

# Amanda Elizabeth Ferster

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## Education

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- 2013                      Ph.D., Educational Psychology, The University of Georgia  
                                    Emphasis: Research, Evaluation, Measurement & Statistics  
                                    Dissertation: *An Evaluation of Item Level Cognitive Supports via a  
                                    Random-Effects Extension of the Linear Logistic Test Model*
- 1998                      M.Ed., Educational Psychology, Edinboro University of Pennsylvania
- 1997                      B.A., Psychology, Edinboro University of Pennsylvania

### *Professional Learning Certificate*

Anticipated, 2018              Certificate in Diversity & Inclusion, The University of Georgia

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## Academic Positions

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### The University of Georgia

**2017 - Present              Assistant Professor—Limited Term, Educational Psychology**

*Instruct courses within the Quantitative Methods and Applied Cognition & Development areas of emphasis, develop face-to-face and online delivery course material, mentor student research, and serve the field and university community. A 4/4 course load during the 2017-2018 AY. During the 2018-2019 AY, a 3/3 course load with a research release to the Center for Latino Achievement and Success in Education (CLASE).*

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## Research & Policy Professional Positions

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### The University of Georgia

**2013 - 2017                      Assistant Director/Research Scientist, Georgia Center for Assessment,  
                                    Adjunct Assistant Professor, Educational Psychology**

*Served as the Principal Investigator for assessment programs. Developed Scope of Work(s), supervised research assistants, and presented technical details to clients and Technical Advisory Committees. Provided psychometric, development, and programming support to the center. As role permitted, instructed quantitative methods courses within the Department of Educational Psychology.*

## **The University of Kansas**

### **2012-2013                      Psychometrician, Center for Educational Testing & Evaluation**

*Served as a member of the psychometric and assessment development team for the Dynamic Learning Maps Consortium. In this position, I collaborated with the team regarding: node and item response modeling, scoring strategies for Technology Enhanced Item Types (TEIs), development of cognitive laboratory protocols, development of the student Personal Needs and Preferences Profile (PNP), and the development of evidence centered design resources. I presented assessment plans to grant partners and the DLM Consortium Technical Advisory Committee.*

## **The University of Georgia**

### **2009-2012                      Research Professional III, Georgia Center for Assessment**

*Lead psychometrician for the Georgia Alternate Assessment based on Modified Achievement Standards (AA-MAS)—an assessment containing state-approved embedded cognitive supports. Conducted assessment calibration, equating, differential item functioning (DIF) analyses, and classical item evaluation; recommended assessment development procedures to the state agency (e.g., established sampling methodology, psychometric form guidelines, and equating plans), authored Standard Setting Reports and Operational Technical Manuals; assisted in the instruction and supervision of psychometric staff and graduate assistants; served as an advisor to content specialists during cognitive support enhancement and form development; generated user-interface programs to facilitate assessment development (e.g., Visual Basic rater scanning, Visual Basic for Applications form development, and Production Facility cut score impact projection programs); and presented technical aspects of assessment programs to the Georgia Technical Advisory Committee.*

## **Georgia Department of Education**

### **2002-2009                      Assessment Specialist, Assessment Research & Development School Improvement Specialist, Division of School Improvement Research, Evaluation, & Testing Specialist, Testing Division**

*Verified psychometric analyses and programming for quality assurance (i.e., pre-equating, scaling tables, and data management routines); served as a resource during assessment development activities (i.e., provided support to team during item/data review, standard setting, and vertical articulation); collaborated with service- providers on programming and reporting procedures; produced user-interface applications for local educators, authored performance briefs; and conducted assessment development research.*

*Developed user-friendly assessment applications, authored instructional assessment publications, and developed assessment learning modules for local educators (e.g., I authored*

*the GA Data Utilization Guide. Over 20,000 copies were requested and I facilitated aligned professional learning sessions throughout the state of GA); collaborated with the team to develop formative assessment guides; analyzed assessment response to prioritize support; and conducted assessment development research and evaluation for at-risk agencies and students (e.g., evaluation of School Reform Models, impact of Leadership Facilitators, Performance on School Standards, Charter Schools, and impact of SWD Inclusion Practices).*

## **Edinboro University of Pennsylvania**

### **1999-2002                      Statistical Analyst, Institutional Research**

*Analyzed university data to fulfill requests from the Pennsylvania State System of Higher Education, Pennsylvania Department of Education, and the National Center for Education Statistics; authored the Edinboro University Fact Book; served as a resource to students and faculty conducting research through design and statistical analysis; and conducted university research and program evaluation in support of at-risk students (e.g., Living and Learning Communities, Staff-Student Mentor Program, and the At-risk Remediation Program).*

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### **Previously Funded External Contracts & Grants**

