Degree Program Assessment Plan

Degree Program - COE - Educational Psychology - Research, Evaluation, Measurement & Statistics (PHD)

CIP Code: 13.09
Disciplinary Accrediting Body: Council for the Accreditation of Educator Preparation (CAEP)
Next Program Review: 19-20
Degree Program Coordinator: Jaehoon (Jason) Lee
Degree Program Coordinator Email: jaehoon.lee@ttu.edu
Degree Program Coordinator Phone: 742-5907
Degree Program Coordinator Mail Stop: 1071

Program Purpose Statement: The Research, Evaluation, Measurement, & Statistics concentration is designed to foster strong theoretical foundations and expertise in cutting-edge statistical techniques, program evaluation, research design, and methodologies. Graduates of the REMS concentration will be trained as critical thinkers that are capable of working collaboratively on teams to undertake analytic problems. The program will equip graduates to disseminate usage of new statistical analyses, enhance measurement, knowledgeable of numerous statistical software programs, and evaluate programs that influence policy.

Assessment Coordinator: Larry Hovey

Student Learning Outcome: Phase 1

Students develop an understanding of the theories and principles of educational psychology, research methodology, and their practical applications. At the end of Phase 1, students are able to (1) integrate knowledge about research methods and ethics, measurement, and evaluation; (2) conceptualize methodological issues in educational research and program evaluation; and (3) develop research questions and hypotheses for an empirical study.

Outcome Status: Active
Outcome Type: Student Learning

Assessment Methods

<table>
<thead>
<tr>
<th>Exam - First-Year Competency Examination</th>
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<tbody>
<tr>
<td>The first-year competency examination is completed in an 8-hour period (single day) and is comprised of questions about the content covered in Phase 1 leveling courses. Unless modifications are approved by the Program Coordinator, the examination is given on campus without access to external resources, such as textbooks, cell phones, or the Internet (except for lecture notes carried in an external drive). The examination is graded by the REMS faculty. Students who fail the first administration may retake the examination until they pass. (Active)</td>
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<tr>
<td>Criterion: 50% correct (&quot;intermediate&quot;)</td>
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<tr>
<td>Schedule: Upon successful completion of the first 18 credit hours of P1 coursework (normally during the first Summer in the program)</td>
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<tr>
<td>Related Documents: rems-p1-rubric.pdf</td>
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<tr>
<th>Discipline-Specific Certification/Licensure - Collaborative Institutional Training Initiative (CITI) Human Subjects training (Active)</th>
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<tr>
<td>Criterion: Proof of certification</td>
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<td>Schedule: By end of P1 coursework</td>
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<tr>
<th>Discipline-Specific Certification/Licensure - CAYUSE Institutional Review Board (IRB) training (Active)</th>
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<td><strong>Criterion:</strong> Proof of certification</td>
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<td><strong>Schedule:</strong> By end of PI coursework</td>
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<tr>
<th>Discipline-Specific Certification/Licensure - Financial Interest Disclosure training (Active)</th>
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<td><strong>Schedule:</strong> By end of PI coursework</td>
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**Student Learning Outcome: Phase 2**

Students apply the knowledge and skills developed in Phase 1 to designing an original study that addresses methodological issues or hypothetical (or real) data problems in educational research and program evaluation. At the end of Phase 2, students are able to (1) develop a research protocol; (2) collect, manage, and analyze data in diverse environments; and (3) communicate the findings effectively in written, oral, and visual form.

**Outcome Status:** Active
**Outcome Type:** Student Learning

**Assessment Methods**

**Student Projects - Apply and Evaluation (A&E) projects**

Students are given hypothetical- or real-data problems and required to complete the following tasks: (a) create a database using software, (b) identify and conduct the appropriate statistical analysis, and (c) interpret the findings in writing and/or orally.

