

**AN EVALUATION OF WAYNE STATE UNIVERSITY'S EDUCATIONAL
EVALUATION AND RESEARCH PROGRAM**

by

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DEDICATION

To my mother:

Corinne White

and

children:

Maurice, Ryanne, and William

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Acknowledging the influential people during one's pursuit of a goal is a necessity of humility. My mother Corinne has set high standards and expectations within the realm of spirituality and faith. Her strong belief in God and his righteousness was planted in my core as a child. It is because of His grace I am capable of presenting this study as a requisite for the Doctor of Education degree. Mom, you endured obstacles that would have thwarted most people; as children, my sisters and I would often accompany you on the bus (because you had no money for a baby sitter and no other means of transportation) during your quest to obtain a Bachelor's degree at Wayne State. I am forever grateful for your foundation of love and perseverance. To my sisters, Jillana and Charlene, we grew up in Detroit depending on each other to the fullest and I will forever maintain that commitment of love. Because lessons should be learned in all endeavors, I pray that my examples of success and failure are received and not lost by my children Maurice, Ryanne, and William.

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CHAPTER 1

Introduction

The Detroit Board of Education in tandem with other existing city colleges, including The College of Education (that had undergone two name changes between 1881 and 1921 before the 1933 designation that remains current), formed Wayne State University in 1934 (College of Education, 2013, “History”, para.1). The mission of Wayne State University’s College of Education is educating professionals who are skilled in imparting knowledge, skills, and understandings to students that are imperative in a competitive and global society. In the mission statement it is stated: “To achieve this mission, the college is committed to excellence in teaching, research and service. The efforts are consistent with the urban mission of the college and its theme, ‘The Effective Urban Educator: Reflective, Innovative and Committed to Diversity’ (College of Education, 2013, “Mission”, para. 1). The Education Evaluation and Research (EER) program operates within the College of Education at Wayne State University.

The goals of the EER program staff are acknowledged on their page of Wayne State’s website:

Evaluation and Research offers concentrated programs for building careers and leadership positions in educational statistics, research, measurement, and evaluation. These programs were designed for students who have training and experience in substantive disciplines in either education or non-education fields. Proficiency and excellence will be acquired in scientific inquiry, research methodology, program evaluation, psychometry, and construction of psychological and educational tests, and statistical analysis of social behavioral data, especially using computer technology. The following degrees are offered: Master of Education (M. Ed.), Doctor of Education (Ed. D.), and Doctor of Philosophy (Ph. D.) (Education Evaluation & Research, 2013, “Welcome”, para. 1).

Accreditation and Self-study

According to the rules adopted by the U.S. Department of Education, institutions or programs of institutions are subject to accreditation. The goal for institutions or programs is understanding that, “accreditation is the recognition that an institution maintains standards requisite for its graduates to gain admission to other reputable institutions of higher learning or to achieve credentials for professional practice” (U.S. Department of Education, 2013, “The Database of Accredited Postsecondary Institutions and Programs”, para. 1).

Program self-studies are a common requirement to the accreditation process. Administrators of the U.S. Department of Education noted that when an organization conducts a self-study “the institution or program seeking accreditation prepares an in-depth self-evaluation study that measures its performance against the standards established by the accrediting agency” (U.S. Department of Education, 2013, “The Accrediting Procedure”, para 4). Although there currently is no professional or governmental (national, region, or state) accreditation boards governing EER, program evaluation is a way to determine if the EER program is obtaining the goals and objectives that are in place; in other words, the strengths, weaknesses, and areas for developments are identified for planning purposes.

Program Evaluation

According to Fitzpatrick, Sanders, and Worthen (2011), there are many approaches to conducting program evaluations (consumer-oriented, program-oriented, decision-oriented, and participant-oriented). For example, consumer-oriented evaluations judge quality and value of an organization. Program-oriented evaluations are focused on predetermined objectives. Decision-oriented evaluations are designed to

inform those responsible for making decisions. Participant-oriented evaluation involves parties with a vested interest in a program or institution.

Scrivens (1967) indicated that the focus of all the approaches is either formative or summative. According to Fitzpatrick et al. (2011) “In contrast to formative evaluations, which focus on program improvement, summative evaluations are concerned with providing information serve decisions or assist in making judgments about program adoption, continuation, or expansion” (p.21). For example, a formative focus of evaluation could entail daily, weekly, or other interval measures of evaluation; and, the intent of this type of focus is to assist decision makers at any particular time of a program. However, summative evaluation focus is implemented for judgmental purposes and is conducive to the participation of all stakeholders. That is, stakeholders can assess whether the goals and objectives of a program (such as student preparation for further study or job acquisition in the field of study) were attained.

Benchmarks were established as a means of facilitating stakeholders’ understanding of their roles as it relates to the process of evaluation of a program or institution of interest. The Joint Committee on Standards for Educational Evaluation (JCSEE) established canons for conducting evaluations that encompass thirty standards that are segmented into five categories:

- Utility: Why is the evaluation necessary? Who will use the information?
- Feasibility: Will the evaluation be affordable and reasonable?
- Propriety: Will the evaluation adhere to the legal and ethical principles that protect the welfare of participants, as well as stakeholders that may be affected?
- Accuracy: Will the evaluation contain information that is valid, reliable, and valuable?
- Evaluation Accountability: Will the evaluation be well-documented and subject to internal and external evaluation (JCSEE, 2011)?

These standards are not impetuses for conducting evaluation; instead, they are checklists useful in facilitating the probity of the process. Indeed, it is stated in **E2 Internal Metaevaluation** of the JCSEE (2011) that “evaluators should use these and other applicable standards to examine the accountability of the evaluation design, procedures employed, information collected, and outcomes” (p.1).

Wayne State University, The College of Education, and the EER program have indicated goals that are presumably aligned. An effective means of determining whether the goals and objectives of the EER program are being met could encompass a participant-oriented evaluation of the EER program that is summative and operates within the scope of the Joint Committee on Standards for Educational Evaluation.

The students, faculty, and administration at WSU can benefit from the information provided by a systematic program evaluation of the EER program. Some of the questions that could provide valuable feedback are as follows: Are the EER goals and objectives being achieved? Do the EER doctoral students’ and EER faculty perspectives coincide? How are former EER doctoral students fairing after graduation in terms of their preparedness for their careers? In order to ascertain the notion of whether the goals and objectives of the EER program are being met, a methodical approach of evaluation must be implemented as a means of analysis.

Program Evaluation Paradigms

Generally, evaluation theory rests on three schools of thought: qualitative, quantitative, and blended. LeCompte and Schensul (1999) described qualitative as “a term used to describe any research that uses a wide variety of qualitative data collection techniques available” (p.4). Creswell (2014) stated “quantitative research is a means for testing objective theories by examining the relationship among variables. These variables,

in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures” (p.4). Stufflebeam (2001) indicated that blended methods is the “use of both quantitative and qualitative methods is intended to ensure dependable feedback on a wide range of questions; depth of understanding particular programs; a holistic perspective; and enhancement of the validity, reliability, and usefulness of the full set of findings” (p.40). Moreover, Patton (1999) stated that the, “triangulation of qualitative and quantitative data is a form of comparative analysis”. In the case of the EER study, a blended or combination of quantitative and qualitative methods will be applied as a means of triangulating the evaluation and comparing the responses of faculty and doctoral students.