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2013 - 2017	<b>Principal Investigator</b> , Georgia Student Growth Model Report for Parents. Georgia Department of Education. Annual renewal. Project total \$1,091,546.
2016 - 2017	<b>Consultant</b> , Logic Model and Program Evaluation Plan. A Better Way Today. Project total \$3,000.
2015 - 2016	<b>Consultant</b> , Assessment Alignment Review. EdCount. Project total \$4,000.
2014 - 2015	<b>Co-Principal Investigator</b> , Georgia High School Graduation Test. Georgia Department of Education. Project total \$755,162.
2013 - 2014	<b>Principal Investigator</b> , Criterion Referenced Competency Test –Modified. Georgia Department of Education. Project total \$1,314,656.
2009	<b>Consultant</b> , programming in support of state recognition. Georgia Department of Education. Project total \$4,500.
2000	<b>Institutional Researcher</b> , Which factors impact at-risk student’ retention? Pennsylvania State System of Higher Education. Project total \$10,000.

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### **Unfunded Grant Proposals**

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2018	<b>Co-Director</b> , The Educational Psychology Maker-Centered Learning Seminar. Center for Teaching & Learning, The University of Georgia. \$24,800.
2017	<b>Principal Investigator</b> , Understanding the New Age of Assessment <i>while</i> Learning: The impact of metacognition and embedded cognitive supports on student achievement. Spencer Foundation. \$48,000.

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## Academic Fellowships, Awards, & Recognitions

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- 2017 - 2018 Teaching Academy Fellowship Program  
University of Georgia, Teaching Academy
- 2016 - 2018 Innovation in Teaching and Technology Faculty Academy  
University of Georgia, College of Education  
Faculty Stipend: \$1,000
- 2013 Phi Kappa Phi, University of Georgia
- 2007 - 2010 Fellowship for Graduate Study  
Association for Institutional Research-National Center for Education Statistics.  
Study of assessment and psychometrics to bridge assessment practice K-20.  
Award total: \$30,000.
- 2009 National Summer Data Policy Institute Fellowship  
Association for Institutional Research-National Center for Education Statistics.  
Training & Travel Award
- 2008 Georgia Department of Education Team Recognition: Assessment Development
- 2005-2007 Teaching Leader, Georgia Leadership Institute for School Improvement
- 2006 Compass Award for School Improvement, Georgia Department of Education
- 2005 State Superintendent Recognition for authoring the GA Data Utilization Guide
- 2003 National Assessment of Educational Progress (NAEP) Research Institute  
National Center for Education Statistics.  
Training & Travel Award
- 1997 - 1999 Graduate Research Assistant, Institutional Research, Edinboro University of PA  
Tuition & Stipend

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## Academic Publications

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### Abstracts

**Ferster, A.E.** (2010). Evaluating the efficacy of item enhancements. *Multivariate Behavioral Research*, 45(6), 1024 – 1024.

### Chapters in Books

Bandalos, D.L., Davis, S., **Ferster, A.E.**, & Samuelson, K. (2011). Validation of high stakes testing in accountability systems. In K. Geissinger and J. Boivard, (Eds.), *Contemporary Issues in High Stakes Testing. American Psychological Association*.

## Proceedings

Kim, S.-H., & Ferster, A.E. (2010). An assessment-based innovation: A balanced assessment system to improve student academic achievement. In Kwak, B.-S. (Ed.), *An educational innovation for the 21<sup>st</sup> century: Sharing visions and experiences* (pp. 131-149). Seoul, South Korea: Korean Educational Research Association.

Kim, S.-H., & Ferster, A.E. (2010). Use of academic assessment results to improve student academic achievement: Balanced assessment system. In T.W. Kim (Ed.), *School accountability policy and use of academic data* (No. RRM 2010-03, pp. 281 – 310). Seoul, South Korea: Korean Educational Development Institute.

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## Academic Presentations

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Ferster, A.E., Wang, B.\*, & Zhang, Z.\* (2018, Under Review). The impact of a negligible penalty on students' inclination to use cognitive supports during assessment. Proposal submitted to the University of Georgia 2018 Innovation in Teaching Conference.

Ferster, A.E., & Gokee, R. (2018, Under Review). Evaluating change via Latent Growth Modeling: How does the Instructional Conversation (IC) pedagogy modify educator' attitudes, understandings, and practice? Proposal submitted to the 2019 American Association for Applied Linguistics (AAAL) Conference.

Ferster, A.E., & Walker, A.A. (2018, April). Construct refinement & item development: A journey guided by the Rasch Partial Credit Model. Paper presented at the 2018 Annual International Objective Measurement Workshop. New York, NY.

Ferster, A.E., Walker, A.A., & Purcell, S.\* (2017, October). Detecting atypical assessment perceptions via Rasch Person Fit. Paper presented at the 2017 Annual Meeting of the Georgia Educational Research Association. Augusta, GA.

Ferster, A.E. (2015, October). Technology enhanced items: Independent discovery of pitfalls. Innovation in Teaching Conference, Athens, GA.

Ferster, A.E., Zhao, F., & Clark, A. (2014, April). Understanding the academic profiles of students participating in the Alternate Assessment: A cluster analysis. Paper presented at the 2014 Annual Meeting of the American Educational Research Association in Philadelphia, PA.

Ferster, A.E., Zhao, F.\*, & Qin, L.\* (2013, May). A program to assist non-psychometric faculty with their assessment practice. Computer program developed and distributed at the 2013 Annual Meeting of the Association for Institutional Research in Long Beach, CA.

Ferster, A.E., & Templin, J. (2013, April). An evaluation of item level design features via an extension of the Linear Logistic Test Model with Random Effects. Paper presented at the 2013 Annual Meeting of the National Council on Measurement in Education in San Francisco, CA.

**Ferster, A.E.,** Shaftel, J., Sheinker, A., & Yung, S.\* (2013, April). An argument-based approach to the reliability of the First Contact Inventory. Poster presented at the 2013 Annual Meeting of the American Educational Research Association in San Francisco, CA.

Nixon, C., Algoloz, C., **Ferster, A.E.,** Jenkins, C., & Templin, J. (2012, April). A diagnostic model for GKIDS performance ratings. Poster presented at the 2012 Annual Meeting of the National Council on Measurement in Education in Vancouver, BC, Canada.

**Ferster, A.E.** (2010, September). Evaluating the efficacy of item modifications under the Rasch model, mixed-Rasch, and invariance procedures. In-progress research presented at the 8th Annual Society of Multivariate Experimental Psychology Graduate Student Preconference in Atlanta, GA.

**Ferster, A.E.,** & Kim, S.-H. (2010, July). Compatibility of item parameter estimates. Poster presented at the 75<sup>th</sup> Annual International Meeting of the Psychometric Society in Athens, GA.

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## **Policy Whitepapers & Technical Reports**

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**Ferster, A.E.** (2017). Georgia Student Growth Model Report Program Evaluation. Athens, GA: Georgia Center for Assessment, University of Georgia.

**Ferster, A.E.,** & Feldberg, Z.\* (2016). Georgia Student Growth Model Quality Assurance Report. Athens, GA: Georgia Center for Assessment, University of Georgia.

**Ferster, A.E.,** & Choi, H.J. (2016). Principal Components Analysis of the IDEA Survey: A Data Reduction Recommendation to the Georgia Department of Education. Athens, GA: Georgia Center for Assessment, University of Georgia.

**Ferster, A.E.** (2015). Georgia Kindergarten Entry Profile Educator Evaluation of Essential Entry Skills. Athens, GA: Georgia Center for Assessment, University of Georgia.

**Ferster, A.E.** (2015). Georgia Student Growth Model Report Program Evaluation. Athens, GA: Georgia Center for Assessment, University of Georgia.

Choi, H.J., **Ferster, A.E.,** Lai, S.A., & Jang, Y.\* (2015). The Georgia High School Graduation Test Technical Report. Athens, GA: Georgia Center for Assessment, University of Georgia.

Alagoz-Eciki, C., & **Ferster, A.E.** (2014). The Georgia High School Writing Technical Report. Athens, GA: Georgia Center for Assessment, University of Georgia.

Alagoz-Eciki, C., & **Ferster, A.E.** (2014). The Georgia Grade 8 Writing Technical Report. Athens, GA: Georgia Center for Assessment, University of Georgia.

- Alagoz-Eciki, C., & **Ferster, A.E.** (2014). The Georgia Grade 5 Writing Technical Report. Athens, GA: Georgia Center for Assessment, University of Georgia.
- Alagoz-Eciki, C., Calhoun, L., Cramer, S., **Ferster, A.E.**, Gonyea, M, Jiminez, B., Lai, S. (2014). The Criterion Referenced Competency Tests—Modified (CRCT-M) Operational Technical Report. Athens, GA: Georgia Center for Assessment, University of Georgia.
- Ferster, A.E** (2013). The Criterion Referenced Competency Tests—Modified (CRCT-M) Item and Data Review Workshop Report. Athens, GA: Georgia Center for Assessment, University of Georgia.
- Alagoz-Eciki, C., Calhoun, L., Cramer, S., **Ferster, A.E.**, Gonyea, M, Jiminez, B., Lai, S. (2013). The Criterion Referenced Competency Tests—Modified (CRCT-M) Operational Technical Report. Athens, GA: Georgia Center for Assessment, University of Georgia.
- Shaftel, J., & **Ferster, A.E.** (2012). Cognitive Laboratory Protocol: Understanding Student Interactions with Technology Enhanced Item Types. Lawrence, KS: Center for Educational Testing & Evaluation, University of Kansas.
- Calhoun, L., Cramer, S., **Ferster, A.E.**, Gonyea, M. (2011). The Criterion Referenced Competency Tests—Modified (CRCT-M) Operational Technical Report. Athens, GA: Georgia Center for Assessment, University of Georgia.
- Calhoun, L., Cramer, S., **Ferster, A.E.** (2011). The Georgia CRCT-M Modified Angoff Standard Setting Technical Report. Athens, GA: Georgia Center for Assessment, University of Georgia.
- Ferster, A.E.** (2010). Georgia Kindergarten Inventory of Developing Skills validity study in support of the argument: GKIDS provides educators with information regarding the level of instructional support needed by students entering first grade. Athens, GA: Georgia Center for Assessment, University of Georgia.
- Cramer, S., & **Ferster, A.E.** (2010). Gwinnett Gateway Assessment Annual Report. Athens, GA: Georgia Center for Assessment, University of Georgia.
- Ferster, A.E.** (2009). Five-year proposal for investigating the consequential validity of Georgia's Assessment System. Atlanta, GA: Georgia Department of Education.
- Ferster, A.E.** (2008). Examining the impact of the Georgia state funded SAT preparatory program via latent growth modeling. Atlanta, GA: Georgia Department of Education.
- Ferster, A.E.** (2008). An evaluation of Georgia's Online Assessment System. Atlanta, GA: Georgia Department of Education.
- Ferster, A.E.** (2007). The 2007-2008 Data Utilization Guide: A resource guide for Georgia Educators. Atlanta, GA: Georgia Department of Education.

