. This includes a brief set of guidelines to be included in our *Graduate Handbook* and an advising document (checklist). This new component has been field tested this year (2012) and will be included in a more formal manner in the 2013 Student Annual Review (SAR) process. It was developed in response to informal analysis and reflections on students' SAR dossiers. Faculty identified a need to have students more clearly articulate their professional aspirations (so that they can provide better feedback). They also felt it important to have a concrete way to convey to students the importance of gaining professional experiences to enhance their knowledge skills during their graduate studies. A copy of this checklist is included in Appendix A.

3.3 Graduate Student Annual Review Process

Program faculty members want to support students to become increasingly self-regulated learners. It is the student's responsibility to set goals and to monitor their own progress toward degree completion. However, part of the advising and mentoring process involves encouraging students to become more involved in the field. The program has developed a set of guidelines and an advising form to highlight a range of professional experiences likely to be of benefit to Educational Psychology graduate students (See Appendix A). Initial experiences with this advising document indicate that it has been a useful way to motivate students to seek out relevant professional learning opportunities.

Student annual review dossier is used to monitor student progress toward degree. Each spring semester, all graduate students with more than a semester's tenure in the program have been required to submit Annual Review dossiers. The contents of the dossiers in the past have included:

Personal Statement
Curriculum Vita

Recent Transcript
Description of Professional Experiences

Dossier preparation guidelines are posted online and students are notified about the upcoming review requirements and deadline through the EDPY faculty-student listserve. Each dossier is reviewed and evaluated by a faculty reader, who completes a form and forwards the dossier and form to the student's faculty advisor. The advisor reviews the dossier and the feedback from the second reader, and schedules a meeting with each advisee to discuss the dossier and to formulate "next steps" for the year ahead.

After reflecting on last year's student annual review process, our faculty observed that students do not always provide detailed information on their long-term professional goals. This is necessary for us to be able to provide adequate advising and feedback. In 2012, program faculty members revised the graduate student annual review guidelines to encourage students to describe more clearly their educational and professional goals (short- and long-term) in their annual review statements. As noted, a new "Core Professional Experiences" checklist has been developed and will be integrated into the student annual review process (Appendix A). These changes will be implemented in the 2013 annual review. In 2013, students will be asked to submit their dossier materials electronically through the Tk20 system for the first time. Faculty will review materials through the system, as well.

3.3 Student Assessment Reports and Analysis of Outcomes

The program has complied with UNM and COE Assessment Report and Analysis requirements. Reports were filed electronically 2008 – 2012. Program faculty members have met periodically to discuss findings from analysis of these assessment reports.

For example, analysis of 2008 Assessment Report Data produced several recommendations. These were reported in minutes of the program's November 5, 2008 meeting and are quoted below:

Program assessment plan report update

We reviewed the program's general assessment process (as described in the annual assessment report). We reviewed student learning outcomes assessment data for 2007–October, 2008.

Observations, preliminary conclusions and recommendations for action are summarized below:

1. There is a need to improve the RGSP form. Anchors need to be added to the form. Some dimensions (for example, originality) might only pertain at the doctoral level. The form should indicate the comprehensive examination format (written questions or project). This years' sample of 12 masters comprehensive

examination RGSP scores and 8 doctoral students' RGSP scores included both written and project examination formats.

2. Redesigning the comprehensive examination process has been postponed because of sabbatical leaves and faculty turnover. However, there has been an increase in the number of masters and doctoral students choosing the "written examination" option over the "project" option.

3. Student RGSP scores on the methodology dimension are somewhat lower than ratings on other dimensions at the masters and doctoral levels. Students received the highest average ratings on the Overall Presentation dimension.

4. We plan to focus on students' research and methodology skills as the primary focus of assessment work this academic year. This will include looking at how we ask students to demonstrate their methodological skills.

5. We may need to help students understand more clearly what faculty expectations are with respect to demonstration of research and methodology skills in the comprehensive examination process. [There may be a measurement problem with regard to how we prepare students to demonstrate these skills and/or how we assess these skills.]

6. Student performance will be tracked over time as we shift to a modified masters comprehensive examination format.

7. Our graduate student annual review process appears to be working well, but is due for re-evaluation and possible revision.

8. Future discussion will examine whether redesigning the doctoral internship requirement might lead to improved student learning in the research methodology and assessment domain.

After systematically analyzing scores on RGSP rating forms used to evaluate comprehensive examination performance, program faculty members decided to focus attention on improving our students' academic writing skills. This included reviewing the curriculum (EDPY 505) and monitoring student writing as one of our outcomes assessment learning outcomes (Tk20) going forward.

The SAR process remains the program's central measure of progress with respect to student learning outcomes. The program coordinator has submitted student outcomes assessment reports each year. Sample reports are provided in Appendix F. They illustrate how the program has employed assessment data to reflect upon and analyze findings, and to identify actions required to improve student learning outcomes.

Chapter 4: Institutional Contributions

Our program faculty has skills that are in high demand in both applied and research contexts. To name a few programs within the COE, our faculty members have collaborated with faculty from special education, sport administration, health education, nutrition, teacher education, counselor education, Language, Literacy and Sociocultural Studies, and the Center for Educational Policy Research. Outside of the COE our faculty members have had successful collaborations with Engineering, the School of Medicine, the Mind Institute, and others. We would like to continue these collaborations, as they have resulted in strong ties to other program faculty and students. Program faculty members value opportunities for interdisciplinary collaboration with other faculty members, as evidenced by the role they have played in the annual *IFCE Research Showcase*. This event was developed to provide a venue for faculty and graduate students to share their research with colleagues and students from across the college and university. The event is designed to foster opportunities for presenters and visitors to discover potential opportunities for collaboration on research, teaching and service projects.

The program offers numerous "service" courses that serve students from throughout the College and University. During the 2010-2011 academic year, for example, the program produced 3,888 student credit hours, only 348 of which (8.95%) came from its own students (Source: UNM Office of Institutional Research. See Table 5.1 in Chapter 5 of this report.]. Thus, more than 90% of the program's student credit hour production comes from other programs' students. In fact, 921 (23.6%) of those student credit hours came from outside the College of Education while another 540 (13.9%) are students who intend to apply to the College of Education but have not yet been admitted.

Faculty members teach research methods courses that are taken by students from units that have lost capacity to offer courses in these areas. The program offers two doctoral minors that serve students from other College of Education programs. Program course offerings serve students from throughout the University, and are required by other COE programs. Our faculty also serve on masters and doctoral examination and dissertation committees for students enrolled in other graduate degree programs including: biochemistry, counselor education, special education, health education, physical education, teacher education, sport administration, counselor education, organizational learning/ instructional technology, earth and planetary sciences, psychology, language, literacy, and sociocultural studies, American studies. In addition, as will be discussed in Chapter 5, the educational psychology masters and doctoral programs have attracted a number of students from a wide array of university units, state agencies and other institutions (e.g., national laboratories). These students gain knowledge and skills that help them become more effective in their work as administrators and professionals serving the needs of the university and its community partners.

Chapter 5: Student Profile and Support Data

5.1 Application, acceptance, persistence, and graduation rates

The program does not maintain records of acceptance or persistence rates. Apart from demonstrated potential to be successful in the graduate program, the most common reason for non-admission to the doctoral program is lack of match with faculty expertise and research interests, or failure to articulate clearly research interests that align with what the program offers. See below, for discussion of advising, retention efforts and reasons students leave the program.

The program currently enrolls 12 students in the master's program and 25 students in the doctoral program. Eight of 35 students were enrolled "full-time" and 27 "part-time" in 2011. Thirty-six educational psychology graduate degrees were awarded between Spring 2006 and Fall 2012. Of these, 25 were master's degrees and 11 were doctoral degrees. Time-to-degree rates during this time period are presented in Table E-1, located in Appendix E. The table suggests more variation in time-to-degree for doctoral students than for masters students. It also suggests consistency in these rates over time, particularly for master's degree students. Given that the program works with both full-time and part-time students, variation in rates of degree completion are to be expected. The program has graduated master's degree students at a relatively constant rate over time. Nine doctoral students have completed their degrees since fall, 2010 (Table E-1).

5.2 Recruitment Efforts, Admissions Criteria, and Retention

The program's recruitment strategy is informal and individualized. The program has long maintained a homepage that provides access to information about the program. Teaching assistants and faculty who teach undergraduate classes encourage students to consider applying to the Educational Psychology masters program when they are ready to continue their studies. Our graduate students and alumni recommend the program to other prospective graduate students.

Our admissions process requires submission of standardized test scores (GRE or MAT), a letter of intent, vita, 3 letters-of-reference, transcripts, and a writing sample (doctoral program). Applicants are also required to interview with at least 3 faculty members as part of the admissions process. This provides a way for faculty to establish whether the program is a good match for prospective applicants' professional goals. It also allows applicants to ask questions about the program and the application process.

Admissions decisions are based on holistic review of the application file. Faculty members do not employ cut-off scores. They review the file as a whole for evidence that the applicant has the ability to succeed in the educational psychology program. Admissions decisions are made after careful review and formal discussion of prospective applicant files at a scheduled program meeting.

Regarding retention, although the program strives to help all students reach their goals, some of our students have not completed the program. Reasons for failure to complete degrees include:

Changed work demands and priorities
Relocation to another state
Illness
Transfer to another program
Exceeding time-to-degree limits
Choosing to enroll in another graduate program

The program has not systematically monitored the reasons that graduate students do not complete their degrees.

5.3 Graduate Student Characteristics

According to UNM Office of Institutional Research records, of the 35 program graduate students enrolled in Fall, 2011 courses, 25 were "White/non-Hispanic," 5 were "Hispanic," 2 were "American Indian," 2 were "African American" and 1 was an "international" student (Table 5.1). Many of our masters' degree students are subsequently admitted to the doctoral program.   Those students who do not go on to the doctoral degree provide service to the state in a variety of ways (e.g., public and private school teaching, working for a public school district, NM Department of Education).   A list of current and former students who hold positions of notable responsibility is provided in Appendix D. The range of expertise and professional backgrounds represented by our students enlivens classroom and corridor conversations, and serves as a foundation for research activities that have the potential to make a difference to the university, community and state.

Table 5.1 Enrollment by Ethnicity of Students Admitted to the Program, 2002 - 2011

Ethnicity	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Hispanic	3	5	7	9	7	6	5	7	5	5
American Indian	1	2	2	2	3	2	0	1	0	2
Asian	0	1	1	0	0	0	0	0	0	0
African American	0	1	0	1	2	3	2	2	2	2
White	20	22	19	16	20	17	23	21	20	25
Unknown	0	0	2	3	0	1	0	1	0	0
International	0	0	0	0	0	0	0	0	0	1
Total	24	31	31	31	32	29	30	32	27	35
% Minority	16.7	29	32.3	38.7	37.5	37.9	23.3	31.3	25.9	25.7

Source: Enrollment Management dataset based on 21-day enrollment file, UNM OIR

5.4 Advising Related to Completion

Refer to section 2.4

5.5 Financial Support to Students

Financial support is essential with respect to recruiting and attaining top graduate students. Program faculty members actively seek and have been successful at obtaining funds to support graduate students. Faculty members are often asked to distribute position announcements and to identify graduate students who might be able to assist with various projects (e.g., CAASA, CEPR). Program faculty members have applied for and received graduate assistantships and post-doctoral fellowships sponsored by the Provost's Office. Other students have been supported through COE, OFAC, RAC, the Edward J. Stemmler Medical Education Research Fund of the National Board of Medical Examiners, and NSF grants and assistantships. Teaching assistantships represent another important source of funding for our doctoral students. Each semester, 12 doctoral students teach undergraduate sections of EDPY 303 and EDPY 310 and perform other teaching-support roles (statistics tutor, program support). The two teaching-support assistantships are often used to fund master's degree students, who are not eligible for the teaching assistantships.

Educational Psychology students have been quite competitive with respect to earning UNM fellowships. For example two of our doctoral students, Sara Abercrombie and Kira Carbonneau, have won prestigious Castetter Fellowships, two of only four awarded in the College of Education to date. Other students have received the New Mexico Graduate Fellowships and other awards. The UNM GPSA offers funds to support graduate student travel and research. Over the years, a number of Educational Psychology students have secured these awards.

5.6 Enrollment Trends and Unit Responses

Enrollments in Educational Psychology courses have been fairly consistent over the past decade. Table 5.2 provides an overview of program student credit hour production. Undergraduate (300 level) student credit hours (SCH) ranged from a low of 1,881 in 2006-7 to a high of 2,367 in 2002-3. In 2010-2011, 300 level courses produced 2,112 SCH. Graduate (500 & 600 level) SCH ranged from a low of 1,410 in 2001-2 to a high of 2,108 in 2004-5. In 2010-2011, graduate courses produced 1,776 SCH.

Table 5.2

<table>
<tr><td colspan="11">2001-2002 to 2010-2011 Academic Years
Educational Psychology</td></tr>
<tr><td colspan="11">Total Student Credit Hours</td></tr>
<tr>
<th>Course Level</th>
<th>2001-02</th>
<th>2002-03</th>
<th>2003-04</th>
<th>2004-05</th>
<th>2005-06</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
<tr><td>Freshman</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr>
<tr><td>Sophomore</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr>
<tr><td>Junior</td><td>2178</td><td>2367</td><td>2,067</td><td>2,178</td><td>1,944</td><td>1,881</td><td>2,031</td><td>1,959</td><td>2,007</td><td>2,112</td></tr>
<tr><td>Senior</td><td>42</td><td>0</td><td>6</td><td>6</td><td>3</td><td>0</td><td>3</td><td>0</td><td>0</td><td>0</td></tr>
<tr><td>Graduate</td><td>1410.2</td><td>1609</td><td>1,640</td><td>2,108</td><td>1,966</td><td>1,746</td><td>1,557</td><td>1,489</td><td>1,711</td><td>1,776</td></tr>
<tr><td>Total</td><td>3,630</td><td>3,976</td><td>3,713</td><td>4,292</td><td>3,913</td><td>3,627</td><td>3,591</td><td>3,448</td><td>3,718</td><td>3,888</td></tr>
<tr><td colspan="11">Course levels: Junior = 300 's   Senior = 400's   Graduate = 500's & 600's
Data Source: CHE End-of-Semester Course File, created by the Registrar's System Team, maintained by the Office of Institutional Research
UNM Institutional Research: C. Bernhard</td></tr>
</table>

Student credit hour production generated by Educational Psychology program classes is affected by overall enrollments in the College of Education, as depicted in Table 5.3.

Table 5.3
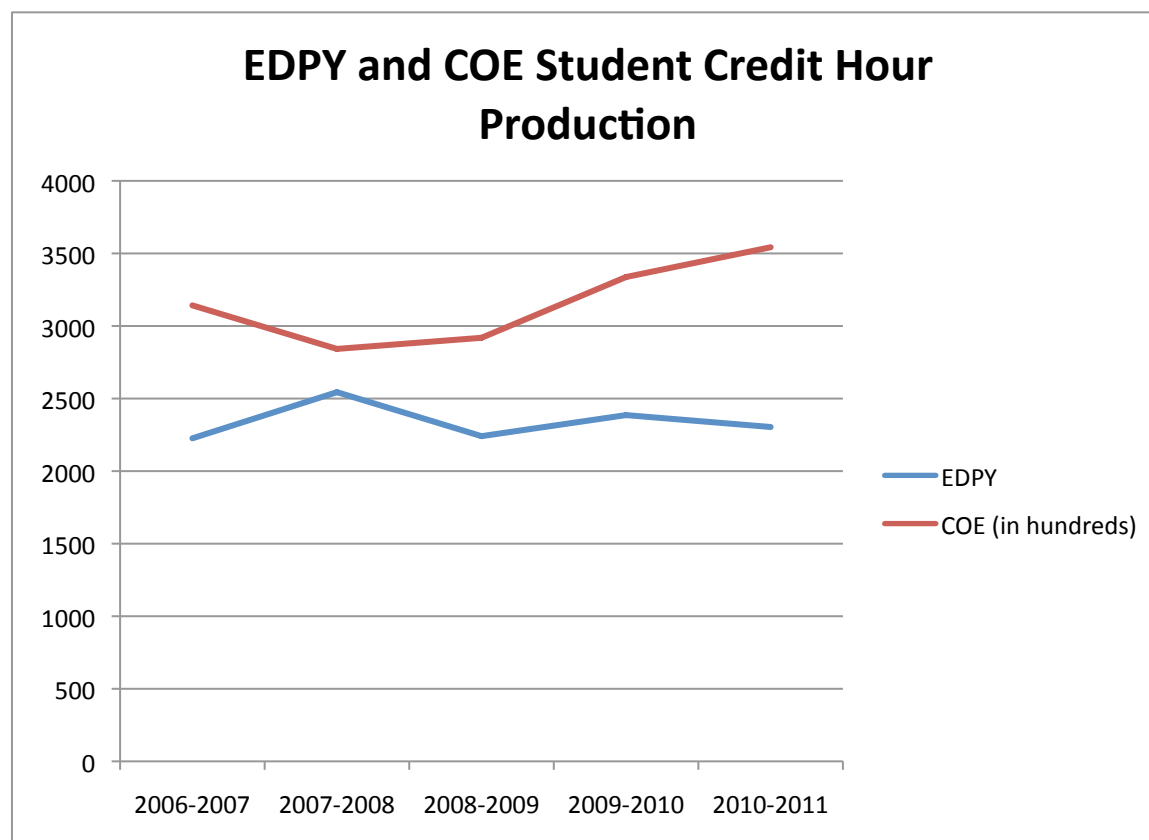
Numbers of admissions to key feeder programs (Teacher Education, Counselor Education, Health, Exercise and Sports Sciences, Special Education) have direct bearing on enrollments in our service courses (e.g., in statistics, research methods, learning, and development). The program has recently added two graduate level online classes to our course offerings (EDPY 503 and EDPY 511). Recently, program credit hour production has increased as a result of establishing large sections (n = 100) of EDPY 303 and EDPY 310 online classes, each under the direction of one faculty member working with two doctoral student teaching assistants.

