

**M.A.E. in Research and  
Evaluation Methodology  
Academic Assessment Plan  
2012-13**

College of Education  
Walter Leite  
walter.leite@coe.ufl.edu

*Office of the Provost*

*University of Florida*

*Institutional  
Assessment*

*Continuous Quality  
Enhancement*

## Table of Contents

Academic Assessment Plan for M.A.E. in Research and Evaluation Methodology .....	3
A. Mission .....	3
B. Student Learning Outcomes and Assessment Measures.....	3
C. Research.....	3
D. Assessment Timeline.....	5
E. Assessment Cycle .....	5
F. Measurement Tools .....	6
G. Assessment Oversight.....	6
Appendix 1: Annual REM MAE Student Progress Review .....	7
Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric .....	14
University of Florida Graduate/Professional Program Assessment Plan Review Rubric, continued..	15

# Academic Assessment Plan for M.A.E. in Research and Evaluation Methodology

College of Education

## A. Mission

The mission of the Research and Evaluation Methodology (REM) program is to generate, evaluate, apply and disseminate knowledge about educational research methodology, to prepare exemplary educational research methodologists, and to collaborate with others to provide methodology for the advancement of educational research. This mission aligns with College of Education's and University of Florida's missions because it results in research strategies for knowledge discovery to solve critical educational and human problems in a diverse global community.

## B. Student Learning Outcomes and Assessment Measures

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	Majors will identify, define, explain, and describe the concepts, methods and issues in educational measurement and assessment, evaluation, and research methodology.	Majors will participate in an annual review process which includes a course audit and will achieve an average grade of B+ in major courses completed in order to advance in the program.	Campus
Skills	Majors will formulate hypotheses, planning and designing educational research studies, planning and designing methodological research studies, analyzing data, and reporting results.	Majors will receive satisfactory evaluations of their completed thesis from faculty.	Campus
Professional Behavior	Majors will present concepts in research methodology both orally and in writing.	Majors will receive satisfactory evaluations of their thesis and oral defense of thesis from faculty.	Campus

## C. Research

The M.A.E. students in Research and Evaluation Methodology are expected to produce methodological research in collaboration with the program faculty, to present methodological research in state, regional, national or internal conferences, and to collaborate in the preparation of research papers for publication. The REM program prepares M.A.E. students to become research methodologists by requiring the completion of comprehensive coursework in educational research methodology, engaging

students in collaborative projects with faculty, and providing opportunities for students to present methodological research.

Preparation: REM students meet with their advisors to develop a written program of work that includes required research methodology classes and electives. Most intermediate and advanced classes in the REM program required the completion of a research proposal. Under the supervision of the academic advisor and/or course instructor, REM M.A.E. students submit these research proposals to major conferences such as the annual meetings of the American Educational Research Association, Florida Educational Research Association, and National Council on Measurement in Education. REM faculty serve on journal editorial boards and reviewers for both methodologically oriented and substantively oriented journals. Most of these journals permit students to write co-reviews of submitted manuscripts. REM faculty announce to all REM students opportunities to co-review papers with REM faculty. Every student completes an annual evaluation form identifying the student's research productivity.

## D. Assessment Timeline

Program: M.A.E. in Research and Evaluation Methodology College: Education

Assessment	Assessment 1	Assessment 2	Assessment 3
<b>SLOs</b>			
<b>Knowledge</b>			
#1	Student Progress Review (End of Spring Semester)		
<b>Skills</b>			
#2	Thesis completion and review (Thesis Defense)		
<b>Professional Behavior</b>			
#3	Thesis Completion and Review (Thesis Defense)	Thesis Oral Defense (Final Semester in Program)	

## E. Assessment Cycle

Program: M.A.E. in Research and Evaluation Methodology College: Education

Analysis and Interpretation:

Completed by September 30th.

Program Modifications:

Completed by end of Spring Semester

Dissemination:

Completed by Fall Semester

Year	10-11	11-12	12-13	13-14	14-15	15-16
<b>SLOs</b>						
<b>Content Knowledge</b>						
#1	X	X	X	X	X	X
<b>Skills</b>						
#2	X	X	X	X	X	X
<b>Professional Behavior</b>						
#3	X	X	X	X	X	X

## F. Measurement Tools

The REM M.A.E. students' knowledge of the concepts, methods and issues in educational measurement and assessment, evaluation, and research methodology are measured through course grades which are audited by the REM faculty at the students' annual review at the end of Spring semesters. Appendix 1 offers the Student Progress Review Template. Students' progress is monitored annually and this process includes an examination of progress in coursework.