**Ferster, A.E.** (2006). The 2006-2007 Data Utilization Guide: A resource guide for Georgia Educators. Atlanta, GA: Georgia Department of Education.

**Ferster, A.E., & Calhoun, L.** (2005). The 2005-2006 Data Utilization Guide: A resource guide for Georgia Educators. Atlanta, GA: Georgia Department of Education.

\*Student Researcher

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## Select Technical Presentations & Client Workshops

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**Ferster, A.E.** (2014, June). Psychometric and administrative update for the CRCT-M Assessment program. Georgia Department of Education Technical Advisory Committee Meeting, Atlanta, Georgia.

**Ferster, A.E., & Jiminez, B.** (2014, February). Item Review and pre-equate evaluation plan for the CRCT-M Assessment program. Georgia Department of Education Technical Advisory Committee Meeting, Atlanta, Georgia.

Cramer, S., **Ferster, A.E., & Jiminez, B.** (2013, September). Item and Data Review Process. Georgia Department of Education CRCT-M Item and Data Review Workshop, Atlanta, GA.

**Ferster, A.E.,** Shaftel, J., Sheinker, A., & Whetstone, P. (2012, November). Are the right students participating in the Alternate Assessment based on Alternate Achievement Standards? Poster presented at the 2012 Annual TASH Meeting in Long Beach, CA.

**Ferster, A.E.** (2013, May). Dynamic Learning Maps Pilot and Field Test Proposal. Dynamic Learning Maps Technical Advisory Committee Meeting, Lawrence, KS.

**Ferster, A.E.** (2011, October). CRCT-M Data Review, Operational Scoring, & Transitioning to the Common Core. Georgia Department of Education Technical Advisory Committee Meeting, Atlanta, Georgia.

**Ferster, A.E.** (2010, October). Next Psychometric Steps to Launch the CRCT-M Assessment Program. Georgia Department of Education Technical Advisory Committee Meeting, Atlanta, Georgia.

**Ferster, A.E.** (2008, June). Item writing guidelines. Forsyth Counselor Assessment Kick-off, Cumming, GA.

**Ferster, A.E.** (2007, March). Dissemination & utilization of student level assessment files in Georgia. National Center for Education Statistics (NCES) Management Information Systems Conference, Atlanta, GA.

Vahlsing, J., & **Ferster, A.E.** (2006, November). Got data? Georgia's single statewide accountability system. Georgia Educational Technology Conference, Atlanta, GA.

**Ferster, A.E.** (2006, May). Creating a balanced assessment system, Georgia Regional Service Agency Annual Conference, St. Simons, GA.



- Ferster, A. E., & Vahlsing, J.** (2006, November). Analyzing assessment data with macros: Programs within the 2006-2007 Georgia Data Utilization Guide. Training presented at the Annual Georgia Educational Technology Conference, Atlanta, GA.
- Calhoun, L., **Ferster, A.E.**, Fincher, M., & Komatsu, L. (2005, September). Assessment literacy & constructing formative assessments via the Online Assessment System (OAS). Training module presented to Regional Education Service Agency Staff, Macon, GA.
- Ferster, A.E.**, & Calhoun, L. (2005, August). The 2005-2006 Data Utilization Guide: A resource for Georgia educators. Training and publication presented at the Annual Meeting of the Georgia Association of Educational Leaders (GAEL), Jekyll Island, GA.
- Ferster, A.E.**, & Calhoun, L. (2003, Spring). Managing assessment data. Georgia Department of Education Desire2Learn online professional development course presented to local system test coordinators.
- Calhoun, L., & **Ferster, A.E.** (2002, Fall). Writing within the content areas. Georgia Department of Education Desire2Learn online professional development course presented to local educators.
- Ferster, A.E.** (2002, Fall). Interpretation of aggregate and student level state assessment reports. Training presented to new local test coordinators at the Annual Test Coordinator's Regional Workshop(s).