Purpose of Study

The purpose of this study was to: (a) conduct a program evaluation of the Education Evaluation and Research program at Wayne State University in the College of Education in order to answer whether its goals and objectives were being met; (b) determine the efficacy of triangulating methods of evaluation; and, (c) determine the psychometric properties of a likert scale survey modified from Wayne State University’s Student Evaluation of Teaching (SET) that was designed to measure doctoral students’ perspectives of EER goals and objectives acquisition. Hence, the process of evaluation commenced with a qualitative method of evaluation and was checked or triangulated quantitatively.

Holistic investigative data collection methods that encompassed ethnographic methodologies offered an initial means of empirically evaluating the Education Evaluation and Research Program (LeCompte & Schensul, 1999). Moreover, LeCompte and Schensul (1999) stated that,“ these initial qualitative investigations provide data for

the development of context-specific and relevant quantitative measures” (p.18). Therefore, the introspection provided qualitatively facilitated in the development of survey questions that were pertinent, transferable, and reliable in further studies. The psychometric properties of a survey instrument facilitated by the qualitative process were quantitatively assessed. Information gathered ethnographically provided an introspection of the culture of the Education Evaluation and Research Program from information rich faculty members that ascribed to the development of a survey instrument.

Research Questions

1. What are the goals of the EER program according to its faculty, and to what extent are they being met?
2. What are the strengths and weaknesses of the EER program according to its faculty?
3. What are the strengths and weaknesses of the EER program according to past and present doctoral students?
4. To what extent do graduates of the doctoral program believe they were prepared for their careers?
5. To what extent are blended methods successful when applied to program evaluation of a university doctoral program?
6. To determine the psychometric properties of the “Student Evaluation of Educational Evaluation and Research Program” survey.

Assumptions

LeCompte and Schensul (1999) stated that, “A paradigm constitutes a way of looking at the world; interpreting what is seen; and deciding which of the things seen by researchers are real, valid, and important to document” (p.41). A post-positivist paradigm

was implemented as a means of interpretation during the gathering of qualitative information. To that end, was imperative that I disclosed the variables that have influenced my embracement of the post-positivist paradigm. I had the good fortune to interact with professors whose philosophies were rooted in either quantitative or qualitative paradigms. The experience has facilitated my stance of implementing a post-positivist belief system that employs mix methods of analyses. The incorporation of mix methodologies enhances the findings (in no particular order) of evaluations base-lined in either qualitative or quantitative applications.

In the case of a post-positivist paradigm, Guba (1990) stated that the researcher operates under the assumptions that reality exists but is impossible to completely obtain; and, that the researcher's goal of objectivity must involve a critical examination of methods and findings in order to identify bias (p.23). That being said, the prevailing assumptions in this study was that the researcher would work diligently towards forbearing one's own feelings regarding a matter in the evaluation, as well as, subject the findings of the study to checks for accuracy. It is my contention that a qualitative evaluation that is triangulated with survey methodology and coupled with my reflexive notes aided in the development of an unbiased evaluation.

Limitations

This range of this study was limited to the availability of past and present faculty; as well as, the past and present doctoral/graduate students that were accessible and willing to participate in the study.

Definitions

1. EER - Education Evaluation and Research.

2. Program Evaluation – According to Stufflebeam (2001) it is “a study designed and conducted to assist some audience to assess an object’s merit and worth” (p.11). Fitzpatrick et al (2011) stated, “ we define evaluation as the identification, clarification, and application of defensible criteria to determine an evaluation object’s value (worth or merit) in relation to those criteria” (p.7).
3. Qualitative – According to Creswell (1998), “Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The research builds a complex, holistic pictures, analyzes words, reports detailed views of informants, and conducted the study in natural setting” (p. 15).
4. Quantitative – a data reduction method that involves using numerical methods such as statistics in order to collect, examine, explain, and predict specific occurrences of data.
5. Blended – the combination of quantitative and qualitative methods. Johnson, Onwuegbuzie, & Turner (2007) stated “Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration” (p.123).

CHAPTER 2

Literature Review

There are various approaches, focuses, and benchmarks that are imperative when conducting a program evaluation. Stufflebeam (2001) indicated that there are primarily four approaches to conducting program evaluations: questions/methods-oriented; improvement/accountability-oriented; pseudo evaluations; and social agenda/advocacy-oriented. According to Stufflebeam (2001), questions/methods-oriented evaluations are coupled because the intent of both applications is to limit the range of the evaluation.

Improvement/accountability-oriented approaches (which includes a participant-oriented approach) “employ the assessed needs of a program’s stakeholders as the foundational criteria for assessing the program’s merit and worth” (Stufflebeam, 2001, p.42). Pseudo evaluations are unrealistic according to Stufflebeam (2001) because the findings may be politically motivated and bias. On the other hand, social agenda/advocacy-oriented evaluations are conducted with the intent of empowering an underrepresented group of people.

All of the approaches involve either a formative or summative focus. Spaulding (2008) noted that a formative focus hinges on ongoing measurements for process improvements; while on the other hand, a summative focus is centered on the measurement of outcomes. The Joint Committee on Standards for Educational Evaluation (JCSEE) developed the common core of standards for evaluations that are widely used by evaluators in many industries. A participant-oriented evaluation of the EER program that is summative and utilizes the Joint Committee on Standards for Educational Evaluation as a checklist will signal whether the goals and objectives of the EER program are being met.

Participant-Oriented Approach

According to Fitzpatrick et al. (2011), participant-oriented evaluation approaches use “people with an interest or ‘stake’ in the program – to assist in conducting the evaluation” (p.189). Fitzpatrick et al. (2011) noted that how stakeholders’ information is used varies according to the participant-oriented approaches that include the likes of: practical-participatory evaluation, empowerment evaluation, development evaluation, and deliberative democratic evaluation approaches. The practical-participatory evaluation generally involves qualitative processes that are rooted in constructivism.

Commenting of the process of qualitative evaluation, Lincoln and Guba (1989) stated the “fourth generation is a form of evaluation in which the claims, concerns, and issues of stakeholders serve as organizational foci (the basis for determining what information is needed), that is implemented within the methodological precepts of the constructivist inquiry paradigm” (p.50). Guba (1990) emphasized that the constructivist process was created under the auspices of the qualitative philosophy that research and evaluation are relative and subjected to the constructions of the individual researcher and evaluator. Lincoln and Guba (1994) stated, “And, we argue, the sets of answers given are in *all cases human constructions*; that is, they are all inventions of the human mind and hence subject to human error. No construction is or can be incontrovertibly right; advocates of any particular construction must rely on *persuasiveness* and *utility* rather than *proof* in arguing their position” (p.108). The evaluator must therefore take into consideration the constructions of all stakeholders including his or her own; and, triangulate the data, methods, and/or sources to insure the trustworthiness of the evaluation.

