

School of Educational Studies
Research, Evaluation, Measurement, and Statistics (REMS)
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Executive Summary (full report available upon request)

Degree Program(s) Assessed	Assessment Methods	Number of Individuals Assessed
Educational Psychology Ph.D. Emphasis in REMS	SWOT Analysis--student input. A REMS doctoral student contacted current and former REMS students by email. Students were asked to comment on the REMS program's curricular strengths, weaknesses, opportunities, and threats.	Input was received from: 3 Ph.D. Students
Educational Psychology M.S. Degree Emphasis in Educational Research and Evaluation		1 masters student

Analysis and Findings

Method: Email addresses were obtained for 14 out of 15 REMS and former ABSED-Research and Evaluation alumni who graduated since 1990 and 12 current REMS students. These current and former students were contacted by a current REMS doctoral who asked them to participate in an informal SWOT analysis particularly focusing on curricular issues. Responses were received from four students. The doctoral student removed identifying information and forwarded the verbatim responses to the program coordinator who distributed the responses to the REMS faculty. The email solicitation was as follows:
 . . . (full report available upon request). . .

Findings: Four current students responded to the survey (3 doctoral and 1 masters student). No alumni responded. Though this represented only a small number of students, the consistency of responses provided useful information.

- Two students expressed dissatisfaction with some required coursework that comes from another program area. These comments were consistent with anecdotal accounts we have heard.
- One masters student asked for an additional qualitative course. Interestingly, alumni responding to last year's assessment survey rated qualitative coursework as having low relevance yet two alumni put it on their "wish list." This is an area that probably could be discussed more as an elective or cognate area for interested students.

Three students mentioned a need for advanced coursework that is either not offered or is offered in other departments at times our students cannot attend (mornings and mid-day). Two students specifically requested that REMS offer a Nonparametrics statistical methods course. Other courses mentioned were Structural Equations Modeling, Sample Survey Design, Time-Series Analysis, Advanced Research Design, Advanced Psychometric Theory, Advanced Program Evaluation, Internship, and Special Topics. Again, these requests were consistent with the requests received in last year's alumni survey.

- Two students specifically requested more summer course offerings.
- Two students commented favorably on the quality and student-orientation of the REMS faculty.

Uses of Assessment Results

As we are a relatively small program and have a heavy service commitment within the College of Education, our limited resources often are directed toward meeting ever-growing service course needs. Thus, our ability to provide low-demand but increasingly important specialty and advanced coursework for REMS students is constrained to some extent by the high demand for more introductory and intermediate level coursework. Nevertheless, we have been able to respond to REMS student requests. We have expanded our summer course offerings to include a 4-week Seminar course. Last summer the seminar focused on factor analysis. This summer the topic was Nonparametric statistical methods. We also offered an additional section of the Multiple Regression course this summer in Tulsa. We are working toward accreditation for our masters' degree in Program Evaluation and are developing two additional Program Evaluation courses to meet

accreditation requirements and student requests. As we have a growing number of applicants and requests for information from students in the Tulsa area, we are actively trying to increase our presence in Tulsa, particularly in the area of Program Evaluation.

We continue to advocate for the development of a research consultation center within the College of Education that could be staffed by REMS students. On last year's survey, REMS students indicated they wanted more hands-on research and consulting experience. The need for such a center to promote a research culture within the COE has now been mentioned by faculty in other programs during strategic planning meetings. Various conversations regarding the need for centers like this have begun within the college and we have hope they will be encouraged by the new college administration.

We also have listened to students who have told us informally that they would like to have joint student-faculty activities. Last fall we hosted a REMS student-faculty get-together. It was attended by a number of current and former REMS students, prospective students, and guests. Judging by attendance and comments from the RSVP's and regrets, students believed this was an important event that they wanted to see continued. We plan another get-together in the fall.