5.7 Unit Support Services

The program does not provide support services.

Chapter 6: Faculty Matters

In addition to providing aggregated information about the faculty, individual information concerning rank, areas of expertise and interdisciplinary interests are provided below. Two-page curriculum vitae are provided in section 6.2.   Tabulations of faculty publications, grant submissions, conference presentations, service works, and leadership activities conclude this chapter (sections 6.3 & 6.4). These are data reported in the 2012 COE Program Review report.

6.1 Faculty Profile and Data Summaries

The program's core faculty members all hold doctoral degrees and represent a range of research interests and teaching responsibilities.   The following provides an overview of members of the faculty in recent years.

Jan Armstrong (Associate Professor, Program Coordinator) received her Ph.D. in Educational Foundations from the University of Minnesota in 1987. Her interests focus on professional communities, qualitative research methods and contextual human development. **Terri Flowerday** (Associate Professor) received her Ph.D. in Educational Psychology from the University of Nebraska in 2000. Her interests include motivation, cognition and instruction, human development, and reading and literacy issues. **Scott C. Marley** (Associate Professor) received his Ph.D. from the University of Arizona in 2005. His interests include research methodology, applied statistics, and learning strategies. **Jay Parkes** (Associate Professor, Department Chair) earned his Ph.D. in Educational Psychology in 1998 from the Pennsylvania State University. His interests include alternative assessment techniques, applied statistics, and applied psychometrics. **James P. Selig** (Assistant Professor) earned his Ph.D. in Quantitative and Developmental Psychology from the University of Kansas, 2009. His research interests include structural equation modeling, multilevel modeling and longitudinal data analysis, parenting, and parent-child relationships.

The following is a glance at basic information about of the educational psychology faculty as of December, 2012.

Demographics: In the areas of gender and ethnicity, the faculty in the Educational Psychology Program, including tenure/tenure track faculty in 2012-2013 are 57% male and 43% female. Of the seven faculty members employed in the past 5 years, one was Hispanic/Latino and 6 are white.

Faculty Advisement Responsibilities: Faculty members in the Educational Psychology Program are assigned master and doctoral level advisees at each admission period. The table below identifies the number of advisees assigned to each faculty member at the beginning of the 2012-2013 academic year. The Table 6.1 summarizes the number of advisees assigned to each faculty member at the beginning of the 2012-2013 academic year.

Table 6.1 Faculty Member Graduate Student Advisees, Fall, 2012

Faculty Member	Master's Advisees	Doctoral Advisees
Jan Armstrong	3	3
Donald Markle	2	0
Scott Marley	1	6
Jay Parkes	0	8
James Selig	4	4
Terri Flowerday	2	4

Source: Program Graduate Student Advising List

Program faculty members have skills that are valued by other programs. As a consequence, educational psychologists are often asked to serve on graduate student committees. Table 6.2 summarizes faculty service on graduate committees for educational psychology majors and non-majors in 2011.

Table 6.2   Faculty Service on Graduate Student Committees, Within and Outside the Program, 2011

Faculty Member	Program		Outside		
	MA	DOC	MA	DOC	Total
Jan Armstrong	2	5	4	8	19
Scott Marley	1	7	1	5	14
Jay Parkes	0	17	0	3	20
James Selig	5	6	1	7	19
Terri Flowerday	4	13	0	5	22
	12	48	6	28	94

Includes service on masters and doctoral committees on studies, comprehensive examination, and thesis committees for majors ("program") and non-majors ("outside"). Includes chair/advisor role. *(Source: Faculty data reported on Faculty Annual Review forms, Spring 2012. Parkes data self-reported.)*

Faculty Workload: Tenure and tenure track faculty in the Educational Psychology program teach a 3/2 or 2/3 course load each year (after the first year, when the course load is 2/2). As a whole, faculty members are actively engaged in all aspects of their work: scholarship, teaching, and service. Additional tabulated data on faculty research, grant-writing and service appear in sections 6.3 and 6.4 below. See section 6.5 for discussion of how the program supports new faculty.

Summarizing data presented in sections 6.3 and 6.4, below, between 2006 and 2012, program faculty collectively published 78 peer reviewed articles, book chapters, and book reviews. They presented 132 papers at international, national and state conferences. During the same period, they served as principal investigators on two grants ($380,000 and $150,000). From 2007 – 2010, one faculty member devoted .25 FTE to grant management.

In 2010-11, program faculty together devoted 1.625 FTE to service activities, including a number of "critical internal service" roles and "exemplary external service" roles (Refer to section 6.4.).

As noted, the typical teaching load for program faculty members has been 5 courses per year after the first year. Course releases are granted for administrative and grant-related work. The program coordinator receives 1 course release per year for administrative work. Three faculty members have held the role of program coordinator in the past five years. In 2010, Dr. Parkes became the Department Chair (1.0 administrative FTE).

6.2 Faculty Research and Expertise (Brief Vitae)

Jan Armstrong

Ph.D., Anthropology of Education/Educational Foundations, University of Minnesota, 1987
A.B., Psychology, University of California, Berkeley

PROFESSIONAL WORK EXPERIENCE

Associate Professor, Educational Psychology, University of New Mexico, 1996 – present
    Program Coordinator, May 2012 – present
    Program Coordinator, January 2007 – June 2009
    Program Coordinator, August 1999 – June 2003
Adjunct Professor, Organizational Learning and Instructional Technologies
    University of New Mexico, Albuquerque, 1995 - 2006
Associate Professor, Educational Thought and Sociocultural Studies, 1995-1996
Assistant Professor, Educational Foundations (1990 - 1992)

SCHOLARSHIP ACTIVITIES

Journal Articles
Armstrong, J. (2012). Faculty animosity: A contextual view. *Journal of Thought, 47,* 85-103.

Armstrong, J. (2010). Fostering contextual understanding in the professional education curriculum: The lifenet view. *Multicultural Education, 18: 55-59.*

Armstrong, J. (2010). The political economy of academic writing practices. *Journal of Thought, 45*, 55 - 70.

Armstrong, J. (2008). Write me a letter: Managing anonymity in large enrollment courses. *College Teaching, 56* (1*)*, 62. [Brief pedagogical essay]

Armstrong, J. & DeVitis, J. (2006). A Conversation with Joseph L. DeVitis. *Professing Education, 5* (1), 5-10.

Armstrong, J. (2005). A brief history of the Society of Professors of Education, *Professing Education, 4* (2), 2-6. http:// profed.brocku.ca/docs/vol4/num2/anum1.htm

Armstrong, J. & Simpson, D. (2005). A conversation with Douglas J. Simpson. *Professing Education, 4* (2), 6-9. http:// profed.brocku.ca/docs/vol4/num2/anum2.htm

Book Chapters and Essays
Armstrong, J. (2012). Learning communities of surgeons in mid-career transformation. In A. McKee and M. Eraut (Eds.), *Learning trajectories, innovation and identity for professional development* (pp. 215 – 234) [Wim Gijselaers and LuAnn Wilkerson, series editors, Innovation and Change in Professional Education]. Berlin & New York: Springer.

deMarrais, K., **Armstrong, J.** & Preissle, J. (2011). Anthropology and Education: Its development and contribution to social foundations. In S. Tozer, A. Henry, B. Gallegos, M.B. Griener & P.G. Price (Eds.). *Handbook of research on social foundations of education* (pp. 76-93). New York: Routledge.

Armstrong, J. (2010). Naturalistic inquiry. In N. J. Salkind (Ed.), *Encyclopedia of research design, Volume 2* (pp. 880 – 885). Thousand Oaks, CA: Sage.

Armstrong, J. (2009). National Education Association. In E.F. Provenzo, Jr. & J. Renaud (Eds.), *The encyclopedia of the social and cultural foundations of education, Volume 2* (pp. 533-534). Thousand Oaks: Sage.

Armstrong, J. (2009). Organizations for Teacher Educators. In E.F. Provenzo, Jr. & J. Renaud (Eds.), *The encyclopedia of the social and cultural foundations of education, Volume 2* (pp. 555-556). Thousand Oaks: Sage.

Armstrong, J. (2009). John Amos Comenius. In E.F. Provenzo, Jr. & J. Renaud (Eds.). *The Encyclopedia of the social and cultural foundations of education, Volume 3* (pp. 884-885). Thousand Oaks: Sage.

National Peer-Reviewed Conference Presentations

Armstrong, J. (2012, November). *Thinking Otherwise about Standards and the Social Foundations of Education: A Professional Studies Perspective*. American Educational Studies Association Annual Meeting, Seattle, WA. Program chair's invited session.

Armstrong, J. (2112, February 23). *Imagining qualitative psychology.* Society for Cross Cultural Research Annual Conference, Las Vegas, NV.

Armstrong, J. (2011, April). *Ethnographic research within professional communities: Contributions to research and practice.* American Educational Research Association, New Orleans, LA.

Armstrong, J. (2010, October). *Experiencing NCATE on the BOE: The site visit.* American Educational Studies Association, Denver, CO.

Armstrong, J. (2010, February). *Content analysis of magazines for preadolescent readers: Popular media and peer-to-peer cultural transmission in North America.* Society of Cross Cultural Research, Albuquerque, NM.

Armstrong, J. (2010, February). *Cross-cultural perspectives on professional communities.* Society of Cross Cultural Research, Albuquerque, NM.

Armstrong, J., Livingston, A., Rodriquez, A. & Weldon, T. (2009, November). *Gender roles and corporate goals: Magazines for pre-adolescent readers*. Paper presented at the American Educational Studies Association Annual Meeting, Pittsburgh, PA.

Armstrong, J. (2009, November). *Anxiety: Consequences for professors' relational worlds*. Paper presented at the American Educational Studies Association Annual Meeting, Pittsburgh, PA.

Armstrong, J. (2009, April). *Learning communities of surgeons in mid-career transformation.* Paper presented at the American Educational Research Association, San Diego, CA.

Armstrong, J. (2008, November). *Understanding faculty animosity: An anthropological view*. Paper presented at the American Educational Studies Association, Savannah, GA.

Armstrong, J., Sanchez, J. and Nez, V. (2006, April). *The lifenet model in teacher education and educational research.* Paper presented at the American Educational Research Association Annual Meeting, San Francisco.

FUNDED RESEARCH ACTIVITIES(Unfunded)

Andrea Polli, Jan Armstrong, and Tom Markle (Co-Principal Investigators) The Machine in the Wilderness: Sparking and Sustaining Student Interest in STEM Careers through Creative Curriculum Partnerships. National Science Foundation Proposal # 1139673, Innovative Technology Experiences for Teachers and Students (ITEST) Program, Submitted May, 2011. Requested amount $1,199,011.00

Armstrong, J. Teaching, learning and transformation in professional communities: Mining old data for new insights. College of Education Tier 2 Summer Research Grant Program. Submitted April, 2012. Requested amount: $8,712

LEADERSHIP AND SERVICE

President, Council for Social Foundations of Education , 2008 – 12

Member, Internal Review Board (IRB), Committee 5, 2012 – present

COE Faculty Governance Committee, 2011 - present

Chair, UNM Faculty Senate Computer Use Committee (CUC), 2008-2009; member, 2007-12

Faculty Senator, Fall 2008 – Summer 2010 & 1997-2001

Terri L. Flowerday

2000   Ph.D, Psychological & Cultural Studies, Cognition, Learning & Development, University of Nebraska,-Lincoln

1992   Master of Arts, Educational Psychology, University of Nebraska-Lincoln

1989   B.S. with Distinction, Education, Social Science (Psychology/History), University of Nebraska-Lincoln

Teaching Certification: Nebraska Teaching Certificate: Social Sciences (7-12)

National Teaching Award: Crystal Apple Award from Michigan State University, COE (2006)

PROFESSIONAL WORK EXPERIENCE
2007   Associate Professor of Educational Psychology with Tenure   UNM
2001-2007   Assistant Professor of Educational Psychology   UNM
2009/11 Program Coordinator Educational Psychology   UNM
2009/11 Institute for American Indian Education Affiliated Faculty   UNM

SCHOLARSHIP ACTIVITIES

Refereed Publications

Park, B. & Flowerday, T. (revise & resubmit) Cognitive and affective effects of Seductive Details
       in Multimedia Learning. *Learning and Instruction*

Lillemyr, O.F., Sobstad, F., Marder, K., & Flowerday, T. (2011) A multicultural perspective on play and
       learning in primary school. *International Journal of Early Childhood. 43,(1),* 43-65

Lillemyr, O.F., Sobstad, F., Marder, K., & Flowerday, T. (2010) Indigenous and Non Indigenous primary
       school student attitudes on play, humour, learning and self-concept: A comparative perspective.
       European Early Childhood Education Research Journal. 18, (2), 243-267.

Lillemyr, O.F., Sobstad, F., Marder, K., Flowerday, T. & Bang, C. (2008). Play and learning at school: Focus
       on Indigenous students in New South Wales, Arizona, and Norway. Australian Association of Research
       in Education Conference Freemantle, Western Australia. Published in AARE Conference Papers
       Conference proceedings, 2008, ISSN: 1324 9320-WWW version ISSN 1324 9339.

Moreno, R., & Flowerday, T. (2006). Students' choice of animated pedagogical agents in science learning: A
       test of the similarity-attraction hypothesis on gender and ethnicity. *Contemporary Educational Psychology,
       31*, (2), 186-207.

Selected Conference Presentations

Flowerday, T. & Shell, D. Disentangling the effects of interest and choice in learning, engagement, and attitude.
       American Educational Research Association. Vancouver, 2012

Flowerday, T. & Lane, V. Choice as a motivator for undergraduate college students: Perceptions and beliefs.
       American Educational Research Association, Vancouver, 2012

Moreno, R. & Flowerday, T. Profiles of motivated self-regulation in ethnically diverse elementary and middle
       school students. American Educational Research Association, New Orleans, 2011

Lillemyr, O., Sobstad, F., Marder, K., & Flowerday, T. Indigenous and Non-Indigenous primary school students attitudes on Play, learning, and self-concept: A comparative perspective. Sixth SELF Biennial International Conference, Quebec. 2011

McCampbell, S., & Flowerday, T. Establishing and fostering an interdisciplinary research community in higher education. American Educational Research Association Annual Meeting, Denver 2010

McCampbell, S. & Flowerday, T. Collaborative mentoring: Evaluating the interdisciplinary dual mentoring model. Annual Convention of the American Psychological Association , Toronto Canada 2009

Lillemyr, O., Sobstad, F, Marder, K., Flowerday, T., & Bang, C. A comparative perspective on learningamong Indigenous students in primary school. Paper at European Early Childhood Education Research Association (EECERA). Prague, Czech Republic, Aug.29-Sept.1. 2007

Flowerday, T., Moreno, R., & Farley, M. The role of situational interest and choice on reader engagement and attitude. American Educational Research Association Annual Meeting, Chicago: April 2007

Flowerday, T. & Nez, V. Motivation among elementary school students in rural schools of the Navajo Nation. Paper presented at the American Educational Research Association Annual Meeting, San Francisco, 2006

Flowerday, T. & Ruth, T. Motivation for school among middle and high school students in rural areas of the Navajo Nation. Paper presented at the American Educational Research Association Annual Meeting, San Francisco, 2006

FUNDED RESEARCH

Co-Principal Investigator. *Integrating nanotechnology with cell biology and neuroscience.* Marek Osinki, PI. Funded by the National Science Foundation, 2009-2012.