The REM M.A.E. student's ability to apply their understanding of the research process by formulating hypotheses, planning and designing educational research studies, planning and designing methodological research studies, analyzing data, and reporting results is evaluated by the thesis committee at the thesis defense.

The extent that REM M.A.E. students' can effectively present concepts in research methodology both orally and in writing is measured at the thesis defense.

## G. Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Walter Leite	School of Human Development and Organizational Studies	walter.leite@coe.ufl.edu	273-4302
Elayne Colón	Dean's Area	epcolon@coe.ufl.edu	273-4132
Tom Dana	Dean's Area	tdana@coe.ufl.edu	273-4134

## Appendix 1: Annual REM MAE Student Progress Review

**Submission Deadline: April 24<sup>th</sup>, 2013**

Student Name:

Academic Year:      Click to Select Year

Year Entered Program:      Click to Select Year

Advisor/Temporary Advisor: Click to Select Faculty

This annual review consists of 5 sections:

1.      Coursework requirements and progress.
2.      Academic Program Summary
3.      Research Progress.
4.      Professional Activities.
5.      Self-Evaluation and Future Goals.

## Section 1: Coursework

Please indicate courses taken to date

<b>Course Number</b> (e.g., EDF6403)	<b>Course Name</b> (e.g. Quantitative Foundations of Educational Research)	<b>Semester and Year</b>	<b>Grade Earned</b>
			---
			---
			---
			---
			---
			---
			---
			---
			---
			---
			---
			---
			---
			---
			---
			---



Please indicate courses to be completed

Course Number	Course Name	Planned Semester and Year

## Section 2: Academic Program Summary

Plan of study filed:	<input type="checkbox"/> Yes	If no, expected date:
Coursework completed:	<input type="checkbox"/> Yes	If no, expected date:
Qualifying Exam completed:	<input type="checkbox"/> Yes	If no, expected date:
Dissertation Committee formed:	<input type="checkbox"/> Yes	If no, expected date:
Dissertation Proposal completed:	<input type="checkbox"/> Yes	If no, expected date:
Dissertation Defense completed:	<input type="checkbox"/> Yes	If no, expected date:
Expected Graduation Date:		

### Thesis Committee

Major Professor (Chair):
Committee Member:

## Section 3: Research Progress

### A. Faculty Research

List research activities with faculty over the past 12 months. For each item briefly describe your contribution (e.g., data analysis, data collection, programming, literature search, writing, etc.)

Faculty	Activity	Semester
		Select Semester
		Select Semester
		Select Semester
		Select Semester

### C. Conference Presentations and Publications

List conference presentations over the past 12 months

Title	Co-Authors	Conference

### D. Thesis Progress

Briefly provide progress over past 6 months on thesis research

--

## Section 4: Professional Activities

List memberships held in professional associations:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

List professional service activities completed within the last 12 months (conferences attended, speaking engagements, reviewer, conference planner, etc.)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

## Section 5: Self-Evaluation and Future Goals

1. Briefly describe your experience in the REM program over the past year, including your accomplishments, setbacks, and personal strengths and weaknesses as they relate to your performance in the program.

2. Briefly discuss your goals for the coming year and what you plan to do to accomplish them.

## Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric

Related resources are found at <http://www.ua.assessment.edu>

Program:		Year:			
Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Mission Statement	Mission statement is articulated clearly.				
	The program mission clearly supports the College and University missions, and includes specific statements describing how it supports these missions.				
Student Learning Outcomes (SLOs) and Assessment Measures	SLOs are stated clearly.				
	SLOs focus on demonstration of student learning.				
	SLOs are measurable.				
	Measurements are appropriate for the SLO.				
Research	Research expectations for the program are clear, concise, and appropriate for the discipline.				
Assessment Map	The Assessment Map indicates the times in the program where the SLOs are assessed and measured.				
	The Assessment Map identifies the assessments used for each SLO.				
Assessment Cycle	The assessment cycle is clear.				
	All student learning outcomes are measured.				
	Data is collected at least once in the cycle.				
	The cycle includes a date or time period for data analysis and interpretation.				
	The cycle includes a date for planning improvement actions based on the data analysis.				
	The cycle includes a date for dissemination of results to the appropriate stakeholders.				

University of Florida Graduate/Professional Program Assessment Plan Review Rubric, continued

Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
<b>Measurement Tools</b>	Measurement tools are described clearly and concisely.				
	Measurements are appropriate for the SLOs.				
	Methods and procedures reflect an appropriate balance of direct and indirect methods.				
	The report presents examples of at least one measurement tool.				
<b>Assessment Oversight</b>	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified				