



NORTHERN ILLINOIS UNIVERSITY

College of Education

*Department of Educational Technology,
Research and Assessment*

Annual Assessment Plan

Master of Science in Educational Research and Evaluation

May 22, 2013

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2. Student Learning Outcomes

1. Design a study of an educational research problem or phenomenon using appropriate methodologies
2. Design and/or select appropriate assessment or evaluation tools for a given educational problem
3. Distinguish between ethical and unethical behavior when conducting educational research or evaluations
4. Select appropriate analyses for a given research question
5. Apply appropriate technology to conduct analyses of educational data
6. Conduct a study pertaining to an educational research problem or phenomenon
7. Demonstrate effective communication skills by presenting and defending a research project
8. Engage in research-related activities in diverse settings.

3. Explanation of Assessment Methods

Method	Description	Type of Method	Target Performance Level	Timeline	Person(s) Responsible
Internship/Practicum Performance	Feedback from students, internship/practicum field supervisors, and supervising NIU faculty will be collected.	Indirect	100% of students will perform at a “satisfactory” level as evaluated by their field supervisor.	Every semester	Internship/practicum coordinator
Master’s Thesis, Project, or Portfolio	All master’s students complete either a thesis, project, or portfolio as the capstone experience of their program.	Direct	100% of students will complete a thesis, project, or portfolio	Last semester of program of study	Faculty members of the thesis or project committee; Dept. Chair
Diversity	Women and under-represented (minority) persons will be recruited and will complete a thesis, project, or portfolio.	Direct	At least 75% of students completing their thesis or project will be women and 50% will be from under-represented (minority) groups.	Every Spring	Faculty members of the thesis or project committee; Dept. Chair
Research proposal in research methods course	All master’s students complete a written research proposal while enrolled in research methods course (ETR 520 or ETR 720).	Direct	100% of ERE students will receive a satisfactory evaluation of their research proposal in ETR 520.	During enrollment in Research Methods course	Instructor of Research Methods Course
Research presentations at professional conferences	All master’s students present empirical research at a professional conference	Indirect	50% of current ERE students will have presented at a peer-reviewed professional conference by the time of their graduation.	Prior to defense of thesis/project	Advisor
Alumni Follow-up	Questions specific to the master’s degree in the ERE program will be asked of past students	Indirect	100% of alumni will express satisfaction with the ERE program based on	Every Fall for one, five and ten years after	Program Secretary and Advisor

			a follow-up survey	completion	
Placement/Employer Follow-up	Questions specific to the master's degree in the ERE program will be asked of employers of past students. Information on job and continuing education placement will be collected and analyzed	Indirect	100% of employers will express satisfaction with graduate's performance / skills	One year following notification of employment	Program Secretary and Advisor
Survey of Current Students	Students will be asked to what degree they are attaining competence in each of the eight student learning outcomes, based on their course and program experiences	Indirect	100% of students will "agree" or "strongly agree" that they are attaining competence in each student learning outcome	Every Spring	Program Secretary

4. Outcomes-by-Methods Matrix

Objective	Internship/ Practicum Field Supervisor Assessment	Master's Thesis, Project, or Portfolio	Diversity	Research proposal in research methods courses	Research presentation at professional conferences	Alumni follow- up	Placement/Employer follow-up	Survey of Current Students
Design a study of an educational research problem or phenomenon using appropriate methodologies	X	X	X	X	X	X	X	X
Design and/or select appropriate assessment or evaluation tools for a given educational problem	X	X	X	X	X	X	X	X
Distinguish between ethical and unethical behavior when conducting educational research or evaluations	X	X	X	X	X	X	X	X
Select appropriate analyses for a given research question	X	X	X	X	X	X	X	X
Apply appropriate technology to conduct analyses of educational data	X	X	X		X	X	X	X
Conduct a study pertaining to an	X	X	X		X			X

educational research problem or phenomenon								
Demonstrate effective communication skills by presenting and defending a research project	X	X	X		X	X	X	X
Engage in research-related activities in diverse settings.	X	X	X		X	X	X	X