LEADERSHIP AND SERVICE

Select National Service and Leadership

2011/13 President, Southwest Consortium for Innovative Psychology in Education (SCIPIE)
2009/11 President-elect, Southwest Consortium for Innovative Psychology in Education (SCIPIE)
2004/09 Secretary, Southwest Consortium for Innovative Psychology in Education (SCIPIE)
2009/13 Editorial Board *Contemporary Educational Psychology*
2005/13   Ad hoc Reviewer: *Journal of Educational Psychology, Journal of Experimental Education, Journal of Teacher Education, Educational Psychology Review*
2007/8   Chair AERA Standing Committee, Division C Graduate Student Seminar
2006/7   Co-Chair AERA Standing Committee, Division C Graduate Student Seminar

Select University/College Service and Leadership

2010,2012/13   Chair, Faculty Search Committees EdPy
2011/13   COE Scholarship Committee Member
2005/09, 2011/13 Supervisor of Educational Psychology Teaching Assistants
2005/6   Chair, University Annual Research Lectureship Committee
2003/6   COE Standing Committee: Undergraduate Curriculum Committee

Scott Marley

2005	University of Arizona, Tucson, AZ., Ph.D. in Educational Psychology. Minor: Epidemiology.
2005	University of Arizona, Tucson, AZ., MPH. Specialization: Biostatistics.
2002	University of Arizona, Tucson, AZ., M.A. in Educational Psychology.

PROFESSIONAL WORK EXPERIENCE

2011-	Associate Professor of Educational Psychology. University of New Mexico.
2005-2011	Assistant Professor of Educational Psychology. University of New Mexico.

SCHOLARSHIP ACTIVITIES

Selected Publications

Carbonneau, K., & **Marley**, S.C. (2012). Activity-Based Learning Strategies and Academic Achievement. In J.A.C. Hattie & E.M. Anderman (Eds.), *The International Handbook of Student Achievement.* Routledge Publishers.

Carbonneau, K., **Marley**, S.C., & Selig. J. (2012) A Meta-Analysis of the Efficacy of Mathematics Manipulatives *Journal of Educational Psychology.*

Qi, C. H., Kaiser, A., **Marley**, S. C. & Milan, S. (2012) Performance of African American Preschool Children from Low-Income Families on Expressive Language Measures. *Topics in Early Childhood Special Education*. 32(3) 175 184.

Marley, S.C. & Levin, J.R. (2011). When Are Prescriptive Statements in Educational Research Justified? *Educational Psychology Review.* 23, 197-206.

Marley, S.C., Szabo, Z., Levin, J.R. & Glenberg, A.M. (2011) Investigation of an Activity Based Text Processing Strategy in Mixed-Age Child Dyads. *Journal of Experimental Education.* 79, 340–360.

Marley, S. C., Carbonneau, K., Lockner, D. Kibbe, D., & Trowbridge, R. (2011). Motivational Interviewing Skills Positively Predict Nutritionist Self-Efficacy. *Journal of Nutrition and Education Behavior.* 43(1), 28-34.

Qi, C. H.. & **Marley**, S. C. (2011). Validity Study of the Preschool Language Scale-4 with English Speaking Hispanic and Non-Hispanic White Children in Head Start Programs. *Topics in Early Childhood Special Education*. 31(2), 89-98.

Biazak, J. E., **Marley**, S.C., & Levin, J.R. (2010). Physical Manipulation and Preschool Children: Does a Manipulation Strategy Improve Comprehension of Atypical Events? *Early Childhood Research Quarterly.* 25(4), 515-526.

Marley, S.C. (2010) Psychological Measurement for Specialists in Group Work. *Journal for Specialists in Group Work.* 35(4), 331-348.

Marley, S.C. & Szabo, Z. (2010). Improving Children's Listening Comprehension with a Manipulation Strategy. *Journal of Educational Research. 103*(4), 227-238.

Marley, S.C., Levin, J.R. & Glenberg, A.M. (2010). What Cognitive Benefits Do Dynamic Visual Representations of a Narrative Text Afford Young Native American Readers? *Journal of Experimental Education. 78*(3), 395-417.

Qi, C. H., & **Marley**, S. C. (2009). Differential Item Functioning Analysis of the Preschool Language Scale-4 Between English-Speaking Hispanic and European American Children From Low-Income Families. *Topics in Early Childhood Special Education*, 29(3), 171-180.

Szabo, Z. & **Marley**, S.C. (2008). Possible classroom teaching methods to improve reading comprehension in 4th and 5th grade students. *Fascicula Psihologie,* 14, 7-13.

Marley, S.C., Levin, J.R. & Glenberg, A.M. (2007). Improving Native American Children's Listening Comprehension Through Concrete Representations. *Contemporary Educational Psychology*, 32(3), 537-550.

Marley, S. C., & Levin, J. R. (2006). Pictorial illustrations, visual imagery, and motor activity: Their instructional implications for Native American children with learning disabilities. In R. J. Morris (Ed.), *Disability research and policy: Current perspectives* (pp. 103-123). Mahwah, NJ: Erlbaum.

Selected Conference Presentations

Hushman, C. J. , Carbonneau, K. J., Selig, J. P., **Marley**, S. C., Korzekwa, A., & McCutchen, K. (2013) *Time Varying Effects of Causal Diagrams on Learning Outcomes and Perceived Difficulty.* Paper presented at the annual meeting of the American Educational Research Association

Carbonneau, K., **Marley**, S.C., & Selig. J. (2012, Apr.) *A Meta-Analysis of the Efficacy of Mathematic Manipulatives.* Poster presented at the annual meeting of the American Educational Research Association, Vancouver, BC.

Hushman, C., **Marley**, S.C., & McCrudden, M. (2012, Apr.) *Does Providing Pictures and Words in a Causal Diagram Affect Text Learning?* Paper presented at the annual meeting of the American Educational Research Association, Vancouver, BC.

Korzekwa, A. & **Marley,** S.C. (2011, Apr.) *An Examination of the Predictive Validity Of National Survey of Student Engagement Benchmarks and Scalelets.* Invited paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Hushman, C. J., **Marley**, S. C., & McCrudden, M. (2011, November) *Does the Format of an Adjunct Display Affect Student Perceptions?* Paper presented at the bi-annual meeting of the Southwest Consortium for Innovative Psychology in Education (SCIPE), Norman, OK.

Biazak, J.E., **Marley**, S.C. & Levin, J.R. (2010, May). *Does an Activity-Based Learning Strategy Improve Preschool Children's Memory for Narrative Passages?* Poster presented at the annual meeting of the American Educational Research Association, Denver, CO.

Korzekwa, A. & **Marley,** SC. (2010, Feb). *An Examination of the Predictive Validity of NSSE Benchmarks and Scalelets.* Paper presented at the New Mexico Higher Education Assessment and Retention Conference. Albuquerque, NM.

Hushman, C., **Marley**, S. C., & McCrudden, M. (2009, Apr.). *Does the Number of Relationships Depicted in Adjunct Display affect Learning?* Paper presented at the annual meeting of the American   Educational Research Association, San Diego, CA.

Moreno, R., **Marley**, S. C., Hushman, C. & Biazak, J. (2009, Apr.). *The Role of Prior Knowledge in Learning from Animations and Imagination.* Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Marley, S. C. & Keim, J. (2008, Aug.). *Violation of the Assumption of Independence in Group Interventions*. Workshop presented at the annual meeting of the American Psychological Association, San Francisco.

Moreno, R., & **Marley**, S. C., & Helak, J. (2008, June). *What strategies do students use when they learn science with static and dynamic visual representations?* Paper presented at the 2008 International Conference for the Learning Sciences, Utrecht, The Netherlands.

Marley, S. C., Szabo, Z., Levin, J. R., & Glenberg, A. M. (2008, Mar.). *Activity, Observed Activity, and Children's Recall of Orally Presented Narrative Passages.* Paper presented at the annual meeting of the American Educational Research Association, New York.

Szabo, S. & **Marley**, S.C. (2007, Oct.). *Classroom methods to improve reading comprehension in 4th and 5th grade students.* Paper presented at the 8th annual Curriculum and Pedagogy Conference, Marble Falls, Texas.

Marley, S. C., & Keim, J. (2007, Aug) *Calculation and Interpretation of Effect Size Measures for Counselors.* Workshop presented at the annual meeting of the American Psychological Association, San Francisco. Moreno, R., & **Marley**, S. C. (2007, June). *Do Students' Verbal and Visual Abilities and Preferences Affect Their Learning and Perceptions about Learning Astronomy with Static and Animated Graphics?* European Association for Research on Learning and Instruction.

Marley, S. C., Levin, J. R., & Glenberg, A. M. (2007, May.). *Improving Native American children's processing of written text through concrete visual representations.* Poster presented at the annual meeting of the Association for Psychological Science, Washington, D.C.

Marley, S. C., Levin, J. R., & Glenberg, A. M. (2007, Apr.). *Can Text-Relevant Manipulations Differentially Improve Native American Children's Memory for Atypical Narrative Events?* Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Marley, S. C., & Szabo, S (2007, Apr.) *Manipulatives vs. Pictures: Does Story-Relevant Manipulation Improve Ability to Imagine Story Events?* Paper presented at the annual meeting of the American Educational ResearchAssociation, Chicago.

Moreno, R., **Marley**, S. C., & Helak, J. (2007, Apr.) *Cognitive and Affective Consequences of Learning Astronomy with and without Static and Dynamic Visual Representations.* Paper presented at the annual meeting of the American Educational Research Association, Chicago.

FUNDED RESEARCH

2006-2010   Co-Principal Investigator. United States Department of Health. Revitalizing Quality Nutrition Services in the WIC Program. Total Grant $380,000. In partnership with the New Mexico Department of Health.

LEADERSHIP AND SERVICE

Editorial board member. *Learning and Instruction. Educational Psychology Review. Journal of Experimental Education.*

2011-2012   Educational Psychology Program Coordinator.
2010   Search Committee Member (Visiting Assistant Professor) Educational Psychology Program.
2009   Search Committee Member (Applied Educational Statistics) Educational Psychology Program.
2006   Search Committee Member (Applied Educational Statistics) Educational Psychology Program.

Jay Parkes

1998   The Pennsylvania State University, University Park, PA., Ph.D. in Educational Psychology: Applied Measurement. Graduate Minor in Statistics.

PROFESSIONAL WORK EXPERIENCE

September, 2010 – present   Chair, Department of Individual, Family and Community Education. University of New Mexico, Albuquerque, NM.

July, 2004 – present   Associate Professor of Educational Psychology. University of New Mexico, Albuquerque, NM.

2007   Senior Research Fellow, Dual Language Education of New Mexico, Albuquerque, NM.

SCHOLARSHIP ACTIVITIES

Selected Publications

McMillan, J. (Ed.). (2012). *Sage handbook of research on classroom assessment*. Thousand Oaks, CA: Sage. [I was an associate editor for the six chapters in Section 6.]

Parkes, J., Ruth, T., Anberg-Espinoza, M., & De Jong, E. (2009). *Urgent research questions and issues in dual language education.* Albuquerque, NM: Dual Language Education of New Mexico. Retrieved from Dual Language Education of New Mexico website: http://www.dlenm.org/documents/Research%20Report.pdf

Parkes, J. (2012). Reliability in classroom assessment. In J. McMillan (Ed.), *Sage handbook of research on classroom assessment* (pp. 107-123). Thousand Oaks, CA: Sage.

Parkes, J., Abercrombie, S., & McCarty, T. (2012). Feedback sandwiches affect perceptions but not performance. *Advances in Health Sciences Education.* Advance online publication. doi: 10.1007/s10459-012-9377-9

Parkes, J., & Ruth, T. (2011). How satisfied are parents of students in dual language education programs?: "Me parece maravillosa la gran oportunidad que le están dando a estos niños." *International Journal of Bilingual Education and Bilingualism, 14*(6)*,* 701-718.

Parkes, J., & Stefanou, C. (2010). Does pragmatism trump motivation in college students' preferences for exam formats? *Learning Environments Research*, *13*(3), 225-241.

Parkes, J., Sinclair, N., & McCarty, T. (2009). Appropriate expertise and training for standardized patient assessment examiners. *Academic Psychiatry*, *33*(4), 285-288.

Parkes, J. (2008). Who chooses dual language education for their children and why? *International Journal of Bilingual Education and Bilingualism*, *11*(6), 635-660.

Selected Presentations

Parkes, J. (2012, April). The value and values of reliability in classroom assessment. In J. McMillan (Chair), *The qualities of quality in classroom assessment*. Innovative session conducted at the meeting of the National Council on Measurement in Education, Vancouver, British Columbia, Canada.

Parkes, J., Abercrombie, S., & McCarty, T. (2012, April). *Are feedback sandwiches junk food or healthy fare?*. Poster presented at the meeting of the American Educational Research Association, Vancouver, British Columbia, Canada.

Parkes, J. (2009, July). *Urgent research questions: Report from the Dual Language Researcher Convocation*. Presentation at the 17th Annual National Two-Way Bilingual Immersion Program Summer Conference, Monterrey, CA.

Parkes, J. (2012, October). *The community of Dual Language Education Researchers*. Presentation at the Second Dual Language Researcher Convocation, St. Paul, MN.

Mabe, B., & Parkes, J. (2012, November). *Managing test anxiety in dual language classrooms*. Workshop to be presented at La Cosecha 2012, 17th Annual Dual Language Conference, Santa Fe, NM.

Funded Grants
Co-Principal Investigator. *A web-based program for the deliberate practice and formative assessment of writing patient notes*. Teresita McCarty & Jay Parkes, Co-PI's. Funded by the Stemmler Medical Education Research Fund of the National Board of Medical Examiners, 7/08. $150,000.

Faculty Associate. *Academic literacy for all*. Holbrook Mahn & Leroy Ortiz, Co-PI's. Funded by the U.S. Department of Education, 7/07 – 8/09.

Co-Principal Investigator. *Integrating nanotechnology with cell biology and neuroscience*. Marek Osinki, PI. Funded by the National Science Foundation, 6/06 – 6/08.

Grant Proposals Not Funded
Research Design Methodologist. *Documenting biliteracy trajectories: Mapping the roads to English proficiency*. Kathy Escamilla, Principal Investigator. Submitted to the Institute for Educational Sciences, 6/11. $1,599,006. Not funded.

Primary Organizer. *Biliteracy development for emerging bilingual children*. Kathy Escamilla, Jay Parkes, Lucinda Soltero-Gonzalez, & David Rogers, Primary Organizers. Submitted to the American Educational Research Association Educational Research Conference Program, 3/10. $47, 255. Not funded.

PROFESSIONAL AFFILIATIONS
American Educational Research Association
National Council on Measurement in Education

LEADERSHIP AND SERVICE

Chair, Department of Individual, Family and Community Education (June, 2010 – present)
Coordinator, College of Education, Core Mission Process (2009 – 2010)

James P. Selig

Ph.D. Quantitative and Developmental Psychology, University of Kansas, 2009
M.A. Applied Psychology, University of Arkansas at Little Rock, 2002
B.A. Psychology & Philosophy, University of Arkansas at Little Rock, 1995

PROFESSIONAL WORK EXPERIENCE
Assistant Professor, University of New Mexico

SCHOLARSHIP ACTIVITIES
Steinbrecher, T., Selig, J. P., Cosbey, J., & Thorstenson, B. (*accepted*). Examining measurement considerations for evaluating special educator effectiveness. *Exceptional Children*.
Carbonneau, K. J., Marley, S. C., & Selig, J. P. (2012). A meta-analysis of the efficacy of teaching mathematics with concrete manipulatives. *Journal of Educational Psychology*, Advance online publication. DOI: 10.1037/a0031084
Goodrich, K. M., Selig, J. P., & Trahan, D. P. (2012). The Self-Report Family Inventory (SFI): An exploratory factor analysis. *Measurement and Evaluation in Counseling and Development*, *45*(4), 245-256.
Preacher, K. J., & Selig, J. P. (2012). Advantages of Monte Carlo confidence intervals for indirect effects. *Communication Methods and Measures*, *6*(2), 77-98.
Selig, J. P., Preacher, K. J., & Little, T. D. (2012). Modeling time-dependent association in longitudinal data: A lag as moderator approach. *Multivariate Behavioral Research*, *47*(5), 697-716.
Wu, Y. P., Selig, J. P., Roberts, M. C., & Steele, R. G. (2011). Trajectories of postpartum maternal depressive symptoms and children's social skills. *Journal of Child and Family Studies*, *4*, 414-423.
Abbottt, M., Wills, H., Greenwood, C. R., Kamps, D., Heitzman-Powell, L., & Selig, J. P. (2010). The combined effects of grade retention and targeted small-group intervention on students' literacy outcomes. *Reading & Writing Quarterly*, *26*, 4-25.
Selig, J. P., Preacher, K. J., & Little, T. D. (2009). Lag as moderator models for longitudinal data. *Multivariate Behavioral Research*, *44*, 853 (abstract).
McNamara, K. A., Selig, J. P. & Hawley, P. H. (2009). A typological approach to the study of parenting: associations between maternal parenting patterns and child behaviour and social reception. *Early Child Development and Care*, doi:10.1080/03004430902907574
Selig, J. P., & Preacher, K. J. (2009). Mediation models for longitudinal data in developmental research. *Research in Human Development*, *6*, 144-164.
Zuna, N. I., Selig, J. P., Summers, J. A., & Turnbull, A. (2009). Confirmatory factor analysis of a family quality of life scale for families of children without disabilities. *Journal of Early Intervention*, *31*, 111-125.
Shears, J. K., Whiteside-Mansell, L. McKelvey, L. & Selig, J. (2008). Assessing mothers' and fathers' authoritarian attitudes: The psychometric properties of a brief survey. *Social Work Research*, *32*, 179-184.
Blevins-Knabe, B., Whiteside-Mansell, L. & Selig, J. P. (2007). Parenting and mathematical development. *Academic Exchange Quarterly*, *11*, 76-80.
Little, T. D., Preacher, K. J., Selig, J. P., & Card, N. A. (2007). New developments in latent variable panel analyses of longitudinal data. *International Journal of Behavioral Development*, *31*, 357-365.
Edited Books
Card, N. A., Selig, J. P. & Little, T. D. (Eds.) (2008). *Modeling Dyadic and Interdependent Data in the Developmental and Behavioral Sciences.* New York, NY: Routledge.
Book Chapters
Wu, W., Selig, J. P., & Little, T. D. (2012). Longitudinal models. In T. D. Little (Ed.), *Oxford handbook of quantitative methods*. New York, NY: Oxford University Press.
Selig, J. P., & Little, T. D., (2011). Panel and cross-lag models. In B. Laursen, T. D. Little, & N. A. Card (Eds). *Handbook of developmental research methods*. New York, NY: Guilford.
Card, N. A., Little, T. D., Selig, J. P. (2008). Using the bivariate Social Relations Model to study dyadic relationships: Early adolescents' perceptions of friends' aggression and prosocial behavior. In N. A. Card, J. P. Selig, & T. D. Little (Eds.) *Modeling Dyadic and Interdependent Data in the Developmental and Behavioral Sciences.* New York, NY: Routledge.