Moreover, Lincoln and Guba (1994) asserted that paradigms or belief systems are cornerstones that navigate the researcher and evaluator epistemologically, ontologically, and methodically. Basic questions surrounding the belief systems are linked and dictate the evaluator's perspective of the evaluation questions on the epistemological and ontological levels. The epistemological question pertains to an evaluator's belief and relationship regarding the acquisition of knowledge. The ontological question is a determination on the relativity or reality of existence. The methodical evaluation question that follows is the process by which an evaluator acquires knowledge.

LeCompte and Schensul (1999) stated that, "A paradigm constitutes a way of looking at the world; interpreting what is seen; and deciding which of the things seen by researchers are real, valid, and important to document" (p.41). In the case of the constructivist paradigm, the evaluator embraces an epistemology and ontology that does not separate the evaluator from what he or she believes is already known. In other words, there is the assumption that beliefs about reality are socially constructed.

However, Guba (1990) stated for the purpose of evaluating under a post-positivist paradigm, the researcher operates under the assumptions that reality exists but is impossible to completely obtain. Hence, the evaluator's goal of objectivity must involve the triangulation of methods in order to minimize the potential of bias. Failure to maintain objectivity can lead to the inappropriate use of the study thereby threatening the validity of the evaluation. For instance, Stufflebeam (2001) stated:

These objectionable approaches are presented because they deceive through evaluation and can be used by those in power to mislead constituents or to gain and maintain an unfair advantage over others, especially persons with little power. If evaluators acquiesce to and support pseudo evaluations, they help promote and support injustice, mislead decision making, lower confidence in evaluation services, and discredit the evaluation profession (p.13).

An assumption of post-positivist paradigm is that the evaluator should work towards abstinence of personal feelings during the process. This allows a hypothesis to emerge from the data. LeCompte and Schensul (1999) noted that “the researcher’s dilemma is such case that he or she must choose among the following: decide which side to favor; attempt to promote a dialogue by means of the research; and strategize ways to do the most good – or the least harm – for all” (p.48). Therefore, the evaluator must employ strategies that operate within the integrities of JCSEE (2011) benchmark Propriety where it is stated: (in section P6 - Conflicts of Interests) “Evaluations should openly and honestly identify and address real or perceived conflicts of interests that may compromise the evaluation” (p.1).

In participant observation it is not inconceivable that an evaluator’s personal interest or prior experiences may have an internal manifestation that is not apparently festering. The researcher must therefore consider her or his status relative to the evaluation and the effects thereof. It is necessary to mitigate personal feelings for the sake of a sound and accurate evaluation (LeCompte & Schensul, 1999). The evaluator should avoid becoming entangled in a quagmire of circumstances and history. Therefore as a participant observer/evaluator and in the interest of the maintenance of trustworthiness, an evaluator must elucidate his or her paradigm position and acknowledge perceptions of potential conflicts (Guba, 1990).

Mixed Qualitative and Quantitative Techniques in the Evaluation Process

Whenever an evaluation commences with qualitative methods such as in-depth interviews, a triangulation of methods that include quantitative checks can provide a sufficient means of support. Stufflebeam (2001) stated, “Investigators look to quantitative methods for standardized, replicable findings on large data sets. They look to qualitative

methods for elucidation of the program's cultural context, dynamics, meaningful patterns and themes, deviant cases, and diverse impacts on individuals as well as groups" (p.40). Furthering this contention, Frostand Nolas (2013) stated, "It is our argument that the adoption of a multiontological and multiepistemological approach allows for multiple realities and worldviews to be the focus of social-intervention evaluation" (p.78). Other advocates of mixed method applications in evaluation suggested that the process buttresses the complementary components of quantitative and qualitative methods. For example, Greene & Caracelli (1997, cited by Mertens & Hesse-Biber, 2013) stated "Mixed methods approaches are often portrayed as synergistic, in that it is thought that by combining two different methods (i.e., quantitative and qualitative), one might create a synergistic evaluation project, whereby one method enables the other to be more effective and together both methods would provide a fuller understanding of the evaluation problem" (p.7). Therefore, qualitative and open-ended interviews of information rich faculty members facilitated in the development of a quantitative survey instrument that was distributed to doctoral/graduate students and triangulated.

Critics of mixed method applications, however, argued that oftentimes the quantitative component is elevated to primary status when implemented in conjunction with qualitative processes. They argued that it is a post-positivist ruse of acknowledging that relative constructions may lead to real answers and/or the marginalization of the qualitative portion (e.g., Denzin & Lincoln, 2005). Creswell, Shope, Clark, & Green (2006) countered "Although Howe/Denzin/Lincoln refer to methods of using qualitative data in experimental trials, their concerns may be more related to paradigms and the mixing of paradigms than the actual methods" (p.9). Furthermore, Creswell et al. (2006) emphasized that the inappropriate diminishing of the qualitative portion of mixed

methods can be averted in the design of an evaluation by using “interpretive frameworks” (p.9). In contrast to Denzin & Lincoln (2005) contention that the qualitative segment of the study will be minimize, and in alignment with Creswell et al. (2006) design directive, a qualitative driven design induced the development of a quantitative instrument. Therefore, the ontological and epistemological aspect remained separate and the mixture only occur methodically.

Culture and Post-Positivist Paradigm

Spradley (1980) described culture as, “the acquired knowledge people use to interpret experience and generate behavior” (p.6). For instance, my role as a student in the EER program and participant observer afforded me an opportunity to interact within the framework of the culture. Spradley (1980) noted there are two types of culture – explicit and tacit. Explicit culture is that which is reasonably apparent; while tacit culture is unrecognizable to an outsider or even segments within a population.

In comprehending my role as a participant observer, consideration was given to my presumptions regarding the explicit and implicit culture exhibited in the context of the proposed program evaluation. My current role afforded me an opportunity to interact culturally because of my responsibilities as a student and as an evaluator. Therefore, I was in a position that allowed me to decipher the explicit and tacit (implicit) cultural knowledge displayed.

Spradley (1980) stated, “in doing fieldwork, you will constantly be making cultural inferences from what people say, from the way they act, and from the artifacts they use” (p.11). This means my presumptions regarding the explicit and implicit culture of the school were precursors to other means of garnering information. Also, Spradley (1980) suggested that when analyzing culture the primary point is to “have focused more

on making inferences from what people do (cultural behavior) and what they make and use (cultural artifacts)” (p.12). When considering the culture of an environment, LeCompte and Schensul (1999) emphasized that the researcher must also consider her or his status relative to the research and the effects thereof; that is, personal feelings should be mitigated for the sake of sound and accurate research (p.47).