## **Service & Outreach**

### **Professional Affiliations**

- American Educational Research Association (AERA)
- American Psychological Association (APA)
- National Council for Measurement in Education (NCME)

### **Field**

- 2018 IOMW Annual Conference proposal reviewer
- 2017-2018 GLA Research & Assessment Group, Outcomes Assessment PLC Facilitator
- 2015 Manuscript reviewer: *Journal of Adolescence*
- 2014 AERA Rasch Special Interest Group Session Chair
- 2014 Manuscript reviewer: *Applied Psychological Measurement*
- 2011-2012 NCME Annual Conference proposal reviewer
- 2009-2012 NCME Standards & Test Use Committee: Graduate Student Representative
- 2010 Psychometric Society: 75<sup>th</sup> Annual Meeting Local Organizing Committee

### **University**

- 2018 Quantitative Methods Alumni Outreach Committee, UGA
- 2018 Applied Cognition & Development Faculty Search Committee, UGA
- 2017 College of Education, Graduate Research Award Evaluator, UGA
- 2017 Educational Psychology, Student Award Evaluator, UGA
- 2016 College of Education, Student Dispositions Task Force, UGA
- 2016 Educational Psychology, Online Expectations Development Team, UGA
- 1999-2002 Sorority Advisor, Alpha Sigma Alpha, EUP
- 2001 Strategic Study Group, Evaluation of the GRA Award Process, EUP

## **Organization**

2014	Developed data analysis professional learning sessions for GCA colleagues
2014	Developed Qualtrics professional learning sessions for GCA colleagues
2008	Georgia Department of Education CLASS KEYS Advisory Council
2008	Development Committee for the Georgia Leadership Institute Data Module
2006	Georgia Department of Education Task Force on Disproportionality within SWD
2004	Developed data management professional learning sessions for GaDOE colleagues
2003	Georgia Department of Education Assessment Dissemination Task Force

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## **Computing**

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SPSS	LISREL	Winsteps/Facets	Captivate	VBA
SAS	Mplus	SSI IRT Suite	Camtasia	R
		IRTPRO		

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## **Instructional Experience**

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### **Undergraduate Courses**

*Measurement & Evaluation in Kinesiology (KINS 3830)*

### **Undergraduate/Graduate Cross-listed Courses**

*Research Methods (ERSH 4200/6200)*

*Applied Statistical Methods (ERSH 4300/6300)*

*Applied Educational Assessment (ERSH 4600/6600)*

### **Graduate-Level Courses**

*Constructing Affective Measures (ERSH 7600)*

*Applied Analysis of Variance (ERSH 8310)*

*Applied Correlation & Regression (ERSH 8320)*

### **Online Delivery**

*Action Research (ERSH 7500E)*

*Applied Educational Assessment (ERSH 4600E/6600E)*

*Foundations of Cognition (EPSY 6800E—scheduled for Spring 2019)*

*Research Methods (ERSH 4200E/6200E)*

### **Graduate Teaching Assistant**

*Structural Equation Modeling (ERSH 8750)*

*Analysis of Variance (ERSH 8310)*

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## **Pedagogical Presentations**

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**Ferster, A.E., & Brock, M.\*** (2018, Under Review). Be Instructionally POWERful with POWtoon: A user-friendly active and problem-based learning tool. Proposal submitted to the University of Georgia Innovation in Teaching annual conference.

**Ferster, A.E.** (2018, April). Assessment series for future educators: tools for assessment *for* learning and assessment *of* learning. Presentation given to the Collegiate Middle Levels Association (CMLA). Athens, GA.

**Ferster, A.E., & Tanaka, V.\*** (2017, October). What happens when F2Fers don't get their facetime? Evaluating the relationship between online instructional expectations, perception of online assessment, and student achievement. Innovation in Teaching Conference. Athens, GA.

**Ferster, A.E., & Raczynski, K.A.** (2016, October). Incorporating metacognitive instructional strategies into an online course. Innovation in Teaching Conference. Athens, GA.

Bandalos, D.L., & **Ferster, A.E.** (2007, April). Teaching educational measurement. National Council on Measurement in Education, Chicago, IL.

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## **Mentorship**

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**Graduate Faculty Status Awarded: February 2016**

**KINS 3830 Undergraduate Honors Program, Student Research Experience**

### **MEd, Major Professor**

*Completed*

Jared Smith, Applied Cognition & Development, 2018

Nancy Young, Applied Cognition & Development, 2018

*In-progress*

Bowen Wang, Applied Cognition & Development

Ziawei Zhang, Applied Cognition & Development

### **MA, Thesis Committee Member**

*Completed*

Ana Urrego, Textiles & Merchandizing, 2016

Junqi Wang, Quantitative Methods, 2017

Selay Zor, Quantitative Methods, 2018

*In-progress*

Ebru Ersari, Quantitative Methods

### **PhD, Dissertation Committee Member**

*Completed*

Brittany Anderson, Gifted & Creative Education, 2017

Natasha Herbert, Health Promotion and Behavior, 2017

Greg Spillers, Applied Cognition & Development, 2017

*In-progress*

Megan Brock, Applied Cognition and Development

Brooke Douglas, Health Promotion and Behavior

Sonja Fox, Gifted and Creative Education

Linda McDowell, Science Education

Heyri Park, Gifted and Creative Education

Kyle Turner, Quantitative Methods

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## **Course Evaluations**

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### **Spring, 2018      ERSH 6200E: Research Methods**