Selig, J. P., McNamara, K. A., Card, N. A., & Little, T. D. (2008). Techniques for modeling dependency in interchangeable dyads. In N. A. Card, J. P. Selig, & T. D. Little (Eds.) *Modeling Dyadic and Interdependent Data in the Developmental and Behavioral Sciences.* New York, NY: Routledge.

Selig, J. P., Card, N. A., & Little, T. D. (2008). Latent variable structural equation modeling in cross-cultural research: Multigroup and multilevel approaches. In F.J.R. van de Vijver, D.A. van Hemert & Y. Poortinga (Eds.) *Individuals and cultures in multi-level analysis.* Mahwah, NJ: Lawrence Erlbaum Associates.

Conference Presentations

Steinbrecher, T., Selig, J. P., Cosbey, J., & Thorstenson, B. (2013, April). *Is there value in value-added for special educator effectiveness?* Paper presentation at Council for Exceptional Children, San Antonio, TX.

Hushman, C. J. , Carbonneau, K. J., Selig, J. P., Marley, S. C., Korzekwa, A., & McCutchen, K. (2013, April) *Time Varying Effects of Causal Diagrams on Learning Outcomes and Perceived Difficulty.* Paper to be presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Carbonneau, K., Marley, S.C., & Selig. J. P. (2012, April) *A Meta-Analysis of the Efficacy of Mathematic Manipulatives.* Poster presented at the annual meeting of the American Educational Research Association, Vancouver, BC.

Selig, J. P. (2011, March) *Time as a Moderator in the Analysis of Two Occasion Panel Data.* Paper presented at the Biennial Meeting for the Society for Research in Child Development, Montreal, Quebec, Canada.

Selig, J. P., Tueller, S. J., Wu, Y. P., & Carbonneau, K. J. (2011, March). *Trajectories of maternal depressive symptoms from 1 to 36 months postpartum, children's problem behavior, and relationship quality.* Poster presented at the Biennial Meeting for the Society for Research in Child Development, Montreal, Quebec, Canada.

Carbonneau, K. J. & Selig, J. P. (2011, April). *Teacher Judgments of Student Mathematics Achievement: The Moderating Role of Student-Teacher Conflict.* Poster presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana.

Selig, J. P., Preacher, K. P., & Little, T. D. (2009). *Lag as Moderator Models for Longitudinal Data.* Presentation given at the annual meeting of the Society of Multivariate Experimental Psychology, Lincoln City, OR.

Selig, J. P., & Preacher, K. J., Card, N. A., & Little, T. D. (2008, August). *Multilevel multiple membership models for dyadic data.* Poster presented at the annual meeting of the American Psychological Association, Boston, Massachusetts.

Selig, J. P., Wu, Y. P., & Preacher, K. J. (2008, April). *Parenting and the home environment as mediators of the relationship between maternal depression and child vocabulary.* Poster presented at the biennial meeting of the Society for Research in Human Development, Little Rock, Arkansas

Selig, J. P., McNamara, K. A., Ash, A. C., Hawley, P. H. (2007, March). *Parenting and children's Big-Five personality traits.* Poster presented at the Biennial Meeting for the Society for Research in Child Development, Boston, Massachusetts.

McNamara, K. A., Selig, J. P., Hawley, P. H., Ash, A. C. (2007, March). *Parenting, child aggression, and peer acceptance.* Poster presented at the 2007 Biennial Meeting for the Society for Research in Child Development, Boston, Massachusetts.

Baggett, K. M., Carta, J., Selig, J. P., & Eshbaugh, E. (2007, March). *A meta-analytic review of interventions for improving parenting of very young children.* Poster presented at the 2007 Biennial Meeting for the Society for Research in Child Development, Boston, Massachusetts.

Puma, J., Leboeuf, W. A., Carta, J., Spellmann, M., Rodriguez, E. T., Watt, N. F., & Selig, J. P. (2007, March). *Cumulative risk and early childhood outcomes: A comparison of the predictive ability of cumulative risk indices across domains.* Poster presented at the 2007 Biennial Meeting for the Society for Research in Child Development, Boston, Massachusetts.

Little, T. D., & Selig, J. P. (August, 2007). *Overview of the Issues in Testing for Factorial Invariance.* Paper presented at the annual meeting of the American Psychological Association, San Francisco, CA.

Atwater, J. B., Lefever, J. B., Guest, K. C., Selig, J. P. Keener, L. (2006, June) *Becoming a parent for the first time: A structural model of adolescent and adult mothers' cognitive and emotional readiness to parent during pregnancy and their observed parenting at 4 months.* Paper presented at the 2006 Head Start National Research Conference, Washington DC.

LEADERSHIP AND SERVICE

Editorial Boards

Parenting: Science & Practice, 2013
Journal of Humanistic Counseling (Statistical Consultant), 2012

Ad-hoc Reviewer for Scholarly Journals

Educational Research and Evaluation, 2009
International Journal of Behavioral Development, 2009

6.3 Scholarly Works, Grant Activities, and Conference Presentations (2006 – 2012)

Table 6.3. Total number of all peer-reviewed articles, exhibitions, and books for each FT/TT and FT/N-TT and average number of peer-reviewed articles, exhibitions, and books:

Faculty Name	Active Program Faculty as of Oct. 31							Number of Peer-Reviewed Articles, Exhibitions, and Books						
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Full-Time Tenure/Tenure-Track Faculty														
Armstrong, Jan	1	1	1	1	1	1	1	2	1	1	4	5	1	3
Flowerday, Terri	1	1	1	1	1	1	1	1	1	1	1	2		
Marley, Scott C.	1	1	1	1	1	1	1	1	1	2	3	4	5	4
Moreno, Roxana	1	1	1	1	0	0	0	6	4	2	3	3		
Ockey,Gary	1	1	0	0	0	0	0							
Parkes, Jay T.	1	1	1	1	1	1	1	1	1	2	4	1	1	3
Selig, James P.	0	0	0	0	1	1	1	0	2	5	4	1	2	5
								11	10	13	19	16	9	(15)
Average number of peer-reviewed articles, exhibitions, and books (FT/TT only)														
Full-Time Non-Tenure/Tenure-Track Faculty														
Selig, James P.								0	2	5	4	1	2	5

Note: The above tallies contain book chapters and book reviews. (Source: COE 2012 Program Review Report; faculty vitae)

Table 6.4. Total number of extramural proposals submitted, total number funded, and total amount of actual funding:

Faculty Name	Active Program Faculty as of Oct. 31					Extramural Proposals															
						Total Number Submitted					Total Number Funded					Total Funding Amount					
	2006-07	2007-08	2008-09	2009-10	2010-11	2006-07	2007-08	2008-09	2009-10	2010-11	2006-07	2007-08	2008-09	2009-10	2010-11	2006-07	2007-08	2008-09	2009-10	2010-11	
Full-Time Tenure/Tenure-Track Faculty																					
Armstrong	1	1	1	1	1																
Flowerday	1	1	1	1	1																
Marley	1	1	1	1	1	1	0	1	0	0	1	0	0	0	0	$380,000	0	0	0	0	
Moreno	1	1	1	1																	
Ockey	1	1																			
Parkes	1	1	1	1	1	1	0	1	1	0	1		1					$150,000			
Selig					1																
Total FT/TT						2	0	2	1	0	2	0	1	0	0	$380,000	0	$150,000	0	0	
Full-Time Non-Tenure/Tenure-Track Faculty																					
Selig				1																	
Total FT/N-TT						0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

NOTE: Parkes has counted proposals for which his title was co-principal investigator or investigator or equivalents. He has contributed to other proposals. For each of the one's reported above, the funding went through another UNM entity, so neither the COE nor IFCE saw F&A from those grants. (Source: COE 2012 Program Review Report)

Table 6.5. Annual full-time equivalency (FTE) program faculty have committed to grant management activities

Faculty Name	Active Program Faculty as of Oct. 31					Annual Full-Time Equivalency (FTE) Committed to Grant Management Activities *				
	2006-07	2007-08	2008-09	2009-10	2010-11	2006-07	2007-08	2008-09	2009-10	2010-11
Full-Time Tenure/Tenure-Track Faculty										
Armstrong, Jan K.	1	1	1	1	1	0	0	0	0	0
Flowerday, Terri L.	1	1	1	1	1					
Marley, Scott C.	1	1	1	1	1	0	0.25	0.25	0.25	0
Moreno, Roxana A.	1	1	1	1						
Ockey,Gary John	1	1								
Parkes, Jay T.	1	1	1	1	1					
Selig, James P.					1					
Total FT/TT FTE						0	0.25	0.25	0.25	0
Full-Time Non- Tenure/Tenure-Track Faculty										
Selig, James P.				1						
Total FT/N-TT FTE						0	0	0	0	0

(Source: COE 2012 Program Review Report)

Table 6.6. Number of presentations: National, international, and state conferences, including invitations to present and peer-reviewed (2006 – 2012):

Faculty Name	Active Program Faculty as of Oct. 31							Number of National, International, and State Conference Presentations						
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Full-Time Tenure/Tenure-Track Faculty														
Armstrong	1	1	1	1	1	1	1	1	0	1	3	3	1	3
Flowerday	1	1	1	1	1	1	1	1	1	1	1	2		
Marley	1	1	1	1	1	1	1	1	7	6	3	7	3	2
Moreno	1	1	1	1	0	0	0	8	12	10	11	8		
Ockey	1	1	0	0	0	0	0							
Parkes	1	1	1	1	1	1	1	5	3	4	4		1	4
Selig	0	0	0	0	1	1	1	3	5	2	1	0	3	1
Total								19	28	24	23	20	8	(10)
Average number of peer-reviewed articles, exhibitions, and books (FT/TT only)														
Full-Time Non-Tenure/Tenure-Track Faculty														
Selig					1			3	5	2	1	0	3	1

Source: COE 2012 Program Review Report and faculty vitae

6.4 Service Works (2006 – 2011)

Table 6.7. Annual full-time equivalency (FTE) program faculty spend in all "service-related" activities by individual faculty member:

Faculty Name	Active Program Faculty as of Oct. 31					Annual Full-Time Equivalency (FTE) Committed to Service-Related Activities *				
	2006-07	2007-08	2008-09	2009-10	2010-11	2006-07	2007-08	2008-09	2009-10	2010-11
Full-Time Tenure/Tenure-Track Faculty										
Armstrong, Jan K.	1	1	1	1	1	0	0.25	0.25	0.125	0.125
Flowerday, Terri L.	1	1	1	1	1	0.125	0.125	0.125	0.125	0.25
Marley, Scott C.	1	1	1	1	1	0.125	0.125	0.125	0.125	0.125
Moreno, Roxana A.	1	1	1	1						
Ockey,Gary John	1	1								
Parkes, Jay T.	1	1	1	1	1	0.25	0.125	0.125	0.125	1
Selig, James P.					1	0	0	0	0	0.125
Total FT/TT FTE						0.5	0.625	0.625	0.5	1.625
Full-Time Non- Tenure/Tenure-Track Faculty										
Selig, James P.				1		0	0	0	0.125	0
Total FT/N-TT FTE						0	0	0	0.125	0

Source: COE 2012 Program Review Report

Table 6.8. Exemplary external service activities by individual faculty member (activities deemed "exemplary" by faculty):

Faculty Name	FT/TT or FT/N-TT	Academic Year Activity Took Place (2006-07 to 2010-11 AY)	Exemplary External Service Activity
Jan Armstrong		2008-2011	President, Council for Social Foundations of Education
Jan Armstrong		2006-2008	Vice President, Council for Social Foundations of Education
Terri Flowerday		2011-	President, Southwest Consortium for Innovative Psychology in Education (SCIPIE)
Scott Marley		2010-	Editorial board member, Educational Psychology Review.
Scott Marley		2010-	Editorial board member, Journal of Experimental Education.
Scott Marley		2012-	Editorial board member, Learning and Instruction.
Jay Parkes		2006-2007; 2008-2009	Member, Board of Directors, Dual Language Education of New Mexico
Jay Parkes		2006-2007 to 2010	Member, Editorial Board, *Educational Measurement: Issues and Practice*
Jay Parkes		2008-2009	Planning Committee Chair, Dual Language Researchers' Convocation
James Selig		2011	Chair of a Review Panel for a national meeting (SRCD Meeting on Developmental Methods)
James Selig		2010	Summer 2010 IRB Member; Fall 2010-present IRB Alternate Member

Source: COE 2012 Program Review Report

Table 6.9. Critical internal service activities by individual faculty member (service activities deemed "critical" by faculty):

Faculty Name	FT/TT or FT/N-TT	Academic Year Activity Took Place (2006-07 to 2011-12 AY)	Exemplary Internal Service Activity
Jan Armstrong		2007-2009	Program Coordinator
Jan Armstrong		2012-2013	Program Coordinator
Jan Armstrong		2012 - 2013	Member, UNM Institutional Review Board
Terri Flowerday		2010-2011	Program Coordinator
Scott Marley		2011-2012	Program Coordinator
Jay Parkes		2010- 2013	Chair, IFCE Department
Jay Parkes		2008-2009	Alternate Chair, UNM Institutional Review Board
Jay Parkes		2009-2010	Coordinator, COE Core Mission Process
Jay Parkes		2007-2010	Chair, COE Scholarship Committee

Source: COE 2012 Program Review Report

6.5 Faculty Retention Efforts, Supporting New Faculty

So they can focus on teaching and scholarship, our program members attempt to shield junior faculty from heavy service obligations by restricting certain tasks to tenured faculty (e.g., program coordinator, university-level service, etc.). In addition, the program supports its new colleagues through informal mentorships, providing teaching materials when possible, and limiting the number of doctoral advisees for which they are responsible. For a number of years, the College of Education has sponsored a formal Faculty Mentoring Program, ensuring that there are regular opportunities for new faculty to meet and work with an assigned senior faculty mentor. However, as faculty resources in the program have been strained by attrition and full-time administrative duties, our ability to provide protection to our junior faculty members has been challenged. As a consequence, junior faculty members have taken on service and advisement loads that are not commensurate with those of our peers from other institutions. This is an aspect of the context in which many College of Education professors work that is not likely to change in the future. Although this places unique demands on all faculty members, it also affords opportunities for professional skill development and for "making a difference" in the university, state, and community.

Chapter 7: Resource Bases

The Educational Psychology Program resides in the Department of Individual, Family, and Community Education (IFCE) within the College of Education (COE). Most resources are allocated and administered at the department and/or college level. The program's primary ability to shape its resources is through input to the department- and college-level resource allocation processes.

7.1 Support Staff

The Educational Psychology Program shares general administrative support staff with the other four programs in IFCE. There is one full-time departmental administrator; usually two (currently one) full-time administrative assistants; and one part-time fiscal technician.