Moreover, the process by which this evaluation proceeded provided baseline information interwoven with a paradigm belief that mixed-methods application was complimentary and in fact supported the qualitative notion of triangulation. One way to initiate the qualitative data gathering process of the evaluation was via in-depth interviews with information rich faculty members. Schensul, Schensul, & LeCompte (1997) examined the process of conducting an interview in an in-depth and open-ended manner. They noted that an in-depth and open-ended interview operates in a fashion that will naturally elucidate unseen domains that are relevant. Schensul et al (1997) stated:

The main purpose of in-depth, open-ended interviewing are to: explore undefined domains in the formative conceptual model; identify new domains; break down domains into component factors and subfactors; obtain orienting information about the context and history of the study and the study site; and build understanding and positive relationships between the interviewer and the person being interviewed (p.123).

Moreover, Spradley (1980) indicated that there should also be an establishment of an interview protocol that considers the – place, people, activity, and interactions of people.

First, the question about the place of interest should be broad with a purpose of allowing the interviewer an option of probing the interviewee for substantive information in an unobtrusive manner. For instance, an interview with a faculty member by way of Skype may accommodate that professor given her or his personal or professional circumstances.

Second, the people interviewed were imperative for domain elicitation purposes. The person interviewed should be able to answer the kind of questions that will uncover implicit cultural knowledge. The information rich faculty provided me with information about the expectations of the professional/academic community that would have been otherwise tacit. Borgatti, Natstasi, Schensul, and LeCompte (1999) illustrated advanced techniques that enable the ethnographer to attain data succinctly. Interviews, elicitation techniques, and audiovisual techniques are the essential methodologies outlined. They stated that the establishment of an interview protocol would undoubtedly aid in the development of a successful interview.

Third, the activity – ostensibly – is the crux of the study. The questions posed should provide the ethnographer with key information that answers the questions regarding the purpose of the study. The proper synthesis of data and interactions of all prongs will allow checks and balances, diminishing a negative effect on trustworthiness or researcher bias (as will be discussed further below).

Spradley (1980) illustrated how proper analysis should be sequentially displayed by domain, taxonomy, componential, and theme. He emphasized:

Domain analysis is the first type of ethnographic analysis. In later steps we will consider taxonomic analysis, which involves a search for the way cultural domains are organized, then componential analysis, which involves a search for the attributes of terms in each domain. Finally, we will consider theme analysis, which involves a search for the relationships among domains and for how they are linked to the cultural scene as a whole (p. 87-88).

In other words, domain analysis looks for similarities in subjects or people. Taxonomy looks for the order of relationships among domains. Componential analysis looks for patterns of differences among the domains and taxonomies. Thematic analysis looks for central ideas that arise based on the domain, taxonomy, and componential analyses.

Given the open-interviewing process, story telling or narratives may arise that will illuminate the themes and require the implementation of a narrative analysis.

Riessman (1999) examined three models of narrative analysis that facilitates the interpretation of audio and video interviews. They are the paradigmatic, poetic, and dramatism. According to Riessman (1999) each form requires the “telling, transcribing, and analysis of interviews” (p.54). They offer distinct methods of deciphering meaning from subjects. The paradigmatic narrative entails:

Six common elements: an abstract (summary of the substance of the narrative), orientation (time, place, situation, participants), complicating action (sequence of events), evaluation (significance and meaning of the action, attitude of the narrator), resolution (what finally happened), and coda (returns the perspective to present).” (Riessman, 1999, p.18-19).

A poetic application of analysis allows the researcher to draw, “on the oral rather than text-based tradition in sociolinguistics... changes in pitch, pauses, and other features that punctuate speech that allow interpreters to hear groups of lines together” (Riessman, 1999, p.19). The researcher focuses on the linguistics and its meaning within a particular population, thus, enabling accurate decoding of the cultural implications of the speech. The quintessential goal of a dramatic, of course, is to determine who, what, when, where, why, and how.

In order to verify the validity and reliability of the evaluation, Lincoln & Guba (1985) indicated evaluation require trustworthiness in protocols that include: credibility - an examination of the truth; transferability – an assessment of applicability; dependability – a determination of consistency; and confirmability – an indication of neutrality. Credibility has five prongs (field activities, peer debriefing, negative case analysis, referential adequacy, and member checks) that are used to authenticate the

trustworthiness of a researcher or evaluator. Lincoln and Guba (1985) provided examples for each prong:

- Field activities - prolonged engagement, persistent observation, and the triangulation of sources, methods, and investigators.
- Peer debriefing - allowing a disinterest party to examine the data.
- Negative case analysis - continual revision when presented with data incongruent with the working hypothesis.
- Referential Adequacy - archiving video for comparison purposes.
- Member checks – allowing respondents to review what evaluator (researcher) has written relative to their statements.

According to Lincoln and Guba (1985), transferability requires the thorough description of the evaluation process; dependability requires the evaluation process being capable of replication; and confirmability requires the triangulation of the results of the evaluation. In summing the goal of qualitative inquiry, Lincoln and Guba (1985) stated that naturalistic inquiry “operates as an open system; no amount of member checking, triangulation, persistent observation, auditing, or whatever can ever compel; it can best persuade”(p. 329). Therefore, the thorough application of trustworthiness procedures during the EER evaluation corresponded with the tenets of utility, feasibility, propriety, accuracy, and evaluation accountability as they are outlined in the JSCEE (2011).

Focus of Evaluation

The focus of any evaluation is either formative, summative, or a blended version of both. Formal evaluations generally are performed at any stage of the program’s process and, therefore, may be ongoing. During the process of formal evaluations, an analysis of the program’s effectiveness can elicit positive or negative feedback at any stage. An example of formal evaluation could be a university or department plan that encompasses evaluative procedures weekly, monthly, or yearly without an apparent end date. Spaulding (2008) emphasized “Formative data is different from summative in that rather

than being collected from participants at the end of the project to measure outcomes, formative data is collected and reported back to project staff as the program is taking place” (p.9).

Alternately, summative evaluations involve assessing the effectiveness of a program as it relates to the particular goals and objectives and is usually conducted at the program’s conclusion. Generally, summative evaluations are effectively utilized to make a decision regarding the cost-benefit of the program’s maintenance. Spaulding (2008) stated, “Surveys and qualitative data gathered through interviews with stakeholders may also serve as summative data if the questions or items are designed to elicit participant responses that summarize their perceptions of outcomes or experiences” (p. 9). An example would be evaluating a college program’s viability based on a survey that measures the satisfaction of students and faculty; as well as, the students’ acquisition of reasonable employment in their field of study.

Consequently, interventions or sustainable processes may arise at anytime. In comparison of formative and summative evaluations Stufflebeam (2001) stated, “formative evaluations are employed to examine a program’s development and assist in improving its structure and implementation. Summative evaluations basically look at whether objectives were achieved, but may look for a broader array of outcomes” (p.40). Fitzpatrick et al. (2011) indicated that a fine line distinguishes the two focuses. They illustrated the differences between formative and summative evaluation in Table 1.