*Student Course Evaluations: N=17, n=11. Scale: 1 (Strongly Disagree) – 5 (Strongly Agree)*

<u>Question</u>	<u>Mean</u>	<u>Median</u>
The course was effectively organized	4.8	5
Assignments and activities were clearly related to course goals	4.7	5
The instructor was knowledgeable and well-prepared	4.8	5
Assignments and activities were useful for helping me learn	4.6	5
New skills and/or concepts were presented in ways I could understand	4.5	5
The instructor was open to students' questions and comments	5.0	5
The instructor provided useful feedback on student work	4.5	5
Course work was evaluated according to clear expectations	4.8	5
This course challenged me to think and learn	4.6	5

## Spring, 2018      ERSH 6200E: Research Methods

*Student Course Evaluations: N=26, n=19. Scale: 1 (Strongly Disagree) – 5 (Strongly Agree)*

<u>Question</u>	<u>Mean</u>	<u>Median</u>
The course was effectively organized	4.7	5
Assignments and activities were clearly related to course goals	4.6	5
The instructor was knowledgeable and well-prepared	5.0	5
Assignments and activities were useful for helping me learn	4.4	5
New skills and/or concepts were presented in ways I could understand	4.5	5
The instructor was open to students' questions and comments	4.8	5
The instructor provided useful feedback on student work	3.7	4
Course work was evaluated according to clear expectations	4.4	5
This course challenged me to think and learn	4.6	5

## Spring, 2018      ERSH 7500E: Action Research

*Student Course Evaluations: N=27, n=21. Scale: 1 (Strongly Disagree) – 5 (Strongly Agree)*

<u>Question</u>	<u>Mean</u>	<u>Median</u>
The course was effectively organized	4.4	5
Assignments and activities were clearly related to course goals	4.4	5
The instructor was knowledgeable and well-prepared	4.6	5
Assignments and activities were useful for helping me learn	3.9	4
New skills and/or concepts were presented in ways I could understand	4.0	4
The instructor was open to students' questions and comments	4.7	5
The instructor provided useful feedback on student work	4.4	5
Course work was evaluated according to clear expectations	4.5	5
This course challenged me to think and learn	4.1	5

## Spring, 2018      KINS 3830: Measurement & Evaluation in Kinesiology

*Student Course Evaluations: N=69, n=59. Scale: 1 (Strongly Disagree) – 5 (Strongly Agree)*

<u>Question</u>	<u>Mean</u>	<u>Median</u>
The course was effectively organized	4.4	5
Assignments and activities were clearly related to course goals	4.5	5
The instructor was knowledgeable and well-prepared	4.6	5
Assignments and activities were useful for helping me learn	3.8	4
New skills and/or concepts were presented in ways I could understand	4.2	4
The instructor was open to students' questions and comments	4.8	5
The instructor provided useful feedback on student work	4.4	5
Course work was evaluated according to clear expectations	4.6	5
This course challenged me to think and learn	3.7	4

## Fall, 2017      ERSH 6300: Applied Statistical Methods

*Student Course Evaluations: N=45, n=36. Scale: 1 (Strongly Disagree) – 5 (Strongly Agree)*

<u>Question</u>	<u>Mean</u>	<u>Median</u>
The course was effectively organized	4.8	5
Assignments and activities were clearly related to course goals	4.7	5
The instructor was knowledgeable and well-prepared	4.8	5
Assignments and activities were useful for helping me learn	4.4	5
New skills and/or concepts were presented in ways I could understand	3.7	4
The instructor was open to students' questions and comments	4.8	5
The instructor provided useful feedback on student work	4.6	5
Course work was evaluated according to clear expectations	4.6	5
This course challenged me to think and learn	4.3	5

## Fall, 2017      ERSH 4600/6600E: Applied Educational Assessment

*Student Course Evaluations: N=21, n=19. Scale: 1 (Strongly Disagree) – 5 (Strongly Agree)*

<u>Question</u>	<u>Mean</u>	<u>Median</u>
The course was effectively organized	4.6	5
Assignments and activities were clearly related to course goals	4.4	5
The instructor was knowledgeable and well-prepared	4.8	5
Assignments and activities were useful for helping me learn	4.2	5
New skills and/or concepts were presented in ways I could understand	4.1	4
The instructor was open to students' questions and comments	4.6	5
The instructor provided useful feedback on student work	4.1	5
Course work was evaluated according to clear expectations	4.6	5
This course challenged me to think and learn	4.0	4