During the last five years, IFCE has also designated one 0.25 FTE graduate assistantship to the Educational Psychology program for program support. This position typically provides support for Program activities under the supervision of the Program Coordinator. As needs arise, this assistant assists program faculty and instructors on an ad hoc basis with grading, library assistance, web searches, and other instructional tasks. In addition, this assistant provides support to faculty developing and/or teaching online courses including quiz/ exam development, and materials search. Other duties include providing support for student recruitment and retention, developing student surveys, and organizing archival program documents.

The COE provides support staff through the Office of Associate Dean for Information Management and Research to support the external funding processes and through the Center for Student Success to support technological functions (e.g. website maintenance, presentation development).

The program finds these resources adequate for most needs. The processes for pre-award and post-award external grant funding are often cumbersome but are constantly being evaluated and improved.

7.2 Program Facilities

Program facilities include office space for faculty, part-time instructors (PTIs), and teaching assistants and a research lab. All office space is in Simpson Hall and is administered jointly by IFCE and the COE. Each full-time faculty member has an individual, private office. All part-time instructors, teaching assistants and graduate assistants share common space with the PTIs, and assistants from all five IFCE programs. These spaces are mostly inadequate for the needs of instructors and graduate assistants because they do not insure the privacy often required for instructor-student consultations nor do they permit dedicated space for graduate assistants to keep research materials.

The research lab was initially created through external grant funding obtained by Roxana Moreno. The space is currently maintained by IFCE but it is not staffed. The research lab consists of 10-12 study carrels that allow independent student performance on pen-and-paper and computer-based tasks and two attached offices. The carrels are networked to a centralized computer contained in one of the attached offices. In addition, to the physical space the program has an online enrollment system for lab participants (see: http://edpypool.unm.edu/student.php).

7.3 Other Related Campus and Regional Facilities

The Educational Psychology Program does not have dedicated classroom spaces but draws from pools administered by IFCE, COE, and the university. Small seminar rooms in Simpson Hall administered by IFCE are used for standing and ad hoc meetings as well as some seminar classes. Computer labs in COE-administered buildings are often used for statistics courses which are software intensive. The program faculty have strong working relationships with the staff of those facilities to ensure that the labs stay current and continue to meet the classes' needs. Regular classrooms are assigned from COE and university pools and generally meet the program's needs.

In 2012-2013, the program successfully proposed and designed a media lab in Simpson Hall for high-quality production of online course materials that it now shares with all IFCE programs.

In the last five years, the COE and university have built new facilities and renovated others, which the program routinely uses for classes.

The program requires no specialized facilities other than those discussed and accesses no regional facilities.

7.4 Library Collections and Other Educational Resources

The primary library collections accessed by Educational Psychology program faculty and students are divided between two facilities on campus. Zimmerman Library houses the education resources and Centennial Science & Engineering Library houses the psychology and statistics resources. The growth in electronic access to all collections has mitigated the impact of that division on the program. The University Libraries provides access to all of the main journals typically used by educational psychology faculty and students. Refer to Appendix G for additional information about library resources.

The other primary educational resource that the program faculty members use is the New Media & Extended Learning (http://newmedia.unm.edu/) which provides technical support to faculty teaching online courses.

7.5 Computing and Technology Resources

Individual faculty computing needs are met through IFCE and support is provided through the COE's Technology and Education Center or through an outside vendor. Computer labs for instruction are maintained by the COE and are adequate to the program's needs. Support for online instruction is provided by the university's New Media & Extended Learning unit, while both IFCE and the COE provide space, hardware, and support with the production of online materials.

7.6 Revenue Generated and Received Related to all Current and Projected Costs

The allocation and accounting of all revenues and expenses of the educational psychology program formally occurs at the department level. Therefore, the IFCE budget for FY2012 is provided in Appendix G. The program and program faculty participate in a consultation process for the allocation of those resources. For example, part-time instructor (PTI) and teaching and graduate assistantship funds are disbursed through a departmental process whereby programs indicate their needs and the department chair and staff determine the best allocations to meet the needs across the department.

The one area where the program has the most discretion is with the expenditure of funds generated through online teaching. The COE policies currently distribute funds for faculty members teaching online courses and funds to the departments in which the online course is taught. For each online section taught per semester, the faculty member receives $4,000, and can receive up to an additional $2000 for the initial development or redevelopment of an online course. The department receives $1000 for each online section taught each semester. The educational psychology program has adopted a large course model of five linked sections each of EDPY 303 and EDPY 310 with one faculty member and four sections of PTI or TA's. The COE allocates no funds to PTI's or TA's teaching online, so the entire $5,000 per section comes to the department. Since October 2011, IFCE has used a policy for how the distribution of these funds occurs (see Appendix G). This has been a major growth area both instructionally and financially for the program.

That IFCE policy for the distribution of funds provides the program the opportunity to designate expenditures. The educational psychology program has used these funds to advance several goals: adequate supervision of PTIs and teaching assistants; supporting student scholarship through travel grants; advancing the scholarly climate through visits by eminent scholars in the field; and making a bid to host the 2014 meeting of the Southwest Consortium for Innovative Psychology in Education. The table below details those expenditures.

Educational Psychology Revenues and Expenditures from Online-generated Funds

	Spring 2012	Fall 2012	Spring 2013
Revenues Generated to IFCE	$35,000	$66,000	$60,000
Allocations			
IFCE Reserves	$0	$3,999.96	$3,996
Instructor Compensation	$12,000	$22,000	$16,000
PTI & TA stipends	$13,734	$27,559	$27,468
Individual Instructor Requests	$0	$659	$0
Balance Forward	$0	$0	$1914.45
Available to Program	$9266	$11,782.04	$14,450.45
Program Requests	$9000	$11,000	$14,450
Supervision	$4,000	$8,000	$8,000
Guest Speaker	$2,000	$2,500	$450
SCIPIE	$1,000	$500	$6000
Student Travel	$2,000	$0	$0

7.7 Relationship between Resources and the Program's Mission and Strategic Goals

The educational psychology program's resource challenges are not unique to this program but are common throughout the COE. The program's primary mission and goal of producing and disseminating research and scholarship is hampered by the 3-2 teaching load in IFCE; the paucity of externally funded research currently among the faculty as well as the current faculty's capacity to seek such funding; the large service loads and commitments of the faculty, and the composition of the educational psychology doctoral student body. Compared to our peer institutions (see Chapter 8), there are fewer faculty in the program, teaching more courses per year, and being paid less. Many of these issues have been discussed in other places in this report.

In order to achieve the second goal of becoming a comprehensive educational psychology program, the size of the educational psychology faculty needs to grow from the current five (soon to be six) tenured/ tenure track faculty, though the growth really needs to be about having sufficient faculty expertise to fully cover the subdomains of educational psychology and not strictly about the number of faculty. A comprehensive educational psychology program includes research methods, statistics, measurement, classroom learning, cognition, human development, and motivation as applied to education. As has been discussed elsewhere, the current faculty has insufficient expertise in measurement, cognition, and human development to accomplish this goal.

7.8 The Program's Response to Changes in Resources

Nearly all resources received from the university directly impact the instructional mission. Thus, an increase in resources to the program would likely mean enhancements to the instructional mission while decreases in resources would likely mean degradations to the instructional mission. An increase in externally funded research would greatly enhance the pursuit of the first goal to produce scholarship. It would also fund graduate students.

7.9 Extramural Support: 2008-2013

The educational psychology program's only extramural support comes from externally funded research grants, which were described in section 6.3. The program does not have contracts, endowments, course fees, or other income streams.

Chapter 8: Program Comparisons

The UNM educational psychology program is one of fourteen educational psychology programs and departments that offer graduate degrees within UNM's established peer institutions. The housing of an educational psychology program is unique to each institution. Several institutions have labeled the department within the college as educational psychology, which is then comprised of smaller programs such instructional technologies, counseling psychology and often special education programs. Other institutions have larger departments such as UNM's Department of Individual, Family and Community Education which house smaller educational psychology programs. The following provides a snapshot comparison between UNM and all UNM's peer institutions as well as two additional programs similar in size and structure that offer degrees in educational psychology.

Institution	Program Name	T-Track Faculty	Lectures, Adjunct and Visiting Faculty	Total Institution Enrollment
University of New Mexico	Educational Psychology	5	1	24,092
Georgia State University	Educational Psychology	8	0	31,538
Northern Illinois University	Leadership, Educational Psychology and Foundations	7	0	25,208
University of Arizona	Educational Psychology	5	1	38,057
University of Colorado-Boulder	Educational Psychology and Learning Sciences	5	0	29,884
University of Iowa	Psychological and Quantitative Foundations	8	0	30,893
University of Kansas	Psychology and Research in Education	8	0	26,266
University of Kentucky	Educational, School and Counseling Psychology	20	3	27,171
University of Missouri	Educational, School and Counseling Psychology	8	0	32,415
University of Nebraska - Lincoln	Educational Psychology	22	0	24,593
University of Oklahoma	Educational Psychology	24	0	28,473
University of South Carolina	Educational Studies	11	1	29,597
University of Tennessee	Educational Psychology and Counseling	28	0	25,981
University of Texas-Austin	Educational Psychology	36	3	51,112
University of Utah	Educational Psychology	28	6	31,660
University of Virginia	Educational Psychology: Applied Devel. Science	14	0	21,049
Univ. of Washington	Educational Psychology	17	0	42,428

8.1 Selected Peer Institution Comparison

In this section, UNM's educational psychology program will be compared to three of our peer institutions: 1) a program that is similar in faculty size and program/department structure, University of Arizona; 2) a program that is similar in faculty size with a different program/department structure, University of Iowa; and 3) one program that has more faculty with a similar size student body, University of Kentucky.

University of New Mexico
The Educational Psychology program offers programs of study leading to Master of Arts (M.A.) and Doctor of Philosophy (Ph.D.) degrees. The program is designed to give students a broad and critical perspective on the psychological factors affecting individuals in schools, educational settings, and other learning situations throughout the life span. The program also emphasizes critical evaluation and application of research and theory based on a firm grounding in measurement, assessment, research methodology, and quantitative methods. The M.A. program is offered with a thesis (30 hours) or with a comprehensive exam (33 hours). Students in this program are required to take courses within human development (EDPY 503: Principles of Human Development), Learning and Cognition (EDPY 510: Principles of Classroom Learning) as well as research design, measurement and Statistics (EDPY 505: Conducting Quantitative Educational Research, EDPY 574: Introduction to Educational and Psychological Measurement, EDPY 511 Introductory Educational Statistics). The doctoral program requires 90 credit hours with at least 18 of those hours being dissertation hours. Students in this program are required to take the core courses listed within the M.A. program as well as additional courses in human development and cognition (EDPY 613: Seminar in Human Growth and Development, EDPY 610: Seminar in Classroom Learning). Additional courses are required in statistics (EDPY 603: Applied Statistical Design and Analysis, EDPY 604: Multiple Regression Techniques as Applied to Education) and students are required to complete at least six additional hours within the educational psychology program, including either a teaching or research internship.

University of Arizona
Graduate programs in the Department of Educational Psychology prepare students for productive roles in research, teaching, and many other areas in which educational psychology is applied. The department offers Master of Arts (M.A.) in educational psychology and Doctor of Philosophy (Ph.D.) with a major in educational psychology. The M.A. program is offered with a thesis which is defined as an original research study conducted by the student or a project which may be either write a review of literature or conduct a secondary data analysis. Both plans require 36 credit hours. Required courses for the M.A. program include: 502 Motivation and Development in the Classroom, 510 Learning Theory in Education, 541 Statistical Methods in Education, 558 Educational Tests and Measurements, 560 Introduction to Educational Research. The doctoral program requires students to identify at least one supporting minor area. At least 36 units of work, exclusive of the dissertation, must be in the major area. A minimum of nine units are required in the minor area. Required courses for the doctoral program include those listed in for the master program and additional research and methodology courses.

University of Iowa

The Department of Psychological and Quantitative Foundations offers two degrees in Educational Psychology: a Master of Arts (without thesis) and a Doctor of Philosophy. The M.A. curriculum requires a minimum of 30 semester hours. Required courses include content courses such as: Educational Psychology for Effective Teaching, Child Development, Motivation, Learning Technology and Effective Teaching, Design of Instruction, Cognitive Theories of Learning and Human Abilities. Students are also required to take one research course: Understanding Educational Research. Completion of this program is done with a portfolio, which is stated to be a reflection of a students' unique learning and synthesis of knowledge. The Ph.D. program is a minimum of 72 semester hours. The required courses are those listed for the M.A. program and additional coursework in research methods and statistics including: Quantitative Educational Research Methodology, Seminar in Educational Psychology: Qualitative Educational Research Methodology, Intermediate Statistical Methods, Correlation and Regression, Design of Experiments. Additional coursework is selected depending upon a student's area of specialization.

University of Kentucky

The Educational Psychology program of the department of Educational, School, and Counseling Psychology (EDP) at the University of Kentucky focuses on preparing future researchers and academicians. In 2003 it was ranked in the top 20 in terms of research productivity in the field of Educational Psychology. The program offers a Master's of Science (MS), an Educational Specialist (Ed.S.) and a Ph.D. in educational psychology. The MS degree requires 36 hours of graduate work. Students within this program may choose one of two options: A Thesis Option (30 hours of coursework plus a 6-hour thesis) or a Scholarly Paper Option (33 hours of coursework plus a 3-hour scholarly paper). Required courses include content knowledge: EDP 548: Educational Psychology, EDP 616: Multicultural Psychology, EDP 600: Human Lifespan Development, EDP 603: Human Cognitive Development, EDP 610: Theories of Learning in Education, EDP 614: Motivation and Learning. As well as research and statistics courses: EDP 557: Gathering, Analyzing, and Using Educational Data, EDP 656 Methodology of Educational Research, EDP 660: Research Design and Analysis in Education. The EDS program is designed by a faculty member and student. Therefore, coursework is unique for each student. It requires 30 hours of coursework *beyond the Master's degree.* Fifteen hours of work must be in courses numbered 600 or above. As a final product of the specialist's course of study the student will produce a scholarly paper. The Ph.D. program requires students to take at least 60 credit hours above that of a Master's degree. Additional courses required for a Ph.D. include: EDP 658: Problems in Educational Psychology, EDP 782: Independent study: Research Writing in Educational Psychology and Teaching Requirement, EDP 679: Multiple Measures in Education and Evaluation, EDP 707: Multivariate Analysis in Educational Research.

Chapter 9: Program Future Directions

9.1 Primary Strengths

Program faculty members are committed to being resourceful with respect to integrating research, teaching and service in order to influence educational policy and practice within and beyond New Mexico. They have contributed to the **vital academic climate** of the University through active and sustained engagement with the field of educational psychology. Faculty members are productive members of the profession and good citizens of the College and University. They collaborate with graduate students on conference presentations and publications (Appendix B). The program's advising model results in close and consistent monitoring of each student's progress toward the degree. It is intended to ensure that all students acquire requisite professional skills throughout their course of studies. The program has adopted a culture that seeks "continuous improvement" with respect to curriculum planning, faculty hiring, and how faculty members work with and support graduate students. An analysis of position advertisements in educational psychology and related fields indicated that the program's curriculum provides opportunities for many of its graduate students to acquire skills and experiences that are sought after by other academic institutions (Appendix C) through teaching assistantships and scholarly collaboration with faculty members.

9.2 Plans for building on those strengths

The program would like to see students develop high levels of expertise in the field of educational psychology. This goal requires that students have opportunities to learn all of the fundamental topics of the field and have opportunities to work with faculty members who have deep expertise in key areas of specialization. Faculty members believe that program expertise should be expanded to cover additional areas of study in educational psychology so that the program can realize its full potential.

The program seeks to expand the substantive areas of educational psychology is able to offer in the broad areas of teaching, learning, and development. Research in educational psychology content areas is of very high interest to majors as well as students from other programs. Many students in the program and college have high levels of interest and desire to work and perform research in *applied contexts*. These applied research areas (e.g., classroom learning, higher education administration, health sciences) have direct applications that contribute to improving educational outcomes in the state of New Mexico by increasing the number of skilled researchers and practitioners in the state. We believe educational psychology students' diverse professional skills and expertise are one of the programs significant assets (Appendix D). For this reason, and in response to a shared commitment to serve the people of the state of New Mexico and the Southwestern United States, the program will continue to admit both traditional and non-traditional students into the master's and doctoral programs. Implications are discussed further in section 9.4, below.

Expanding collaboration. With respect to collaboration and service work *beyond the University*, our program faculty members have collaborated with Women, Infants, and Children (WIC) Clinics, Dual Language Education of New Mexico (DLeNM), and colleges from other universities. In the next five years program faculty members would like to continue these collaborations as well as develop other productive collaborations. For example, faculty members would like to establish collaborative relationships with Head Starts and Public School Districts. Educational psychologists have a lot to give and learn in both contexts. For example, there is a paucity of empirical research examining classroom context effects on student achievement with second language learners from Native American and Hispanic populations. The educational psychology program is uniquely situated to capitalize on this and other comparable opportunities.