TABLE 1. Differences between Formative and Summative Evaluation

Purpose	Formal Evaluation	Summative Evaluation
Use	To improve the program	To make decisions about the program’s future or adoption
Audience	Program managers and staff	Administrators, policymakers, and/or potential consumers or funding

		agencies
By Whom	Often internal evaluators supported by external evaluators	Often external evaluators, supported by internal evaluators
Major Characteristics	Provides feedback so program personnel can improve it	Provides information to enable decision makers to decide whether to continue it, or consumers to adopt it
Design Constraints	What information is needed? When?	What standards or criteria will be used to make decisions?
Purpose of Data Collection	Diagnostic	Judgmental
Frequency of Data Collection	Frequent	Infrequent
Sample Size	Often small	Usually large
Questions Asked	What is working? What needs to be improved? How can it be improved?	What results occur? With whom? Under what conditions? With what training? At what cost?

Note. Adapted from “Program Evaluation: Alternative Approaches and Practical Guidelines,” by Fitzpatrick, Sanders, and Worthen, 2011, Copyright 2011 Pearson Educational, Inc.

A mixed application of both formative and summative evaluations may require the evaluator’s prolonged involvement in the program, which includes formally assessing the program at various stages and concluding with a summative evaluation in the last stage. A mixed application of formative and summative methods may affect the experimental process of research if the intent of the evaluator is to offer experiential evidence. Spaulding (2008) noted that program evaluators conducting a combination of formal and summative evaluations would have goals that are more concerned with program enhancement than causality.

In particular, Spaulding (2008) stated how formal evaluations contribute to the difference between traditional research and program evaluation. “If the program itself is the treatment variable, then it must be designed before the study begins. An experimental

researcher would consider it disastrous if formative feedback, were given because the treatment was changed in the middle of the study” (p.10). For example, an evaluation during the formal stage that yields results that are detrimental to the program’s goals and objectives will more than likely result in immediate change in the best interest and sustenance of the program. Hence, during the formal evaluations the likelihood of controlling variables will be avoided in instances that are not conducive to the program or participants. Therefore, the mixed application of summative and formal evaluations is more likely suitable for evaluations that are judgment oriented and do not seek to add to a particular field of knowledge. Nevertheless, in the case of the EER evaluation the intent of the evaluation was to determine whether the goals and objectives were met in the program, therefore, a summative evaluation sufficed as the focus of emphasis.

Benchmarks

In 1975, the Joint Committee for Standards on Educational Evaluation was created in an effort to establish benchmarks that would ensure that evaluations were effectively assessing whether programs were realizing the goals and objectives of an organization.

There were thirty standards set forth by the JCSEE that are segmented into five categories:

- Utility: Why is the evaluation necessary? Who will use the information?
- Feasibility: Will the evaluation be affordable and reasonable?
- Propriety: Will the evaluation adhere to the legal and ethical principles that protect the welfare of participants, as well as stakeholders that may be affected?
- Accuracy: Will the evaluation contain information that is valid, reliable, and valuable?
- Evaluation Accountability: Will the evaluation be well-documented and subject to internal and external evaluation (JCSEE, 2011).

The evaluation standards remained relatively constant from 1994 to 2011. A fifth category, Evaluation Accountability, was added in 2011 as a means of ensuring a

transparent evaluation process. “The standards call explicitly for all evaluations to be systematically metaevaluated for improvement and accountability purposes” and “high-quality communication is required to deal with conflicts of interests, with human rights, with many feasibility issues, with data selection and collection, and with quality planning and implementation” (JCSEE, p.xiv.) The implication of philosophical differences and similarities in qualitative and quantitative analysis were also addressed in the design of the evaluation. The revised program evaluation standards are compiled in Table 2.

TABLE 2. JCSEE (2011) Program Evaluation Standards

Utility standards

The following utility standards ensure that an evaluation will serve the information needs of intended users:

U1 Evaluator Credibility. Qualified people who establish and maintain credibility in the evaluation context should conduct evaluation context.

U2 Attention to Stakeholders. Evaluations should devote attention to the full range of individuals and groups invested in the program and affected by its evaluation.

U3 Negotiated Purposes. Evaluation purposes should be identified and continually negotiated based on the needs of stakeholders.

U4 Explicit Values. Evaluations should clarify and specify the individual and cultural values underpinning purposes, processes, and judgments.

U5 Relevant Information. Evaluation information should serve the identified and emergent needs of stakeholders.

U6 Meaningful Processes and Products. Evaluations should construct activities, descriptions, and judgments in ways that encourage participants to rediscover, reinterpret, or revise their understandings and behaviors.

U7 Timely and Appropriate Communicating and Reporting. Evaluations should attend to the continuing information needs of their multiple audiences.

U8 Concern for Consequences and Influence. Evaluations should promote responsible and adaptive use while guarding against unintended negative consequences and misuse

Feasibility standards

The following feasibility standards ensure that an evaluation will be realistic, prudent, diplomatic, and frugal:

F1 Project Management. Evaluations should use effective project management strategies.

F2 Practical Procedures. Evaluation procedures should be practical and responsive to the way the program operates.

F3 Contextual Viability. Evaluations should recognize, monitor, and balance the cultural and political interests and needs of individuals and groups.

F4 Resource Use. Evaluations should use resources effectively and efficiently.

Propriety standards

The following propriety standards ensure that an evaluation will be conducted legally, ethically, and with regard for the welfare of those involved in the evaluation as well as those affected by its results:

P1 Responsive and Inclusive Orientation. Evaluations should be responsive to stakeholders and their communities.

P2 Formal Agreements. Evaluation agreements should be negotiated to make obligations explicit and take into account the needs, expectations, and cultural contexts of clients and other stakeholders.

P3 Human Rights and Respect. Evaluations should be designed and conducted to protect human and legal rights and maintain the dignity of participants and other stakeholders.

P4 Clarity and Fairness. Evaluations should be understandable and fair in addressing stakeholder needs and purposes.

P5 Transparency and Disclosure Evaluations should provide complete descriptions of findings, limitations, and conclusions to all stakeholders, unless doing so would violate legal and propriety obligations.

P6 Conflicts of Interests Evaluations should openly and honestly identify and address real or perceived conflicts of interests that may compromise the evaluation.

P7 Fiscal Responsibility Evaluations should account for all expended resources and comply with sound fiscal procedures and processes.

Accuracy standards

The following accuracy standards ensure that an evaluation will convey technically adequate information regarding the determining features of merit of the program:

A1 Justified Conclusions and Decisions. Evaluation conclusions and decisions should be explicitly justified in the cultures and contexts where they have consequences.

A2 Valid Information. Evaluation information should serve the intended purposes and support valid interpretations.

A3 Reliable Information. Evaluation procedures should yield sufficiently dependable and consistent information for the intended uses.

A4 Explicit Program and Context Descriptions. Evaluations should document programs and their contexts with appropriate detail and scope for the evaluation purposes.

A5 Information Management Evaluations should employ systematic information collection, review, verification, and storage methods.

A6 Sound Designs and Analyses Evaluations should employ technically adequate designs and analyses that are appropriate for the evaluation purposes.