Students are also required to complete a research paper of the project and/or an oral presentation as a conference-style talk with appropriate visual aids. (Active)

| **Criterion:** Score of 3 ("intermediate) |
| **Schedule:** During each semester of P2 coursework |

**Related Documents:**

rems-p2-rubric-a&e.pdf

**Master's Report - Second-Year Research Paper**

The second-year research paper is designed to demonstrate whether the student is making an acceptable progress in the program. The second-year research paper will be written following the most recent publication guidelines from APA, and should include (at least 20 pages):

1. Title page
2. Introduction
3. Method
4. Results
5. Discussion
6. References
7. Appendices: figures, tables, and programming syntax

Students who successfully complete the second-year research paper and at least 36 credit hours of coursework are eligible to earn a Master’s degree. However, students whose efforts are judged to be unacceptable at the first administration may submit the paper only once more as a second failure results in removal from the program. The final decision is made by the REMS faculty. (Active)

| **Criterion:** Score of 3 ("intermediate) |
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Schedule: Upon successful completion of the first 18 credit hours of P2 coursework (normally during the second Summer in the program)
Related Documents:
rems-p2-rubric-paper.pdf

Qualifying Exam - Qualifying Examination

Upon successful completion of the second-year research paper and 72 credit hours of Phase 1 and Phase 2 coursework, all students must complete and pass a qualifying examination (normally during the third Summer in the program). The qualifying examination is designed to assess students’ knowledge in the field of research, evaluation, measurement, and statistics. The examination will cover the content areas of Research Core and Research Methods Core, and possibly the content within the student’s area of interest or emphasis. Outside members may also write examination questions that fall outside of the above content areas.

Students will work with the chair/co-chair of their dissertation committee to schedule the qualifying examination. The qualifying examination is completed in 4-hour periods over 3 to 4 days (12-15 hours) and is comprised of questions from each dissertation committee member (i.e., questions about the content covered in Phase 2 courses). Unless modifications are approved by the student’s dissertation committee, the examination is given on campus without access to external resources, such as textbooks, cell phones, or the Internet (except for lecture notes carried in an external drive). The examination is graded by the student’s dissertation committee. Students who fail the first administration may take the examination only once more as a second failure results in removal from the program. (Active)

Criterion: Pass
Schedule: Upon successful completion of 54 credit hours of P2 coursework (normally during the third Summer in the program)

Student Learning Outcome: Phase 3

Students apply the knowledge and skills developed in Phases 1 and 2 to conducting an original study that addresses methodological issues or hypothetical (or real) data problems in educational research and program evaluation; and provide consultation services to prospective clients such as school districts, universities, and educational agencies. At the end of Phase 3, students are able to (1) complete an empirical study with faculty supervision and (2) develop an evidence-based consultation model.

Outcome Status: Active
Outcome Type: Student Learning

Assessment Methods

Field Placement/Internship - Application and Research Experience (APEX) Project

The APEX project is designed to assess students’ ability to apply the knowledge and skills developed during their coursework into a collaborative research or program evaluation with clients, such as school districts, universities, and educational agencies, and thereby develop an evidence-based consultation model.

In a typical APEX project, students are given real-data problems and required to complete the following tasks: (a) designate faculty mentor(s), (b) identify the client’s needs, (c) develop a project implementation plan detailing project overview, data sources, research methodology, scope of work (expected deliverables, proposed timeline, etc.) and long-term dissemination plan, (d) complete IRB process, (e) collect data, (f) create a database using software, (g) identify and conduct the appropriate statistical analysis, (h) interpret the findings, and (i) present the findings in writing or orally to the client. The APEX project is graded by the faculty mentor(s). Students whose efforts are judged to be unacceptable at the first administration may complete another APEX projects until they pass. (Active)

Criterion: 3 ("intermediate")
Schedule: Upon successful completion of 72 credit hours of P1 and P2 coursework (normally during the fourth Fall in the
**Degree Program - COE - Educational Psychology - Research, Evaluation, Measurement & Statistics (PHD)**

**Criterion:** Successful completion

**Schedule:** Upon successful completion of P1, P2, and P3 coursework (normally during the fourth year in the program)

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**Dissertation - Dissertation**

The dissertation process allows students, with guidance from the dissertation committee, to conduct research that uniquely contributes to the field of research, evaluation, measurement, and statistics. Key milestones in the dissertation process include:

1. Formal selection of a dissertation committee and a dean’s representative;
2. Selection of a dissertation topic;
3. Dissertation proposal defense (written document and oral presentation);
4. Formal approval of dissertation proposal;
5. Final dissertation defense (written document and oral presentation); and
6. Final decision by the dissertation committee (e.g., accepted as presented, accepted with minor changes, accepted with significant changes, or not accepted) (Active)