9.3 Areas of Concern

Although student/faculty ratio is important in our field, the ability to cover areas of expertise in the field is more important. Currently, the program has several areas where it does not have sufficient faculty to cover the fundamental areas in the field of educational psychology. The program does not have sufficient high-level expertise in cognition, human development, measurement, program evaluation, school effectiveness, classroom learning, and student achievement to meet local institutional and state needs. A related concern is that educational psychology faculty members have skills that are in demand beyond the program. By tradition, they have been good citizens of the College, University and the field. During the course of the self study, program faculty identified a need to establish a professional working environment that will support more focused concentration on research, grant writing, scholarship, and mentoring the next generation of educational psychologists.

Review of the University of New Mexico's peer institutions indicates that the mean number of faculty for educational psychology programs is 14.94 faculty members with a standard deviation of 9.73 (as discussed in Chapter 8, section 8.1.). Since many of these programs are combination programs, analysis focused on programs that have exclusively educational psychology faculty. Based on this review, the program identified programs that have teaching- and research- focused programs that grant master's and doctoral level-degrees. This review of comparable programs indicated an optimum number for this program would be eight tenure track faculty members. The program currently has five tenure track faculty and one visiting faculty member, with one tenure track position search underway in 2013.

9.4 Anticipated Changes and Plans to Address Concerns

Expanding faculty areas of expertise. Program faculty members aspire to develop into a comprehensive educational psychology program, offering courses and training, and conducting research in the fundamental areas of the field. As noted, a position search is underway to hire a

faculty member with expertise in cognition, learning and development. Program faculty members have been strategic in articulating the way that this new faculty member will help to address identified areas of need, including research, advising, grant writing and teaching in substantive areas of the field.

Creating and maintaining a sustainable graduate program. The New Mexico context has shaped the program's goals and processes. As noted throughout this self-study, one aspect of "diversity" within the program entails working with students who have varied career goals. Program faculty members work with masters and doctoral students who are already established in careers and who often hold substantial professional responsibilities (e.g., teachers, school principals, educational policy experts, school psychologists, public health and health sciences administrators). One of the program's goals is to create a sustainable graduate program that serves the needs of New Mexico while also training a small group of promising future professors of educational psychology. Given the need in New Mexico and the nation for people who have advanced expertise in educational psychology, the program has an obligation to work with diverse students who have varied career aspirations.

While doctoral students seeking academic careers are the future stewards of the discipline, master's degree and non-traditional doctoral students are the ambassadors. They mediate between the field and wider communities of practice, playing vitally important roles within complex twenty-first century institutions. As discussed in Chapter 1, section 1.3, the program seeks strategies for meeting the needs of diverse students while maintaining rigorous and uniform standards for student learning. Key challenges involve the need for resources and innovative strategies that will allow faculty to achieve R-1 career aspirations within the context of a professional school of education, in an ambitious research intensive university, in a state that has substantial and unique needs for educational psychology expertise and what it can offer. One strategy under consideration is to become more highly selective in doctoral admissions, focusing on "match" with faculty expertise. This would also entail redesigning and expanding the masters degree program. In addition, as noted, program faculty must find ways to address the conflict between demand for their methodological expertise (as research consultants and members of graduate student committees outside the program), and the need to focus on establishing and maintaining strong individual research programs and fulfilling leadership responsibilities within the College, University and the profession (sections 6.2 & 6.4). Educational psychology faculty members welcome suggestions for how best to accomplish these aims.

Respectfully submitted by the faculty of the Educational Psychology Program: Jan Armstrong, Terri Flowerday, Tom Markle, Scott Marley, Jay Parkes and James Selig – March 24, 2013.

Appendices

Appendix A. Student Review Guidelines and Forms

Graduate Student Annual Review (SAR) Guidelines

Educational Psychology Graduate Student
Annual Review

It is the goal of the Educational Psychology faculty to support each student's progress through the program. To accomplish this goal, graduate students participate in an annual review process, which requires preparing and submitting a professional dossier that includes the materials described below. Program faculty members review these materials. After submitting the required materials, you will meet with your advisor who will offer comments and suggestions.

WHO:

All graduate students in the Educational Psychology program are required to participate in the annual review process

WHY:

The goal of this process is to review and support the student's progress through the program. The results will be used for two major purposes: student advising and formative evaluation (of both the student and the program). This review process will help us keep in touch with your progress, plans and goals. You will meet with your advisor for a summary of comments and suggestions offered by faculty who review your dossier.

WHAT:

To accomplish this review, each student must submit a professional dossier that includes the materials described below.

1. **Personal Statement**
   Your statement must be typed and not more than 500 words. This statement should describe your accomplishments and any important events affecting your progress during the past calendar year. Clearly state your goals for the coming year as well as your intended career path.

2. **Current Curriculum Vita**
   Each section should start with the present and move to the past. If you need assistance, contact your advisor.

3. **Current Transcript**
   Obtain an *unofficial* copy of your transcript **online**.
   With your active Net Id and Password, view/print it online through my.unm.edu
   Go to: ► Student Life tab
             ► LoboWeb
             ► Student & Financial Aid Menu
             ► Registration & Records
             ► View Unofficial Academic Transcript
   You can also go to the Registrar's Office on the second floor of Student Services.
   Present your student ID#, and they will make a copy of your transcript while you wait.
   Check your transcript for accuracy.

4. **Professional Activities**
   Include evidence of professional activities during the last year in teaching, research, and service. For example, you might choose to include a copy of one research article or presentation and/or a summary of teaching evaluations from a class or workshop you have taught.

HOW:

Submit all materials online, completing forms and checkboxes as requested.

Note: We realize that students who are relatively new to the Educational Psychology program may not have some of the above (e.g., POS, AC, research or teaching experience). As you progress through the program, your dossier will grow and this will help you see your progress.

If you have any questions, please ask your advisor for guidance in this process.

11/26/12

SAR Graduate Dossier Evaluation Form

Educational Psychology Graduate Dossier Evaluation (Spring 2012)

Name: _____ (circle) **MA**   **Ph.D.**

Entered EDPY (sem/yr): _____ Today's Date: _____

I.   Checklist for content:
Required Contents:
___Personal Statement ___Vita   ___Current Transcript   ___POS   ___AC

Supporting Documentation:
_____Teaching Evaluations   _____ Research Articles/ Presentations/ Papers
_____ Service Documentation   _____ Awards, scholarships, letters
_____ Internship Experience   _____ Comprehensive Exam Complete
_____ Dissertation/Thesis Proposal
_____ Other, Please specify:

II.   Personal Statement:
Comments, including accomplishments and goals:

III.   Vita:
_____Yes, complete
Comments:

IV.   Transcript
_____Yes, current   _____ Not current
Information needed:

V.   Program of Studies _____Yes, complete _____ Not complete
Courses to be added/changed/suggestions for intended future goals:

VI. Evidence of teaching: _____ Taught for COE _____ Taught elsewhere
Comments:

VII. **Internship** _____ Research _____ Teaching
Comments:

VIII. Evidence of Research:
_____ Publications/ submissions _____ grant work _____ RA work
_____ Conference presentations _____ Other (specify: _____)
Comments:

IX. Evidence of Service/Engagement/Professional Development

X. General Comments, Suggestions:

Graduate Student Professional Experiences Checklist and Information

Educational Psychology Graduate Student Professional Experiences

Teaching Experiences

Courses taught: (include K-12 & college courses) Explain responsibilities.

Tutoring experience: (include any tutoring, K-12 or college) Explain responsibilities.

Conduct Workshops: (include K-12, college, or community) Explain.

Attend Workshops: (include K-12, college, or community) Explain.

Other:

Scholarship Experiences

Projects:

Conference presentations:

Publications:

Attend Workshop/Training:

Other:

Service Experiences/ Community Practice

Internships:

Applied work:

Outreach:

Other:

Professional Experiences

Conferences attended:

Professional Organization memberships:

Student-level Organizations:

Attend Professional Development Activity:

Other: **11/21/12**

Professional Experiences for Educational Psychology Graduate Students

For master's and doctoral degrees in educational psychology to have optimal value students need professional experiences that go beyond degree requirements. These experiences prepare students for their professional lives as practicing educational psychologists in academic, public and private work contexts. In general, these experiences can be captured in one of the four interrelated areas that follow: 1) teaching; 2) scholarship 3) service/community practice; and 4) professional development or activities. In consultation with program faculty, educational psychology students are expected to reflect annually on their progress towards their academic and professional goals in relationship to each of these four areas of experience. The following section describes the importance of each type of experience and provides examples of common activities.

Teaching Experiences

Teaching is an important aspect of the professional lives of educational psychologists. Core to the field's content domains are topics related to teaching and learning. These topics are of considerable interest and importance to future teachers and educators in other arenas. Many of the professional goals of our students (e.g., teaching positions at junior colleges and universities) require teaching experiences during graduate study.

Examples of Teaching Experiences:

Teaching undergraduate-level educational psychology courses; teaching undergraduate courses in related areas; teaching Pre-K- 12 classes; tutoring statistics students; conducting workshops in K-12, college, and/or community contexts; and attending workshops that focus of the development of pedagogical skills.

Scholarship Experiences

The research skills of educational psychologists are highly desired by public and private organizations. Varied experiences in both basic and applied research will facilitate students further developing recently acquired skills from the program's required courses. In addition, many professional goals (e.g., academic and institutional research positions) require evidence of research productivity during graduate study.

Examples of Scholarship Experiences:

Reading professional journals and newsletters; working with a faculty member on a research project; engaging in institutional research, performing a study of interest with the program's subject pool; presenting at department, university, state, and national conferences; submitting grant proposals for grants targeted at students; and, publishing conceptual and empirical papers in academic journals.

Service/Community Practice Experiences

For educational psychologists, academic service responsibilities include service to the profession and service to the community. For graduate students, these activities provide opportunities to: expand professional networks; learn about the inside workings of knowledge preservation and transmission; and, gain new understandings and insights through interaction with people outside the field (members of the community, experts in other fields).

Examples of Academic Service Experiences:

Reviewing for academic journals and conferences; serving as a program committee member; providing student leadership in professional associations; participating in university, college or department level graduate professional activities; and, applying knowledge of educational psychology through unpaid collaboration or consultation with community organizations, schools, or government agencies.

Professional Experiences
Developing connections with educational psychologists locally and nationally is an important goal for students. Connections with other professionals in the field often generate relationships that result in successful research collaborations and professional opportunities at other institutions.
Examples of Professional Experiences: Joining professional organizations (e.g., AERA, NCME, APA); attending the local and national conferences of professional organizations; participating in student-level organizations; and, attending professional workshops.

[See also, EDPY Graduate Student Professional Experiences Form]   **11/21/12**

Review of Graduate Student Performance (RGSP)

Educational Psychology Review of Graduate Student Performance (RGSP)

Date_____

Check one: Comps_____   MAT Thesis_____   PhD Dissertation _____

Student Name_____ Reviewer_____

Rate the quality of the work presented on each of the following dimensions where 1 is Poor and 6 is Excellent.

Originality	1	2	3	4	5	6
Methodology	1	2	3	4	5	6
Content/Subject matter	1	2	3	4	5	6
Oral Presentation	1	2	3	4	5	6
Overall Quality	1	2	3	4	5	6

Comments:

_____

_____

_____

_____

_____

Applicant Screening Form

Ed Psych Application Screening Form

Name of Applicant_____

Name of Evaluator_____

Transcripts (Background)
Undergraduate GPA_____   Graduate GPA_____

GRE _____

MAT_____

Letter of Intent

References

Interview (If applicable)

Writing Sample (If applicable –Ph.D.)

Overall Evaluation of Applicant

Appendix B. Faculty Collaboration with Students: Publications and Conference Presentations

(Student names in bold)

<u>Jan Armstrong</u>

<u>Conference Presentations with Students</u>

Armstrong, J., **Gonzales, A**., & **Trujillo, R.** (November, 2012) *Magazines for Young Readers: Images and Interpretations. IFCE Department Research Showcase*. Albuquerque, NM.

Armstrong, J., **Livingston, A., Rodriquez, A**. & **Weldon, T**. (2009, November). *Gender roles and corporate goals: Magazines for pre-adolescent readers*. Paper presented at the American Educational Studies Association Annual Meeting, Pittsburgh, PA.

Armstrong, J., **Sanchez, J**. and **Nez, V**. (2006, April). *The lifenet model in teacher education and educational research.* Paper presented at the American Educational Research Association Annual Meeting, San Francisco.

Armstrong, J. and **Sanchez, J.** (2006, August*). UNM Family Development Program Mind in the Making survey analysis report*.

Armstrong, J. and **Morley, S.** (2005, April). *Fostering cultural reciprocity in the professional socialization process: The lifenet model*. Paper presented at the American Educational Research Association Annual Meeting, Montreal.

Evaluation Report

Armstrong, J. and Sanchez, J. (2006, August*). UNM Family Development Program Mind in the Making survey analysis report*.

<u>Terri Flowerday</u>

<u>Conference Presentations with students</u>

Flowerday, T. & **Lane, V**. *Choice as a motivator for undergraduate college students: Perceptions and beliefs*. American Educational Research Association, Vancouver, 2012

McCampbell, S., & Flowerday, T. *Establishing and fostering an interdisciplinary research community in higher education*. American Educational Research Association Annual Meeting, Denver 2010

McCampbell, S. & Flowerday, T. *Collaborative mentoring: Evaluating the interdisciplinary dual mentoring mode*l. Annual Convention of the American Psychological Association , Toronto Canada 2009

Flowerday, T., Moreno, R., & **Farley, M**. *The role of situational interest and choice on reader engagement and attitude.* American Educational Research Association Annual Meeting, Chicago: April 2007

Gregory, E.M., Wittenburg, D., Napper-Owen, G., Mitchell, R., & Flowerday, T. *Development and validation of a continuing professional development instrument for physical educators*. AAHPERD National Convention and Exposition March 2007.

Flowerday T., & **Ruth, T.** *Using research in the teaching of psychology*. Presentation at Mountain States Conference on the Teaching of Psychology, Durango CO, 2007

Flowerday, T. & **Nez, V**. *Motivation among elementary school students in rural schools of the Navajo Nation*. Paper presented at the American Educational Research Association Annual Meeting, San Francisco, CA, 2006

Flowerday, T. & **Ruth, T.** *Motivation for school among middle and high school students in rural areas of the Navajo Nation.* Paper presented at the American Educational Research Association Annual Meeting, San Francisco, CA, 2006

Johnson, I., Kamla, J., Flowerday, T., & Wittenburg, D. *Physical education in the high school curriculum: Perceptions of college students.* Presentation at Rocky Mountain Educational Research Association Annual Meeting, Las Cruces, NM, 2001

Scott Marley

Publications (in chronological order. Bold denote student author)

Carbonneau, K.J., & Marley, S.C. (2012). Activity-Based Learning Strategies and Academic Achievement. In J.A.C. Hattie & E.M. Anderman (Eds.), *The International Handbook of Student Achievement.* Routledge Publishers.

Carbonneau, K.J,& Marley, S.C., & Selig. J. (2012) A Meta-Analysis of the Efficacy of Mathematics Manipulatives (In Press). *Journal of Educational Psychology.* Accepted 11/01/12

Marley, S. C., **Carbonneau, K.J.,** Lockner, D. Kibbe, D., & Trowbridge, R. (2011). Motivational Interviewing Skills Positively Predict Nutritionist Self-Efficacy. *Journal of Nutrition and Education Behavior.* 43(1), 28-34.

Biazak, J. E., Marley, S.C., & Levin, J.R. (2010). Physical Manipulation and Preschool Children: Does a Manipulation Strategy Improve Comprehension of Atypical Events? *Early Childhood Research Quarterly.* 25(4), 515-526.

Keim, J., Olguin, D., Marley, S.C., & **Thieman, A.** (2008) Trauma and Burnout: Counselors in Training. *VISTAS' 5th Anniversary Commemorative Publication of Outstanding Papers.*

Manuscripts in Review

Carbonneau, K,J. & Marley, S.C (In review). Instructional Guidance and Realism of Manipulatives Influence Preschool Children's Mathematics Learning. *Journal of Educational Psychology.* Submitted 12/05/12

Herrera, J., Lockner, D., Kibbe, D., Marley, S.C., Trowbridge, F. & Bailey, A.* Innovative tools help counselors discuss childhood obesity with parents. Submitted for review at *Childhood Obesity.* Revise and resubmit received on 8/16/12. Resubmitted 10/15/12.

Hushman, C., & Marley, S.C. Guided instruction improves the scientific reasoning and self-efficacy of elementary students. Submitted for review at *Learning and Instruction.* Revise and resubmit received 9/12/12. Resubmitted. 11/12/12.