A7 Explicit Evaluation Reasoning Evaluation reasoning leading from information and analyses to findings, interpretations, conclusions, and judgments should be clearly and completely documented.

A8 Communication and Reporting Evaluation communications should have adequate scope and guard against misconceptions, biases, distortions, and errors.

Evaluation Accountability Standards

E1 Evaluation Documentation. Evaluations should fully document their negotiated purposes and implemented designs, procedures, data, and outcomes.

E2 Internal Metaevaluation. Evaluators should use these and other applicable standards to examine the accountability of the evaluation design, procedures employed, information collected, and outcomes.

E3 External Metaevaluation. Program evaluation sponsors, clients, evaluators, and other stakeholders should encourage the conduct of external metaevaluations using these and other applicable standards.

Note. Adapted from Joint Committee on Standards For Educational. Program evaluation standards: A guide for evaluators and evaluation users, 3rd ed. Thousand Oaks, CA: Sage Publications, 2011.

The five standards facilitate the practical assessment of evaluation. The utility standards require the process to be cognizant of the culture of stakeholders: as well as, effective and efficient. The feasibility standards mandate that the evaluation is rational, doable, and worthwhile even in the apex of politics. The propriety standards necessitate that the evaluation is principled with regard to human subjects and balanced in disclosure of positions on matters where conflict may arise. The accuracy standards require the evaluation to be credibly designed and soundly implemented. The evaluation accountability standards are in place to ensure that the evaluation process is open and subject to evaluation itself.

The Joint Committee (1994) stated “In the end, whether a given standard has been addressed adequately in a particular situation is a matter of judgment” (p.12). However, these standards are not compulsive rules for conducting evaluation. Instead, the standards are in place as a means of offering a checklist that reinforces the process of a sufficient evaluation. Therefore, the evaluator used the benchmarks as guiding principles throughout the evaluation of the EER program.

CHAPTER 3

Methodology

In order to conduct this evaluation, an ethnographic design was implemented. Regarding ethnography, LeCompte and Schensul (1999) stated.

Quite literally, it means “writing about groups of people.” More specifically, it means writing about the culture of groups of people. All humans and some animals are defined by the fact that they make, transmit, share, change, reject, and recreate cultural traits in a group (p.21).

An ethnographic design facilitated in understanding complex circumstances in a setting that had never been evaluated. The process of analyzing the culture of a specific group through open-ended interviews and other naturalistic procedures assisted in understanding social constructs that were prevalent in the setting.

Description of Site

The Education Evaluation and Research program functions within the College of Education at Wayne State University. The goals of the Education Evaluation and Research program staff are acknowledged on their page of Wayne State’s website:

Evaluation and Research offers concentrated programs for building careers and leadership positions in educational statistics, research, measurement, and evaluation. These programs were designed for students who have training and experience in substantive disciplines in either education or non-education fields. Proficiency and excellence will be acquired in scientific inquiry, research methodology, program evaluation, psychometry, and construction of psychological and educational tests, and statistical analysis of social behavioral data, especially using computer technology. The following degrees are offered: Master of Education (M. Ed.), Doctor of Education (Ed. D.), and Doctor of Philosophy (Ph. D.) (“Education Evaluation & Research,” 2013, para. 1).

Participants

Faculty.

The targeted population consisted of interviewing two professors associated with the EER Program at Wayne State University. They had extensive experience in understanding the culture and expectations of the faculty, program, and doctoral students. Moreover, the depth of work experience at Wayne State exceeded 10 years for each of the participants. Pseudonyms were assigned to each of the faculty members interviewed because of the small size of the sample, the transparency of faculty biographies available from the EER program's web site, and the need to maintain participants' anonymity.

Current EER Doctoral Students.

In an effort to explicate and triangulate supporting features of the phenomenon that were captured from the faculty interviews, a survey adapted from Wayne State University's Student Evaluation of Teaching (SETS) was distributed to present and former doctoral/graduate students. Currently, there are 75 active EER doctoral/graduate students. Therefore, a confidence level of 95% and margin of error of ± 5 would necessitate a sample size of 63 current students answering the survey.

Past EER Doctoral Students

Since the mid-1980s, there were about 130 graduates of the EER program. However, email addresses were available for only for a subset of about 65 graduates. A confidence level of 95% and margin of error of ± 5 would have required a sample size of 56. (Names and addresses for doctoral graduates prior to the mid-1980s were not available.)

The sample size calculation were conducted with an online calculator (<http://raosoft.com/samplesize.html>), based on a sample size (N) of

$$N = \left(Z_{\frac{\alpha}{2}} s \right)^2,$$

and margin of error of

$$E = \sqrt{(N - n) \frac{x}{n(N - 1)}},$$

where Z is a score based on the normal distribution, N is the population size, n is the sample size, α is the alpha level, and s is the estimation of the standard deviation (σ).

Instrument

The instrument of measurement is a likert scale modified from Wayne State University's Student Evaluation of Teaching (SET). The original instrument consisted of twenty-four questions that were segmented according to summary of course evaluation (questions 1 and 2), instructor feedback-diagnostics (questions 3-23), and summary instructor evaluation (question 24). The instructor feedback-diagnostic section consisted of subcategories listed as: organization/clarity; instructor enthusiasm; group interaction; individual rapport; breadth of coverage; examinations/grading; assignments/readings; and workload/difficulty. According to the Course Evaluation Office of Wayne State University, "... SET theorist design subsections of SET items that specifically fit either decision-making or instructor improvement purposes. The WSU instrument is designed to address both purposes" (<http://set.wayne.edu/set2002.pdf>, 2014).

To that end, the modified SET was developed with the purpose of evaluating the EER program. The changes that occurred were suitable to the evaluation of the EER program. For instance, questions (1, 2, 6, 16, 17, 21, 22, 23, 24, 25, and 26) that contained instructor were replaced with program in an effort to measure the effectiveness of the program. However, questions (4,5, 8, 9, 10, 11, 12, 13, 14, 15, 19, and 20) that were individual assessments of an instructor's interaction were changed to instructors in order to evaluate the overall effectiveness of all instructors based on a particular line of

questioning. Moreover, there were addendums to the subsection Group Interaction (questions 11 and 16); as well as, the implementation of additional subsections of Job Readiness (questions 26, 27, 28, and 29) and Demographics (questions 30, 31, and 32) in order to consider implications relevant to subgroups in the present and former student populations of evaluation.

Reliability

The student surveys (a modification of WSU's SET) were subjected to reliability analysis via computing Cronbach's alpha, a measure of internal consistency reliability.

Validity

The content validity of the student is based on the congruence of the SETs, which were administered by WSU to students while they were matriculating. In terms of construct validity, internal factor structure was computed using exploratory factor analysis. A principal components extraction, with varimax rotation, was invoked. Factors were determined based on a scree plot, eigenvalues greater than 1.0, and an iterative method that maximizes explained variance based on sorted factor loadings with a minimum magnitude of $|.4|$.

