Georgia State University
Assessment Data by Section
2012-2013 Research, Measurement, Statistics (GOML) MS
(Also includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request)

Mission / Purpose
The mission of the Research, Measurement, and Statistics program is to cultivate and develop future educational researchers who are capable of investigating complex problems of the 21st century.
This is in keeping with the university's overarching goal to be recognised as a dynamic academic community where teaching and research combine to produce leaders and create solutions to conquer the challenges of the 21st century.

Goals
G 1: Doctoral students
Graduates of the RMS online master's program will be doctoral students in Georgia State University or other programs in the field.

G 2: Employed in research related fields
Graduates of the RMS master's program will be employed in research related jobs in their field.

Student Learning Outcomes/Objectives

SLO 1: Form a clear, useful, and practical research query (G: 1, 2) (M: 1)
Students will be able to develop a research idea into a query that is clearly stated, that has a useful place in the extant literature, and that can be practically addressed through research.

Strategic Plan Associations
3.1 Enhance a research culture.
3.5 Enhance Georgia State's contributions to the sciences, and health and medical research and education.
5.4 Enhance the global competency of students, faculty and staff.
5.5 Other efforts in support of Goal 5 (Globalizing the University).

SLO 2: Review and critique the research literature (G: 1, 2) (M: 1)
Students will be able to write a review and critique the literature related to a study and the various methodological approaches.

Strategic Plan Associations
2.1 Expand support for doctoral programs.
3.1 Enhance a research culture.
3.5 Enhance Georgia State's contributions to the sciences, and health and medical research and education.
3.6 Other efforts in support of Goal 3 (Leading Public Research University).
5.4 Enhance the global competency of students, faculty and staff.
5.5 Other efforts in support of Goal 5 (Globalizing the University).

SLO 3: Design a research study (G: 1, 2) (M: 1)
Students will be able to: (1) select an appropriate design for addressing a research query; (2) to choose an appropriate population from which to sample; (3) choose an appropriate sampling technique for the intended level of generalizability; (4) operationalize all variables of interest, including, as applicable, the selection of measurement instruments intended to gather data on said variable(s); (5) craft an appropriate procedure for data collection; (6) write a professional-level Method section of a research report, describing the above aspects of a design.

SLO 4: Analyze data and report the results (G: 1, 2) (M: 1)
Students will be able to: (1) recognize an appropriate technique for analyzing data, given the research query and the design used to collect the data; (2) conduct the analysis(es) appropriate for the research query and the design used to collect the data; (3) interpret and to report on the results of the analysis(es) appropriate for the research query and the design used to collect the data.

Strategic Plan Associations
2.1 Expand support for doctoral programs.
3.1 Enhance a research culture.
3.5 Enhance Georgia State's contributions to the sciences, and health and medical research and education.
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5.5 Other efforts in support of Goal 5 (Globalizing the University).

Measures, Targets, and Findings

M 1: Committee/Advisor evaluation of master's thesis/project/product (O: 1, 2, 3, 4)
All faculty will use a 3 point scaled rubric and analytic guide as the tool to measure students' performance on the final master's research thesis/project/product.
Source of Evidence: Project, either individual or group

**Target for O1: Form a clear, useful, and practical research query**
85% of the students will meet the expectations 15% will exceed

**Target for O2: Review and critique the research literature**
85% of the students will meet the expectations 15% will exceed

**Target for O3: Design a research study**
85% of the students will meet the expectations 15% will exceed

**Target for O4: Analyze data and report the results**
85% of the students will meet the expectations 15% will exceed

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**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Plans for data collection**
This program will officially begin its implementation process in Spring 2013. Plans for its evaluation are being put in place for this the first cohort of students who have enrolled in the program.

- **Established in Cycle:** 2011-2012
- **Implementation Status:** In-Progress
- **Priority:** High
- **Implementation Description:** The members of the department are coming together to create and design rubric and analytical frameworks that can be used to evaluate the outcomes of the program.
- **Responsible Person/Group:** Dr. Chris O'Shima

**Reviewing the GOML**
The unit is reviewing the data collection process and the program itself because of the low numbers. Last year a decision was made to include non GOML MS students in the online courses associated with the RMS GOMS (MS) to increase the numbers and make the courses more feasible in terms of faculty time. None of the students have completed the degree which only began one year ago. No data are available for measurement of outcomes.

- **Established in Cycle:** 2012-2013
- **Implementation Status:** Planned
- **Priority:** High
- **Projected Completion Date:** 06/2014

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**Analysis Questions and Analysis Answers**

**ACADEMIC PROGRAM QUESTION 1:**
What changes in the assessment process has your degree program made since last year’s assessment report? (e.g. revised learning outcomes, measures, targets, etc.) Why were these changes made? What changes and improvements in the assessment process will you make in the coming academic year?

The faculty in the entire EPS department spent some time this year reviewing and trying to streamline the assessment process. This is still in progress

**ACADEMIC PROGRAM QUESTION 2:** What is the impact of the data obtained from assessment findings on your educational degree program? What changes and improvements to your educational program will be made based on this year’s assessment data? (e.g., revised curriculum, courses, sequence, etc.) If changes to curriculum or courses are made for other reasons, please explain.

No data have been collected for this program which has not had any students complete the degree as yet