McCrudden, M., **Hushman, C. J**., & Marley, S. C. (In review). Exploring the boundary conditions of the redundancy principle, *Journal of Experimental Education.* Submitted 8/25/12.

Conference Presentations (in chronological order)

Hushman, C. J. , Carbonneau, K. J. Selig. J. P., Marley, S. C., **Korzekwa, A., & McCutchen, K**.(2013) *Time Varying Effects of Causal Diagrams on Learning Outcomes and Perceived Difficulty.* Paper presented at the annual meeting of the American Educational Research Association.

Carbonneau, K.J, Marley, S.C., & Selig. J. (2012, Apr.) *A Meta-Analysis of the Efficacy of Mathematic Manipulatives.* Poster presented at the annual meeting of the American Educational Research Association, Vancouver, BC.

Hushman, C., Marley, S.C., & McCrudden, M. (2012, Apr.) *Does Providing Pictures and Words in a Causal Diagram Affect Text Learning?* Paper presented at the annual meeting of the American Educational Research Association, Vancouver, BC.

Korzekwa, A. & Marley, S.C. (2011, Apr.) *An Examination of the Predictive Validity Of National Survey of Student Engagement Benchmarks and Scalelets.* Invited paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Hushman, C. J., Marley, S. C., & McCrudden, M. (2011, November) *Does the Format of an Adjunct Display Affect Student Perceptions?* Paper presented at the bi-annual meeting of the Southwest Consortium for Innovative Psychology in Education (SCIPE), Norman, OK.

Marley, S.C., Lockner, D., & **Carbonneau, K.J** (2010, Nov.). *Measurement of Client Satisfaction in Women Infants and Children (WIC) Clinics.* Poster presented at the 2010 annual meeting of the American Public Health Association. Denver, CO.

Biazak, J.E., Marley, S.C. & Levin, J.R. (2010, May). *Does an Activity-Based Learning Strategy Improve Preschool Children's Memory for Narrative Passages?* Poster presented at the annual meeting of the American Educational Research Association, Denver, CO.

Korzekwa, A. & Marley**,** SC. (2010, Feb). *An Examination of the Predictive Validity of NSSE Benchmarks and Scalelets.* Paper presented at the New Mexico Higher Education Assessment and Retention Conference. Albuquerque, NM.

Hushman, C., Marley, S. C., & McCrudden, M. (2009, Apr.). *Does the Number of Relationships Depicted in an*

Adjunct Display affect Learning? Paper presented at the annual meeting of the American Educational   Research Association, San Diego, CA.

Moreno, R., Marley, S. C., **Hushman, C. & Biazak, J.**(2009, Apr.). *The Role of Prior Knowledge in Learning from Animations and Imagination.* Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Moreno, R., & Marley, S. C., & **Helak, J**. (2008, June). *What strategies do students use when they learn science with static and dynamic visual representations?* Paper presented at the 2008 International Conference for the   Learning Sciences, Utrecht, The Netherlands.

Keim, J., Olguin, D., Marley, S.C. & **Theiman, A**. (2008, Mar.) *Stress Burnout and Vicarious Trauma: Counselors in Crisis.* Paper presented at the annual meeting of the American Counseling Association. Honolulu, HI.

Moreno, R., Marley, S. C., & **Helak, J**. (2007, Apr.) *Cognitive and Affective Consequences of Learning Astronomy with and without Static and Dynamic Visual Representations.* Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Jay Parkes

Publications

Duryea, E. J., **Herrera, D**., & Parkes, J. (2002). Estimating the prevalence of adolescent nonverbal peer pressures: An exploratory study. *American Journal of Health Education, 33*(3)*,* 154-160.

Parkes, J., & **Ruth, T**. (2007). "Me parece maravillosa la gran oportunidad que le estan dando a estos ninos.": Families' satisfaction with Albuquerque dual language programs (DLeNM Research Report 2007-01). Albuquerque, NM: Dual Language Education of New Mexico. Retrieved from Dual Language Education of New Mexico website: http://www.dlenm.org/index.php?option=com_docman&task=doc_download&gid=96&Itemid=26

Parkes, J., & **Ruth, T.** (2011). How satisfied are parents of students in dual language education programs?: "Me parece maravillosa la gran oportunidad que le están dando a estos niños." *International Journal of Bilingual Education and Bilingualism, 14*(6)*,* 701-718.

Parkes, J., **Abercrombie, S.,** & McCarty, T. (2012). Feedback sandwiches affect perceptions but not performance. *Advances in Health Sciences Education.* Advance online publication. doi: 10.1007/s10459-012-9377-9

Parkes, J., **Fix, T. K.,** & Harris, M. (2003). What syllabi communicate about assessment in college classrooms. *Journal on Excellence in College Teaching, 14*(1)*,* 61-83.

Parkes, J., **Ruth, T.,** Anberg-Espinoza, M., & De Jong, E. (2009). *Urgent research questions and issues in dual language education.* Albuquerque, NM: Dual Language Education of New Mexico. Retrieved from Dual Language Education of New Mexico website: http://www.dlenm.org/documents/Research%20Report.pdf

Parkes, J., **Sinclair, N.,** & McCarty, T. (2009). Appropriate expertise and training for standardized patient assessment examiners. *Academic Psychiatry*, *33*(4), 285-288.

Presentations

Stevens, J. J., **Estrada, S.,** & Parkes, J. (2000, April). *Measurement issues in the design of state accountability systems*. Roundtable session presented at the meeting of the American Educational Research Association, New Orleans, LA.

Parkes, J., & **Fix, T.** (2001, February). *Syllabi and assessment policies and practices*. Paper presented at the New Mexico Higher Education Assessment Conference, Albuquerque, NM.

Duryea, E. J., **Herrera, D.,** & Parkes, J. (2001, May). *Exploring the prevalence of adolescent reports of risky nonverbal peer pressures*. Paper presented at the meeting of the American Association of Sex Educators, Counselors, and Therapists, San Francisco, CA.

Parkes, J., Stevens, J. J., & **Brown, S.** (2001, November). *Legal threats to school accountability systems*. Paper presented at the Education Law Association Annual Conference, Albuquerque, NM.

Parkes, J., & **Fix, T.** (2002, April). *What syllabi tell us about instructional and assessment practices in college classrooms: A descriptive study*. Paper presented at the meeting of the American Educational Research Association, New Orleans, LA.

Stevens, J., Parkes, J., & **Brown, S.** (2002, April). *The use of composite indices in school accountability systems*. Paper presented at the meeting of the American Educational Research Association, New Orleans, LA.

Brown, S., Fix, T., Stevens, J. & Parkes, J. (2002, April). *A multilevel analysis of teachers' perceptions of school climate: School effects and implications for policy.* Paper presented at the meeting of the American Educational Research Association, New Orleans, LA.

Parkes, J., & **Giron, O.** (2006, April). *Reliability arguments in classrooms.* Paper presented at the meeting of the National Council on Measurement in Education, San Francisco, CA.

Parkes, J., **Sinclair, N.,** McCarty, T., & Parkes, M. (2006, April). *Authenticity in case design for a standardized patient examination.* Paper presented at the Meeting of the American Educational Research Association, San Francisco, CA.

Ruth, T., & Parkes, J. (2006, November). *Parents speak out: Satisfaction results from the dual language family survey*. Presentation at La Cosecha 2006, 11th Annual Dual Language Conference, Santa Ana, NM.

Parkes, J., **Sinclair, N.,** & McCarty, T. (2008, January). *Standardized patient, case, and student effects on immersion and performance: Implications for validity.* Poster session presented at the 8th Annual International Meeting on Simulation in Health Care, San Diego, CA.

Parkes, J., & **Ruth, T**. (2008, March). *"Me parece maravillosa la gran oportunidad que le estan dando a estos ninos.": Families' satisfaction with Dual Language Programs*. Poster session presented at the meeting of the American Educational Research Association, New York, NY.

Parkes, J., McCarty, T., Parkes, M., & **Sinclair, N.** (2009, April). *Why good feedback is more than "Good Job!".* Workshop presented at the Association of American Medical Colleges Western Regional Conference, Santa Fe, NM.

Parkes, J., **Abercrombie, S.,** & McCarty, T. (2011, May). *Who gives and who gets effective peer feedback?* Presentation at the Association of American Medical Colleges Western Regional Conference, Stanford, CA.

Parkes, J., **Abercrombie, S.,** & McCarty, T. (2012, April). *Are feedback sandwiches junk food or healthy fare?*. Poster presented at the meeting of the American Educational Research Association, Vancouver, British Columbia, Canada.

Mabe, B., & Parkes, J. (2012, November). *Managing test anxiety in dual language classrooms*. Workshop to be presented at La Cosecha 2012, 17th Annual Dual Language Conference, Santa Fe, NM.

James Selig

Publications and Presentations with Graduate Students (students' names in bold-face type; * denotes EDPY graduate students, ^ denotes IFCE graduate students)

Peer-Reviewed Journal Articles

Steinbrecher, T., Selig, J. P., Cosbey, J., & ***Thorstenson, B.** (*accepted*). Examining measurement considerations for evaluating special educator effectiveness. *Exceptional Children*.

***Carbonneau, K. J.**, Marley, S. C., & Selig, J. P. (2012). A meta-analysis of the efficacy of teaching mathematics with concrete manipulatives. *Journal of Educational Psychology*, Advance online publication. DOI: 10.1037/a0031084

Goodrich, K. M., Selig, J. P., & ^**Trahan, D. P.** (2012). The Self-Report Family Inventory (SFI): An exploratory factor analysis. *Measurement and Evaluation in Counseling and Development*, *45*(4), 245-256.

Peer-Edited Book Chapters with Graduate Students

Selig, J. P., ***Hoy, R.**, & Little, T. D. (in press). Temporal design in organizational research. To appear in E. Paavilainen-Mäntymäki & M. Hassett (Eds.) Handbook of Longitudinal Research Methods in Studies of Organizations. Northampton, MA: Elgar Publishing.

<u>Conference Presentations</u>

Steinbrecher, T., Selig, J. P., Cosbey, J., & ***Thorstenson, B.** (2013, April). *Is there value in value-added for special educator effectiveness?* Paper presentation at Council for Exceptional Children, San Antonio, TX.

*****Hushman, C. J.** , *****Carbonneau, K. J.**, Selig, J. P., Marley, S. C., *****Korzekwa, A.**, & *****McCutchen, K.** (2013, April) *Time Varying Effects of Causal Diagrams on Learning Outcomes and Perceived Difficulty.* Paper to be presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

*****Carbonneau, K.**, Marley, S.C., & Selig. J. P. (2012, April) *A Meta-Analysis of the Efficacy of Mathematic Manipulatives.* Poster presented at the annual meeting of the American Educational Research Association, Vancouver, BC.

Selig, J. P., Tueller, S. J., Wu, Y. P., & *****Carbonneau, K. J.** (2011, March). *Trajectories of maternal depressive symptoms from 1 to 36 months postpartum, children's problem behavior, and relationship quality.* Poster presented at the Biennial Meeting for the Society for Research in Child Development, Montreal, Quebec, Canada.

*****Carbonneau, K. J.** & Selig, J. P. (2011, April). *Teacher Judgments of Student Mathematics Achievement: The Moderating Role of Student-Teacher Conflict.* Poster presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana.

Appendix C. Content Analysis of Position Announcements (Job Market Analysis)

The educational psychology program provides students with a:

- broad base of knowledge including theoretical perspectives from various fields of Psychology

- strong research orientation and a solid understanding of and ability to use a variety of research methodologies, and

- critical and scholarly approach to evaluating research, theory, and practice.

In order to examine the alignment between current job market demands, and our program's graduate curriculum and related work with graduate students, we conducted an analysis of recent (2012) tenure track position advertisements. A review of the current job market indicated that assistant professor jobs within educational psychology, learning sciences, education and other related fields required the following skill-set:

Type of School	n	College-Level Teaching Experience	K-12 Classroom Teaching Experience	Expertise in subject area	Experience working with diverse population	Potential to bring in external funding
Research institution	9	100% (9)	0% (0)	100% (9)	55% (5)	100% (9)
State Universities	18	83% (15)	28% (5)	100% (18)	38% (7)	66% (12)
Liberal Arts colleges	14	100% (14)	71% (10)	100% (14)	0% (0)	0% (0)
Private/parochial	9	77% (7)	0% (0)	100% (9)	0% (0)	0% (0)
Total	50	90% (45)	30% (15)	100% (50)	24% (12)	42% (21)

College-level teaching: Of the 50 job descriptions reviewed 45 (90%) calls specifically stated that college-level teaching experiences were a required or preferred qualification. To help develop this required skill-set the UNM educational psychology program provides opportunities each semester for qualified graduate students to be the instructor of record for undergraduate teacher preparation courses, educational psychology 303 and 310.

K-12 Classroom Teaching Experience: Of the 50 job descriptions reviewed 15 (30%) calls stated that k-12 classroom experience was a preferred qualification. With 11 (73%) of the 15 calls specifically stating that the k-12 teaching experience was a required qualification and 4 (26%) calls stating that the ability to obtain a teaching license within the given state was a requirement for hiring.

Expertise in subject/content area: All 50 calls reviewed required expertise in one or more areas within educational psychology. Of the 50 calls 18 (36%) listed any area within educational

psychology domain such as: learning, metacognition, behavior management, motivation, research methodology, advanced quantitative analysis, psychometrics, technology in support of learning, etc. Eight of the calls required an advanced skill set in research methodology and statistics (16%), with four calls requiring a specific-skill set within qualitative and action research (8%). Other calls specified an expertise within a specific population such as English language learners (4%), early childhood (6%) and urban populations (2%). The remaining calls were specific or preferred applicants to have a focus within an education domain such as STEM education (18%) and reading strategies (10%).

Experience working with diverse populations: Of the 50 calls 12 (24%) stated that a preferred qualification was evidence that the applicant had worked with diverse populations.

Potential to bring in external funding: Of the 50 calls 21 (42%) stated that a required or preferred qualification was the ability or potential for the applicant to bring in external funding sources.

Appendix D. Student and Alumni Career Responsibilities and Accomplishments

Selected program graduate students who hold leadership and teaching positions

Kirsten Bennett, doc program – Faculty LEND Program, UNM Health Sciences Program; Education and Outreach Program; Telehealth Program Manager

Renee Delgado, MA '10, doc program – Program Planning Manager: CEOP – Administration, Precinct 13 Staff Council Representative

Vicky Morris-Dueer, doctoral program, Senior Institutional Researcher: UNM Institutional Research.

Chad Eline – Senior Academic Advisor, Arts Sciences Advisement, UNM

Alicia Gonzales – substitute secondary mathematics teacher

Walter Gilmore – Systems Safety Engineer, Los Alamos National Laboratories

Elmer Gonzales – Faculty, UNM Dental Hygiene Program

Vanessa Harris – Director, University Advisement, UNM

Sarah Morley, Lecturer III, UNM Health Sciences Library and Informatics Center

Erika Ortega – public school teacher, Albuquerque Public Schools

Nancy Sinclair – Program Operations Director, Assessment and Learning, Health Sciences

Beatta Thorstensen – Program Manager, NM School Leadership Institute

RuthieAnn Trujillo – Secondary Mathematics Teacher, Highlands High School

Frank Volpe – Assistant Principal, Corrales International School, K-10 International Baccalaureate Charter School, A Bilingual Immersion School

Tyler Weldon – Operations Director for Oklahoma A+ Schools at University of Central Oklahoma, Formerly, Director, Planning and Research Division at New Mexico Higher Education Department

Almut Zeiher, Co-founder and teacher, Mountain Mahogany Charter School, Albuquerque.

Dominick Zurlo, MA '10; doc program – Program Manager, NM Department of Health Harm Reduction and Medical Cannabis; Contractor for training, NM Department of Health Harm Reduction Program

Selected program alumni who hold leadership and teaching positions

Sara Abercrombie, MA, PhD, '11 – Assistant Professor, School of Educational Foundations, Leadership and Policy, Bowling Green State University

Carlon Ami, PhD, '08 –Program Coordinator: Engineering Student Services, UNM

Marlene Ballejos, PhD,'10 – Assistant Professor, Family and Community Medicine and Assistant Dean of Admissions, UNM School of Medicine.

Pamela Devoe, PhD, PhD '12, Program Director, UME – Office of Academic Research and Services (OARS)

Cara Farnell, MA, '10 – Academic Advisor, School of Journalism and Mass Communications, University of Kansas.

Amy Greer, MA, '12 – professional pianist, music educator, and author

Kathy Kaestner –emergency medical technician

Lori Miller – Director of Guidance, The MASTERS program, Santa Fe Community College

John Salas, PhD '12, School Counselor, Albuquerque Public Schools.

Alfred Valdez, PhD '08, Assistant Professor, Special Education and Communication Disorders, New Mexico State University.

