

ACADEMIC PROGRAM REVIEW ACTION PLAN & YEARLY REPORT									
Program: Educational Psychology College of Education									
Date of Visit: April 8 - 10, 2013									
Date of Original Action Plan: 15-Feb-14									
									Yearly Reporting (due Fall/Spring depending on timing of Site Visit)
#	Goals and Objectives	Action Item	Individual(s) Responsible	Other Resources/Items Needed	\$ Cost Amount (if applicable)	Projected Start Date	Target Date For Completion	Current Action Taken/ Status at Time Action Plan is Filed	Status Update 1st Year (INSERT DATE)
1.	Shared Vision and Building Community	1. Redesign application form with area-of-interest checkboxes. 2. Redesign website to highlight program's niche and state/regional demographics. Use search engine optimization to spotlight the program's areas of expertise and focus. (see#12, below) 3. Identify ways to track M.A. alumni academic career paths. 4. Develop shared strategies for recruiting, advising, writing effective letters of reference for masters' students. 5. Recruit promising master's degree students into doctoral program.	program coordinator with faculty	web designer		3-15-14 (5. MA admissions)	4-15-15 and ongoing	MA recruitment and discussion in progress; web redesign - see below;	
2.	Dedicated Spaces for Shared Scholarly Pursuits	1. Evaluate and dispose of research materials currently stored in the former CAREER grant offices 2. Establish offices for two Educational Psychology research lab groups 3. Redevelop the larger laboratory space to improve its utility as a mid-size group data collection venue 4. Develop guidelines and maintain a system for scheduling the larger laboratory space. 5. Given the program's focus on research with diverse groups in the Southwest, it will examine the pros and cons of establishing a field site or field research laboratory in a community setting. This could entail collaborative work with one or more community programs, schools, or school districts.	Armstrong Flowerday, Martin, graduate students	offices (which have been located)	staff to assist with lab reclamation	1/15/2014	1/15/2015	1 - 4 underway; 5, not started	
3.	Pursue Interdisciplinary Grants and Contracts	1. Faculty will pursue meaningful research and scholarly agendas 2. Encourage submission of grant proposals and student award proposals to support these agendas	faculty	program GA		9/15/2013	ongoing	Collaborative IES grant under review (Selig)	
4.	Professional Development	1. Individual faculty members will try to identify senior faculty mentors to provide guidance and support for professional development in specific areas of expertise.	Armstrong, Flowerday, Jones, Selig			1/15/2014	9/15/2014	In progress	
5.	Search for an Established Scholar	1. Discuss what do we want for ourselves as individual scholars? What career-related program changes do we want to see and how might they be initiated and sustained? Formulate concrete steps that might be taken to secure resources required to support these outcomes	program coordinator with faculty			4/1/2014	10-15-14; ongoing	annual retreat, informal discussions	
6.	Sufficient Distinction between Master's and Doctoral Courses	1. Establish 2 or 3 mid-level courses (for master's students). 2. Consider creating a track for those interested in college teaching. 3. Reevaluate the doctoral course curriculum. 4. Increase recruitment of high quality students into the master's degree program. 5. Track student academic and career paths beyond the masters.	faculty, graduate students			8/15/2014	8/15/2015	two Form A's submitted; ongoing (recruitment work)	
7.	Consistency in Course Content across Sections and Delivery Mechanisms	1. Each semester, two faculty members will conduct classroom observations of each teaching assistant, providing either verbal or written feedback on instruction. 2. A new, 3 credit College Teaching Seminar (EDPY 630) will be offered every other year. Teaching assistants will be expected to take this course.	faculty, teaching assistants			9/15/2013	ongoing	Fall observations completed; Form A submitted; course offered as 593;	
8.	Course Reframing and Special Course Offering	1. Faculty will review the curriculum as a whole after discussions with constituents take place. 2. Two subgroups of faculty will meet to discuss, update and fine-tune courses in their respective domains of expertise. 3. Faculty will reassess the master's degree comprehensive examination process.	1. program coordinator with faculty 2. faculty 3. faculty			8/15/2014	8/15/2015	Faculty have discussed 1-3; will revisit with input from constituents.	

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9.	Regular Communication with Constituents 1. The program coordinator will initiate discussions with key constituent groups in teacher education, counselor education, special education and physical education. 2. A strategy will be developed for sharing information about the program's research and statistics course offerings with constituent program coordinators and faculty.	1. program coordinator, 2. Parkes and Selig			2/19/2014	12/15/2014	One meeting held (COUNS)	
10.	Training and Supervision of Graduate Student Instructors 1. Each semester, two faculty members will conduct classroom observations of each teaching assistant, providing either verbal or written feedback on instruction. 2. A new, 3 credit College Teaching Seminar (EDPY 630) will be offered every other year. Teaching assistants will be expected to take this course.	faculty, teaching assistants			9/15/2013	ongoing	Fall observations completed; Form A submitted; course offered as 593	
11.	Benchmarks for Annual Progress 1. Add a temporal and developmental component to current Professional Activities Checklist.	faculty: Armstrong, Flowerday, Jones			2/19/2014	4/15/2014	In progress	
12.	Restructure the program website to more effectively showcase the emergent vision and areas of faculty expertise. 1. Restructure the Program Website.	program coordinator, program GA			8/15/2014	3/15/2015		
13.	Consider replacing current minors with transcribed graduate certificates in areas of high need. 1. Discuss and evaluate the benefits and costs of eliminating formal minors as a program. 2. Consult with constituencies concerning other program perspectives on the value of minors versus transcribed certificates. 3. Seek specific information on the procedures and process for creating transcribed certificates. 4. Pending consultation with constituents and positive recommendation by program faculty, initiate requisite paperwork.	program coordinator and faculty			1/15/2015	1/15/2016		
14.	Provide an upper division undergraduate course in statistics and measurement to address the needs of incoming students with limited preparation. 1. Faculty will investigate the use of a mathematical skills pretest to identify students who would benefit from existing courses (for example College Algebra).	faculty: Parkes and Selig			10/15/2014	5/15/2015		
15.	Explore the possibility of a mixed-methods/mixed-models course that integrates the quantitative and qualitative expertise in the program. 1. Faculty will develop a position request for a faculty member qualified to teach mixed-methods and program evaluation. (This will be in addition to request for a faculty member qualified to teach in the area of psychometrics.)	faculty, program coordinator	position request, analytical memos	2 assistant professors	2/19/2014	6/15/2016	underway	
16.	Consider offering a data-based decision-making undergraduate course that serves the needs of multiple constituent groups. 1. Program recommends against this strategy.	faculty			n/a	n/a		
17.	Institute a doctoral seminar to orient incoming students to the program structure and expectations. 1. Investigate and discuss options for orienting doctoral students to the program.	faculty			9/15/2014	5/15/2015		
18.	Create the means for more senior graduate students to provide peer mentoring and guidance to more junior students in the program. 1. Maintain current venues for social interactions among students. 2. Organize at least 2 social events each semester. 3. Seek input from graduate students through the Student Annual Review meeting with advisors.	faculty, graduate students, program GA	mentor/mentee plan of action	\$240/year	8/15/2014	Ongoing		