## Fall, 2017      ERSH 8320: Applied Correlation & Regression

*Student Course Evaluations: N=26, n=21. Scale: 1 (Strongly Disagree) – 5 (Strongly Agree)*

<u>Question</u>	<u>Mean</u>	<u>Median</u>
The course was effectively organized	4.8	5
Assignments and activities were clearly related to course goals	4.9	5
The instructor was knowledgeable and well-prepared	4.9	5
Assignments and activities were useful for helping me learn	4.9	5
New skills and/or concepts were presented in ways I could understand	4.6	5
The instructor was open to students' questions and comments	4.9	5
The instructor provided useful feedback on student work	4.9	5
Course work was evaluated according to clear expectations	5.0	5
This course challenged me to think and learn	4.9	5

**Fall, 2017      KINS 3830: Measurement & Evaluation in Kinesiology**

*Student Course Evaluations: N=69, n=33. Scale: 1 (Strongly Disagree) – 5 (Strongly Agree)*

<u>Question</u>	<u>Mean</u>	<u>Median</u>
The course was effectively organized	4.4	5
Assignments and activities were clearly related to course goals	4.5	5
The instructor was knowledgeable and well-prepared	4.7	5
Assignments and activities were useful for helping me learn	4.0	4
New skills and/or concepts were presented in ways I could understand	4.2	4
The instructor was open to students' questions and comments	4.6	5
The instructor provided useful feedback on student work	4.5	5
Course work was evaluated according to clear expectations	4.5	5
This course challenged me to think and learn	4.6	5

**Summer, 2017      ERSH 8320: Applied Correlation & Regression**

*Student Course Evaluations: N=15, n=9. Scale: 1 (Strongly Disagree) – 5 (Strongly Agree)*

<u>Question</u>	<u>Mean</u>	<u>Median</u>
The course was effectively organized	5.0	5
Assignments and activities were clearly related to course goals	4.9	5
The instructor was knowledgeable and well-prepared	5.0	5
Assignments and activities were useful for helping me learn	4.9	5
New skills and/or concepts were presented in ways I could understand	4.9	5
The instructor was open to students' questions and comments	5.0	5
The instructor provided useful feedback on student work	5.0	5
Course work was evaluated according to clear expectations	4.9	5
This course challenged me to think and learn	5.0	5

**Summer, 2017      ERSH 4600/6600E: Applied Educational Assessment**

*Student Course Evaluations: N=21, n=13. Scale: 1 (Strongly Disagree) – 5 (Strongly Agree)*

<u>Question</u>	<u>Mean</u>	<u>Median</u>
The course was effectively organized	4.8	5
Assignments and activities were clearly related to course goals	4.9	5
The instructor was knowledgeable and well-prepared	4.8	5
Assignments and activities were useful for helping me learn	4.6	5
New skills and/or concepts were presented in ways I could understand	4.6	5
The instructor was open to students' questions and comments	5.0	5
The instructor provided useful feedback on student work	4.8	5
Course work was evaluated according to clear expectations	4.7	5
This course challenged me to think and learn	4.7	5

Spring, 2017

**ERSH 7600: Constructing Affective Measures**

*Student Course Evaluations: N=14, n=7. Scale: 1 (Strongly Disagree) – 5 (Strongly Agree)*

<u>Question</u>	<u>Mean</u>	<u>Median</u>
The course was effectively organized	5.0	5
Assignments and activities were clearly related to course goals	4.9	5
The instructor was knowledgeable and well-prepared	5.0	5
Assignments and activities were useful for helping me learn	4.9	5
New skills and/or concepts were presented in ways I could understand	4.9	5
The instructor was open to students' questions and comments	5.0	5
The instructor provided useful feedback on student work	4.9	5
Course work was evaluated according to clear expectations	4.9	5
This course challenged me to think and learn	4.9	5

Spring, 2017

**ERSH 6300: Applied Statistical Methods**

*Student Course Evaluations: N=19, n=15. Scale: 1 (Strongly Disagree) – 5 (Strongly Agree)*

<u>Question</u>	<u>Mean</u>	<u>Median</u>
The course was effectively organized	4.9	5
Assignments and activities were clearly related to course goals	4.9	5
The instructor was knowledgeable and well-prepared	4.9	5
Assignments and activities were useful for helping me learn	4.8	5
New skills and/or concepts were presented in ways I could understand	4.9	5
The instructor was open to students' questions and comments	4.9	5
The instructor provided useful feedback on student work	4.9	5
Course work was evaluated according to clear expectations	4.9	5
This course challenged me to think and learn	4.8	5

Summer, 2016

**ERSH 4600/6600E: Applied Educational Assessment**

*Student Course Evaluations: N=21, n=15. Scale: 1 (Strongly Disagree) – 5 (Strongly Agree)*