From a qualitative perspective, the researcher is the instrument, which will prevail for the ethnographic interviews of the two faculty members. Schensul et al. (1999) emphasized that personal feelings must be diminished for the sake of good judgment in the qualitative evaluation process. In order to insure adherence, my prolonged engagement as a student in the EER program, acknowledgement of my researcher's lens/paradigm, journal accounts, and participant observation afforded me an opportunity to utilize prior archival notes and to be reflexive.

Data Collection

The faculty interviews will generally take place in a setting that accommodates the interviewee and according to a time conducive to their schedules; for instance, in the event a subject is out of town an interview by way of Skype will be utilized. Otherwise, the interviews will be conducted at the office of each subject at a mutually agreed upon time. The interviews will generally be videotaped or voice recorded, password protected, locked in my home, and destroyed on the completion of the dissertation. Moreover, in concert with Miles and Huberman (1994), the interviews will be open-ended and aid in the development of analyses in relationship to within-case, cross-case, and matrix-case displays; in other words, domain (within-case), taxonomic (cross-case), componential (matrix-display), and thematic analyses will be used to analyze the interviews (Spradley, 1980).

Wayne State University's Human Investigation Committee procedures will guide the entire process as it relates to informed consent and federal regulations. Moreover, an interview introduction (see Figure 1 and Appendix A) and protocol (see Figure 2 and Appendix B) that encompasses each faculty's educational and professional background, assessment of program goals, and overall perspective of the EER program will be implemented to display the natural evolution of evaluative information. Former and present EER doctoral/graduate will be administered a survey adapted from Wayne State University's Student Evaluation of Teaching (SETS) (see Figure 3 and Appendix C).

Figure 1: The Interview Protocol and Introduction

In an effort to supplement my written notes, I would like to audio or video tape our interview today. I will be the only person to have access to the recordings and will destroy them after they are transcribed. Please sign this form that outlines Wayne State
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University's human subject requirements. Please read the form as it indicates your agreement to participate and right to stop at any moment during this session. Thank you for your agreeing to participate. The interview will only be a half hour. In the event we are pressed for time please understand that I may interrupt you in order to complete our line of questioning. You were selected to participate because of your expertise and knowledge of the EER program at Wayne State University. The information you provide will be a baseline description of the program and facilitate future evaluations. Moreover, your social constructs regarding the EER program will enable the emergence of a survey that will be randomly distributed to present and graduated doctoral students in an effort to triangulate the data. Also, you will be provided an opportunity to review your answers in order to verify the accuracy of my illustrations in relationship to your assessments.

Figure 1: The Interview Protocol and Introduction

Figure 2. Faculty Interview Protocol: Questions

1. How long have you been at Wayne State University in the EER program?
- 2a. What are the goals of the EER program?
- 2b. To what extent do you believe they are they being met?
- 3a. What are the strengths of the EER program?
- 3b. What are the weaknesses of the EER program?
4. What activities do you engage in that help develop the EER program?
5. What changes do you see occurring in the EER program?
- 6a. What are your predictions regarding the EER program?
- 6b. What role do you anticipate playing in that prediction?

7. Are you satisfied with the direction of the EER program?
8. Are your classes rigorous, relevant, and applicable for real-life endeavors?
- 9a. How do you determine whether you impart information in class effectively?
- 9b. Are your methods of delivery based on that determination?
- 9c. What are the methods?
- 9d. Are the methods practiced departmentally?
- 10a. Is student success measured in any manner other than grades?
- 10b. If yes, How?
- 11a. Are you accessible to students?
- 11b. If yes, How much?
12. Are there any departmental clubs or organizations available for students?
- 13a. Are the successes of graduates of the EER program assessed?
- 13b. If so, How?
- 14a. Are there any departmental clubs or organizations for EER graduates?
- 14b. If yes, What are the functions of the clubs or organizations?
- 15a. Are there any professional development activities for EER faculty?
- 15b. If yes, Are the activities relevant and applicable for obtaining departmental goals and objectives?

Figure 2. Faculty Interview Protocol: Questions

Figure 3. Student Evaluation of Educational Evaluation and Research Program (SEEERP) Instrument

Your responses to this survey are very important to the evaluation of the EER Program. This information will contribute to: a) my dissertation; b) a seedbed evaluation of the EER program; and c) improvements in the quality of the EER program. Your responses will be anonymous and solely aggregated based on groups' response. Your participation in this survey is voluntary and not compulsive. In order to maintain your anonymity, please return your survey to the encrypted url at Qualtrics Survey. If you choose to

participate, the survey should take no more than 15 minutes to complete. Thank you for your participation.

Summary Program Evaluation

1. How would you rate this program?

a) excellent b) very good c) good d) fair e) poor

2. How much have you learned in this program?

a) a great deal b) a lot c) a moderate amount d) a little e) practically nothing

Program Feedback

Organization/Clarity

3. This program was well organized.

a) strongly agree b) agree c) neutral d) disagree e) strongly disagree f) not applicable

4. The instructors made clear, understandable presentations.

a) strongly agree b) agree c) neutral d) disagree e) strongly disagree f) not applicable

5. The instructors' use of examples and/or illustrations helped me understand the subject matter.

a) strongly agree b) agree c) neutral d) disagree e) strongly disagree f) not applicable

6. My responsibilities as a student in this program were made clear.

a) strongly agree b) agree c) neutral d) disagree e) strongly disagree f) not applicable

Instructors' Enthusiasm

7. The instructors were enthusiastic about the subject matter.

a) strongly agree b) agree c) neutral d) disagree e) strongly disagree f) not applicable

8. The instructors encouraged and/or motivated me to do my best work.

a) strongly agree b) agree c) neutral d) disagree e) strongly disagree f) not applicable

Group Interaction

9. The instructors encouraged student questions.

a) strongly agree b) agree c) neutral d) disagree e) strongly disagree f) not applicable

10. The instructors encouraged expression of ideas.

a) strongly agree b) agree c) neutral d) disagree e) strongly disagree f) not applicable

11. The instructors encouraged collaborative exercises and networking.

a) strongly agree b) agree c) neutral d) disagree e) strongly disagree f) not applicable

Individual Rapport

12. All things considered, the instructors were available to me.

a) strongly agree b) agree c) neutral d) disagree e) strongly disagree f) not applicable

13. The instructors treated all students in the class with respect.

a) strongly agree b) agree c) neutral d) disagree e) strongly disagree f) not applicable

Breadth of Coverage

14. The instructors demonstrated good knowledge of courses contents.
a) strongly agree b) agree c) neutral d) disagree e) strongly disagree f) not applicable
15. The instructors discussed differing views about the material when appropriate.
a) strongly agree b) agree c) neutral d) disagree e) strongly disagree f) not applicable
16. The program offered a balance between real work issues and textbook theory
a) strongly agree b) agree c) neutral d) disagree e) strongly disagree f) not applicable