Frank J. Zittle, '01, Assistant Vice President for Academic Affairs and Director for Adult and Continuing Education (ACE), Cameron University. Formerly, Vice-president and director or research, Center for Educational Evaluation & Research (CEER)

Keith Zvoch, '01, Department of Educational Methodology, Policy and Leadership, University of Colorado, Eugene.

Appendix E: Time to Degree Analysis

The following table shows approximate number of semesters students have required for degree completion -- from the time they were admitted to the program to the time they were awarded the masters or doctoral degree. The orange (or medium grey) bars represent master's degree students. The dark green (darkest grey) bars represent doctoral degree students. Two students (students #22 and #23) are represented in light green (light grey). They were admitted to the program *before* spring 2001 (in spring of 1999 and 2000, respectively).

Table E-1   Admission to Degree Award Timetable

ID#				S	F	S	F	S	F	S	F	S	F	S	F	S	F	S	F	S	F	S	F	S	F	Deg
				01	01	02	02	03	03	04	04	05	05	06	06	07	07	08	08	09	09	10	10	11	11	12	12	
1	04	Sp	PhD																										**f12**
2	10	Fall	MA																										**f12**
3	11	Fall	MA																										**su12**
4	05	Fall	PhD																										**sp12**
5	10	Fall	MA																										**sp12**
6	10	Fall	MA																										**sp12**
7	11	Sp	MA																										**sp12**
8	03	Fall	PhD																										**sp12**
9	04	Fall	PhD																										**f11**
10	06	Fall	PhD																										**f11**
11	04	Sp	PhD																										**sp11**
12	07	Sp	PhD																										**sp11**
13	04	Fall	PhD																										**sp11**
14	05	Sp	PhD																										**f10**
15	09	Sp	MA																										**f10**
16	08	Fall	MA																										**sp10**
17	08	Fall	MA																										**sp10**
18	08	Fall	MA																										**sp10**
19	09	Fall	MA																										**sp10**
20	07	Fall	MA																										**f09**
21	08	F/sp	MA																										**su09**
22	99	Sp	PhD																										**su08**
23	00	Sp	PhD																										**su08**
24	07	Sp	MA																										**sp08**
25	06	Fall	MA																										**sp08**
26	06	Fall	MA																										**sp08**
27	03	Fall	MA																										**su07**
28	05	Sp	MA																										**sp07**
29	03	F	MA																										**sp07**
30	06	Sp	MA																										**sp07**
31	06	Sp	MA																										**sp07**
32	05	Sp	MA																										**f06**
33	02	Fall	MA																										**sp06**
34	03	Fall	MA																										**sp06**
35	04	Fall	MA																										**sp06**

Appendix F. Assessment Reports 2008 - 2012

Educational Psychology Graduate Degree Program Assessment Plan Overview (5/7/08)

Learning Goal Domains*	Student Learning Outcomes/Competencies	Loci	Assessments
Core disciplinary knowledge	Student can define key concepts and theories of cognition and learning.	510 CE	*SAR RGSP-comps*
	Student can define key concepts and theories of lifespan human development.	503 CE	*SAR RGSP-comps*
	Student can write a brief review of the research literature.	503, 505, 510	*SAR*
Research & assessment skills	Student can define and apply basic research and statistics concepts.	500/505; 502/511; CE, Thesis	*SAR RGSP-comps, thesis*
	Student can evaluate basic statistical discussions in the public and professional literature.	502/511; 572/574 CE	*SAR* *RGSP-comps, thesis*
	Student can identify central principles of research ethics.	500, 505	*SAR IRB training cert. (505)*
Applied contextual expertise	Student can write a unit plan and design an assessment plan and assessments for that unit.	572/574 CE, Thesis	*SAR RGSP-comps, thesis*
	Student can evaluate an assessment device and process.	572/574 CE, Thesis	*SAR RGSP-comps, thesis*
	Student can apply psychological concepts to interpret human behaviors in applied contexts.	503, 510 CE, Thesis	*SAR RGSP-comps, thesis*
Professional dispositions and skills	Student articulates clear professional goals.	Letter of Intent, SAR CE., Thesis	*Applicant Screening Fm. SAR RGSP-comps, thesis*
	Student prepares an academic vita.	Annual Review Dossier - Vita	*SAR*
	Student can define plagiarism and explain how it relates to academic honesty.	All EP coursework	SAR—transcript

*Program Learning Outcomes/Competencies (*Ninety percent or more of our students demonstrate competence in all four areas.*)

1. Core disciplinary knowledge: cognition, learning, motivation, development, research, assessment, statistics.
    Graduates demonstrate broad and critical perspectives, integrated understanding of core concepts in the field.

2. Research and assessment skills
    Graduates can evaluate and conduct educational research in a variety of contexts.

3. Applied contextual expertise
    Graduates understand and can develop effective learning environments.

4. Professional dispositions and skills
    Graduates are prepared for employment in the field of Educational Psychology.

**University of New Mexico Student Learning Goals

KNOWLEDGE of <u>human cultures</u> and the natural world, gained through study in the <u>sciences and mathematics,</u> <u>social sciences,</u> humanities, histories, languages and the arts.

SKILLS both <u>intellectual and applied</u>, demonstrated in <u>written and oral communication, inquiry and analysis, critical</u> <u>and creative thinking, quantitative literacy, information literacy,</u> performance, <u>teamwork and problem solving</u>.

RESPONSIBILITY, both <u>personal and social</u>, that will be manifested in <u>civic knowledge and engagement,</u> <u>multicultural knowledge and competence, ethical reasoning and action,</u> and <u>foundations and skills for lifelong</u> <u>learning</u>.

Underlined text indicates the particular domains of student learning most strongly supported by the Educational Psychology Program.

2011-2012 Educational Psychology Outcomes Assessment Report

2011-2012   TK 20 Report – Masters and Doctoral Programs, Submitted 11/14/12

Student Learning Outcome 1: Students reflect on progress toward degree.

Results

Review of Student Annual Review (SAR) dossiers indicates that students are engaged in research and academic writing. Faculty members emphasize these aspects of graduate student development in our courses, advising and mentoring. Faculty review and discussion of the SAR dossiers shows that Educational Psychology students continue to develop as reflective practitioners in areas of coursework, research, and teaching.

Measures

Student Annual Review (SAR)

Analysis

Faculty review of SAR dossiers is aimed at helping students achieve the goal of becoming self-regulated learners and professionals, prepared to become leaders in the field. As mentors, faculty members guide all students toward these goals and encourage them to become engaged in research and dissemination of results.

Recommendations

In lieu of providing written formal feedback on dossiers (as recommended in last year's report), we recommend 1) using a professional development checklist and 2) revising our SAR instructions to require that students specify more clearly their short- and long-term goals.

Actions

The program has developed a Professional Development Checklist. Faculty members are using the Checklist as part of the advising process for new students. This form will also be used in conjunction with the 2012 Student Annual Review (in addition to the established annual review process and forms). Current SAR guidelines will be revised to require that students specify short-term and long-term educational, professional and career goals.

Student Learning Outcome 2: Students will develop research agendas.

[formerly: The educational psychology program has contributed to strengthening the research agenda in the college this year.]

Results

Review of Student Annual Review (SAR) dossiers indicates that students are engaged in research and academic writing. Faculty members emphasize these aspects of graduate student development in our courses, advising and mentoring. SAR dossiers show that Educational Psychology students continue to develop as reflective practitioners in areas of coursework, research, and teaching. Our students have collaborated with faculty on research projects and have participated in the research dissemination process. Twelve Educational Psychology students participated in the 2011 IFCE Research Showcase.

Measures

Student Annual Review
Student participation in IFCE Research Colloquium

Analysis

Faculty review of SAR dossiers is aimed at helping students achieve the goal of becoming self-regulated learners and professionals, prepared to become leaders in the field. As mentors, faculty members guide all students toward these goals and encourage them to become engaged in research and dissemination of results.

Recommendations

Guidelines for the graduate student annual review and faculty advisors should encourage students to articulate their research interests and activities.

Actions

Revise SAR guidelines to encourage students to articulate clearly their scholarly and research interests and professional activities.

Student Learning Outcome 3: Students will continue to improve their writing skills.

Results

Review of Student Annual Review dossiers indicates that students are engaged in research and academic writing. Faculty members emphasize these aspects of graduate student development in our courses, advising and mentoring.

Measures: Student Annual Review

Analysis

Students demonstrated acceptable writing skills in their SAR dossiers. We reviewed our comprehensive exam procedures to ensure that student writing is being evaluated.
Recommendations

Explore options for fine-tuning the portfolio review process and comprehensive examination process to encourage students to develop strong academic writing skills.

Actions
We will continue to review writing components of the curriculum and to evaluate writing within the comprehensive examination process.

Appendix G. Resources

IFCE Department Budget

Individual, Family & Community Education Department	FY12 Budget Fall2011-Spring 2012	Notes
REVENUES	$1,932,999	
EXPENSES		
Compensation Costs		
Faculty Salary	$1,324,236	salary for lecturers and professors
Faculty Summer Instruction	$15,241	includes summer salary for department chair and program coordinators
Faculty Temp Part Time	$143,654	temporary, part-time faculty hired on semester basis
Administrative Professional	$46,001	department administrator
Technician Salary	$29,760	fiscal tech
Support Staff Salary	$54,379	administrative staff
Ga Ta Ra Pa Salaries	$167,556	graduate students hired on semester basis
Housestaff Postdoc Salaries	$29,250	one semester
Payroll Benefits	$52,895	tuition waivers for GA/TA/RA/Pa graduate students
Total Compensation Costs	**$1,862,972**	
Non-Salary Expenses		
Supplies	$24,600	includes office, computer, postage, printing, parking & accreditation
Travel	$26,029	includes in state, out of state, & foreign travel for faculty
Communication Charges	$11,163	includes phone lines, long distance, & voice mail boxes
Services	$620	includes UNM Copy Center charges, conference fees, technical services
Plant Maintenance	$6,986	includes equipment rental & maintenance/repair of building
Banner Tax	$629	fee charged for all transactions through UNM Banner Financial System
Total Non-Salary Expenses	**$70,027**	
Total EXPENSES	**$1,932,999**	

Educational Psychology Program Budget

Educational Psychology	FY12 Budget July 2011-June 2012	Notes
REVENUES		
Total REVENUES	$515,921	
EXPENSES		
Compensation Costs		
Faculty Salary	$375,676	salary for Educational Psychology: 5 professors & 1 lecturer
Faculty Temp Part Time	$24,636	temporary, part-time faculty, two semesters
Ga Ta Ra Pa Salaries	$60,834	graduate students, two semesters
House Postdoc Salary	$29,250	one semester
Tuition waivers	$25,525.0	tuition waivers for eight graduate students, two semesters
Total Compensation Costs	$515,921	
Total EXPENSES	$515,921	

Tuition paid – EDPY Graduate Assistantships

hours/semester	6.00
tution	$266
tution/student/semester	1595.34
#students /semester	8
cost /semester	$12,763
# semesters	2
total edpy tution	$25,525

IFCE Distance Education Funds Policy

Adopted October 20, 2011

This policy provides guidance for the expenditure of funds generated to the Department through distance education activities.

Reserving Funds
The Department Chair and the Department Administrator may elect to reserve some portion of unencumbered distance education funds for particular departmental needs. This may occur before first priority requests are granted. Depending on the size of the unencumbered funds, the department faculty may be consulted as to their expenditure.

First Priority: Distance Education Support
By October 1 (for the subsequent Spring semester) or March 1 (for the subsequent Fall semester) those faculty engaged in developing or delivering distance education in that subsequent semester may request expenditures in direct support of that development and delivery up to the amount generated to the department from that delivery minus any reserved funds.

Second Priority: Program Support
By November 1 (for the subsequent Spring semester) or April 1 (for the subsequent Fall semester), programs may request expenditures for programmatic needs up to the amount of as yet unencumbered funds generated from the program in that subsequent semester.

Third Priority: Individual Faculty Support
At the end of each Spring semester, or at other times, the Department Chair and Department Administrator may call for requests for funding for supplies, travel or other needs from individual faculty in order to expend unencumbered distance education funds.

Restrictions on Funds
The university has various guidelines for the expenditure of these funds. All requests must comply with those guidelines.

Library Resources for the Individual, Family and Community Education Department

Services provided by the University Libraries (UL) benefits all faculty and student in their teaching and research. University Libraries is composed of four facilities: Zimmerman Library (Education, Social Sciences, and Humanities); Centennial Science and Engineering Library; Parish Business and Economics Memorial Library; and the Fine Arts and Design Library. The UL holds over 3 million volumes, 300 online databases, and more than 60,000 journals, including over 58,000 online journals. Library resources for students and faculty in IFCE are

found primarily in Zimmerman Library, but they may also make use of any of the other libraries on campus, including the Law Library and Health Sciences and Informatics Library.

The UL contributes to the UNM Mission by providing students and faculty with high quality research sources, both in print and online. Through its many services and outreach programs, the UL addresses the needs of researchers from beginner to advanced levels, promoting student success and improving students' critical thinking abilities. The library promotes use of library resources and contributes to student learning and success through an array of services designed to reach users wherever they are. The UNM campus is wireless, extending to UL resources from anywhere on campus. UNM affiliated users can also access UL online resources from off campus with a UNM network ID. The library provides numerous computers and group study rooms, circulates laptops, and provides personal assistance via phone, email, chat and text.

UL is a member of the Association of Research Libraries. In 2010/20011 (latest available figures), the University of New Mexico ranked 86 out of 115 based on library materials expenditures, salary expenditure, and total number of professional and support staff.

Library Services
Combined Services Point
A one-stop serves desk providing answers on all library-related topics, combining traditional Reference Service with Circulation Services and Reserves. Professional librarians help with research topics, devising search strategies using various print and electronic resources.

Ask-a-Librarian
A function of the Virtual Services Desk, this service provides a one-stop 25/4 avenue to reference and technical help for remote users via phone, email, chat, text or referral to subject librarians.

24/5 Study Facility
Zimmerman Library is open overnight to UNM students, faculty and staff five nights a week.

Library Instruction
All English 102 students, College Enrichment Program and Freshman Learning Community students receive a library orientation and research skills instruction. This is supplemented by research sessions tailored to specific upper division and graduate courses taught by subject specialists librarians upon request by instructors. These sessions are offered in computer classrooms for hands-on experience.

Alice Clark Room
This facility has adaptive software for students with disabilities which is located in Zimmerman Library.

Reserves, eReserves
This service provides access to electronic or print documents and books for use by students in any course.

Interlibrary Loan/Library Express
This service provides free, virtually unlimited borrowing of books and electronic delivery of journal articles, etc. from other libraries. It also provides electronic delivery of journal articles and book chapters from the libraries' own print collections. Most journal articles are delivered within 24 hours and books within 4 days. Loan requests matching UL criteria will be purchased rather than borrowed.

Subject Specialists
Subject specialist librarians act as liaisons to academic departments. They are available for:
- Research instruction sessions in faculty courses upon request;
- Library materials purchase suggestions, including books, journals, databases, videos, etc.
- Reference consultations for faculty and students;
- Citation management software and training;
- Any library-related questions or problems.

Faculty Scholarship Support
In addition to subject specialist services (above), the Office of eScholarship helps with electronic publishing issues such as:
- Data management and curation. Data librarians help create data management plans for grant proposals, then manage, curate, and archive datasets for UNM researchers to promote long-term access, discovery, and data sharing.
- Free Open Access journal software and support.
- Help with author rights and copyright issues.
- Help with electronic open access archiving of digital scholarship products.

Research Guides
Online research guides created by subject specialist librarians, featuring help for beginning and more advanced researchers, tutorials, important links, and personalized help. The Education Research Guide may be viewed at: http://libguides.unm.edu/education

Institutional Repository (LoboVault)
This repository is the freely accessible online library of UNM scholarly publications, dissertations and theses, administrative records, etc.

Center for Southwest Research
The CSWR provides primary and secondary sources, including archival collections and manuscripts on all areas of research concerning the Southwestern U.S. and also includes the University Archives.

Government Information
UNM is a Regional Depository for government information in all formats, accessible through many databases including FDsys, ProQuest Congressional, ProQuest Statistical Insight, and the local online catalog LIBROS.

Inter-American Studies Programs

These programs provide outstanding research collections and outreach to students to increase retention in the following areas:
- Indigenous Nations Library Program: collections include business, legal, and historical resources which have a Native American/Indigenous emphasis.
- CHIPOTLE: Chicano, Hispano, and Latino Studies: collections include business, legal, literary, and historical resources.
- DILARES: Latin American and Iberian Research Services: a major repository of Latin American resources.

Center for Research Libraries

UL is a member of CRL, an organization of research libraries providing access to almost four million rarely-held books, journals, pamphlets, newspapers and primary sources from all regions of the globe. CRL lends its materials to researchers for extended time periods.