<u>Question</u>	<u>Mean</u>	<u>Median</u>
The course was effectively organized	4.7	5
Assignments and activities were clearly related to course goals	4.7	5
The instructor was knowledgeable and well-prepared	4.9	5
Assignments and activities were useful for helping me learn	4.5	5
New skills and/or concepts were presented in ways I could understand	4.5	5
The instructor was open to students' questions and comments	4.8	5
The instructor provided useful feedback on student work	4.8	5
Course work was evaluated according to clear expectations	4.9	5
This course challenged me to think and learn	4.5	5



**Summer, 2016****ERSH 7500E: Action Research***Student Course Evaluations: N=18, n=7. Scale: 1 (Strongly Disagree) – 5 (Strongly Agree)*

<u>Question</u>	<u>Mean</u>	<u>Median</u>
The course was effectively organized	3.6	4
Assignments and activities were clearly related to course goals	4.0	4
The instructor was knowledgeable and well-prepared	4.0	5
Assignments and activities were useful for helping me learn	3.9	4
New skills and/or concepts were presented in ways I could understand	3.6	4
The instructor was open to students' questions and comments	4.4	5
The instructor provided useful feedback on student work	4.7	5
Course work was evaluated according to clear expectations	4.4	5
This course challenged me to think and learn	4.1	5

**Spring, 2016****ERSH 8310: Applied Analysis of Variance***Student Course Evaluations: N=43, n=31. Scale: 1 (Strongly Disagree) – 5 (Strongly Agree)*

<u>Question</u>	<u>Mean</u>	<u>Median</u>
The course was effectively organized	4.9	5
Assignments and activities were clearly related to course goals	4.9	5
The instructor was knowledgeable and well-prepared	5.0	5
Assignments and activities were useful for helping me learn	4.9	5
New skills and/or concepts were presented in ways I could understand	4.8	5
The instructor was open to students' questions and comments	5.0	5
The instructor provided useful feedback on student work	4.9	5
Course work was evaluated according to clear expectations	4.9	5
This course challenged me to think and learn	4.9	5

**Fall, 2015****ERSH 8320: Applied Correlation & Regression***Student Course Evaluations: N=18, n=12. Scale: 1 (Strongly Disagree) – 5 (Strongly Agree)*

<u>Question</u>	<u>Mean</u>	<u>Median</u>
The course was effectively organized	4.8	5
Assignments and activities were clearly related to course goals	4.8	5
The instructor was knowledgeable and well-prepared	4.9	5
Assignments and activities were useful for helping me learn	4.9	5
New skills and/or concepts were presented in ways I could understand	4.7	5
The instructor was open to students' questions and comments	4.9	5
The instructor provided useful feedback on student work	4.9	5
Course work was evaluated according to clear expectations	4.8	5
This course challenged me to think and learn	4.7	5

Summer, 2015

**ERSH 4600/6600: Applied Educational Assessment**

*Student Course Evaluations: N=9, n=6. Scale: 1 (Strongly Disagree) – 5 (Strongly Agree)*

<u>Question</u>	<u>Mean</u>	<u>Median</u>
The course was effectively organized	4.2	5
Assignments and activities were clearly related to course goals	4.0	4.5
The instructor was knowledgeable and well-prepared	4.2	5
Assignments and activities were useful for helping me learn	4.2	5
New skills and/or concepts were presented in ways I could understand	4.0	4.5
The instructor was open to students' questions and comments	4.3	5
The instructor provided useful feedback on student work	4.3	5
Course work was evaluated according to clear expectations	4.2	5
This course challenged me to think and learn	4.0	4.5

Summer, 2015

**ERSH 8320: Applied Correlation & Regression**

*Student Course Evaluations: N=14, n=8. Scale: 1 (Strongly Disagree) – 5 (Strongly Agree)*

<u>Question</u>	<u>Mean</u>	<u>Median</u>
The course was effectively organized	4.8	5
Assignments and activities were clearly related to course goals	4.8	5
The instructor was knowledgeable and well-prepared	4.6	5
Assignments and activities were useful for helping me learn	4.6	5
New skills and/or concepts were presented in ways I could understand	4.4	4
The instructor was open to students' questions and comments	4.9	5
The instructor provided useful feedback on student work	4.4	4.5
Course work was evaluated according to clear expectations	4.8	5
This course challenged me to think and learn	4.5	5

Spring, 2014

**ERSH 8310: Applied Analysis of Variance**

*Student Course Evaluations: N=49, n=21. Scale: 1 (Strongly Disagree) – 5 (Strongly Agree)*

<u>Question</u>	<u>Mean</u>	<u>Median</u>
The course was effectively organized	4.7	5
Assignments and activities were clearly related to course goals	4.9	5
The instructor was knowledgeable and well-prepared	4.7	5
Assignments and activities were useful for helping me learn	4.7	5
New skills and/or concepts were presented in ways I could understand	4.6	5
The instructor was open to students' questions and comments	4.9	5
The instructor provided useful feedback on student work	4.8	5
Course work was evaluated according to clear expectations	4.7	5
This course challenged me to think and learn	4.4	5