Examinations/Grading

17. The grading procedures were explained at an appropriate point in the program.
a) strongly agree b) agree c) neutral d) disagree e) strongly disagree f) not applicable
18. Evaluation and grading methods were fair.
a) strongly agree b) agree c) neutral d) disagree e) strongly disagree f) not applicable
19. The instructors provided feedback on my performance in a reasonable amount of time.
a) strongly agree b) agree c) neutral d) disagree e) strongly disagree f) not applicable
20. The instructors' feedback on my work was helpful.
a) strongly agree b) agree c) neutral d) disagree e) strongly disagree f) not applicable

Assignments/Readings

21. The readings contributed to my understanding of program contents.
a) strongly agree b) agree c) neutral d) disagree e) strongly disagree f) not applicable
22. Other assignments contributed to my understanding of program contents.
a) strongly agree b) agree c) neutral d) disagree e) strongly disagree f) not applicable

Workload Difficulty

23. For me, the program was:
a) too difficult b) difficult c) moderate d) elementary e) too elementary f) not applicable
24. The workload in the program was:
a) too heavy b) heavy c) moderate d) light e) too light f) not applicable
25. The program's pace was:
a) too fast b) fast c) moderate e) slow e) too slow f) not applicable

Job Readiness

26. The program effectively prepared me for employment in my field of study.
a) strongly agree b) agree c) neutral d) disagree e) strongly disagree f) not applicable
27. I have been cited in peer reviewed publications and/or textbooks.
a) a great deal b) a lot c) a moderate amount d) a little e) never f) not applicable
28. I have written and received grants for research or work.
a) a great deal b) a lot c) a moderate amount d) a little e) never f) not applicable

29. In the academic and professional world, my WSU degree is perceived as:
a) excellent b) very good c) good d) fair e) poor f) not applicable

Demographics

30. Are you a?

a) doctoral student b) graduate of the EER program

31. If you answered "All But Dissertation Student" in question 30. Why have you not completed the program?

a) dissertation issues b) financial issues relocated c) relocated d) personal reasons

32. How is/was your Doctorate funded?

a) scholarship b) loans c) grants d) scholarship & loans e) scholarship, loans, & grants
f) loans & grants

33. You are:

a) male b) female

34. Are you?

a) black b) white c) Asian d) Hispanic e) other f) foreign

Figure 3. Student Evaluation of Educational Evaluation and Research Program (SEEERP) Instrument. Note. Adapted from Wayne State University. "Student Evaluation of Teaching (SETS)", 2013.

Data Analysis

Faculty.

Miles and Huberman (1994) observed that there are three approaches to analyzing qualitative data: interpretive (holistic interpretations by all participants), collaborative social research (action-oriented with a motivation to change the site), and social anthropology (ethnography). For the purposes of analyzing the data from this evaluation an approach rooted in social anthropology will be applied. Miles and Huberman (1994) stated that, "social anthropologists are interested in the behavioral regularities in everyday situations: language use, artifacts, rituals, relationships. These regularities often are expressed as "patterns" or "languages" or "rules," and they are meant to provide the inferential keys to the culture or society under study" (p.8). Moreover, Namey, Guest, Thairu, & Johnson (2007) stated that:

In a data-driven approach, the researcher carefully reads and rereads the data, looking for keywords, trends, themes, or ideas in the data that will help outline the analysis, before any analysis takes place. By contrast, a theory-driven approach is guided by specific ideas or hypotheses the researcher wants to assess. The researcher may still closely read the data prior to analysis, but his or her analysis categories have been determined a priori, without consideration of the data” (p.138).

This evaluation encompassed a data-driven approach that required the evaluator to delve deeply into to collected data before offering any analysis. Afterwards, effectively analyzing qualitative data required the evaluator to reduce, display, and verify the data. There were four types of analysis that were conducted with the data from the interviews (Spradley, 1980): domain analysis, taxonomic analysis, componential analysis, and thematic analysis.

The analyses were case-ordered based on two separate interviews with professors. Domain analysis initiated the process and required reducing data by establishing domains and looking for similarities in the participants interviewed and coding them based on meanings. Spradley (1980) stated that domain analysis “refers to the systematic examination of something to determine its parts, the relationship among parts, and their relationship to the whole” (p.85).

Determining a cultural domain requires distinguishing between a social situation and a culture. Spradley (1980) stated, “A social situation is observable and something in which you can participate. Culture, on the other hand, refers to the patterns of behavior, artifacts, and knowledge that people have learned and created” (p.86). The analysis of data collected from the EER program uncovered relationships that influenced the cultural knowledge (explicit and implicit). Figure 4 illustrates how a domain may be displayed in a journal.

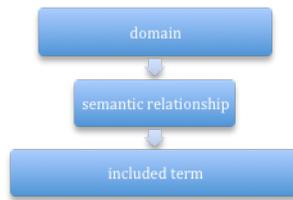


Figure 4: Domain Analysis

Taxonomic analysis looks for the order of relationships among domains by combining them among data pieces based on the interview transcripts. Essentially, classification and levels will be established based on the illuminated patterns. This process will require persistent reviewing of the audio/video tapes in an effort to decipher unforeseen relationship among domains. Spradley (1980) wrote, “Like a cultural domain, a taxonomy is a set of categories organized on the basis of a single semantic relationship. The major difference between the two is that taxonomy shows more of the relationships among the things inside the cultural domain” (p.112).

The taxonomy is essentially the blueprint of a qualitative analysis. Subcategories of the included terms are identified and readily available for synthesis. Specifically, Spradley (1980) stated that, “a taxonomy...differs from a domain in only one respect: it shows the relationships among all the included terms in a domain. A taxonomy reveals subsets and the way they are related to the whole” (p.113). Miles and Huberman (1994) would define the steps associated with domain and taxonomic analyses as within case examinations. Figure 5 illustrates how taxonomy may be displayed.

- I. Evaluation
 - A. Professor 1
 - 1.
 - 2.
 - B. Professor 2
 - 1.
 - 2.

Figure 5: Taxonomic Analysis

Componential analysis is a between case analysis that involves verifying and displaying data while looking for patterns of difference among the domains and taxonomies. Componential analysis plays an important role in the study of cultural meaning systems. Spradley noted that, “componential analysis is the systematic search for the attributes (components of meaning) associated with cultural categories. Whenever an ethnographer discovers contrasts among the members of a domain, these contrasts are best thought of as attributes or components of meaning” (p.131). According to Spradley (1980), the componential analysis entails these eight steps:

1. Select a domain for analysis.
2. Inventory all contrasts previously discovered.
3. Prepare a paradigm worksheet.
4. Identify dimensions of contrast that have binary values.
5. Combine closely related dimensions of contrasts into ones that have multiple values.
6. Prepare contrast questions for missing attributes.
7. Conduct selective observations to discover missing information.
8. Prepare a completed paradigm (p.133-139).

Likewise, Miles and Huberman (1994) indicated that comparisons across cases would aid in the generalizability of the analysis process as it relates to contrasts and similarities. Miles and Huberman (1994) further emphasized “a case-ordered descriptive matrix is usually a fundamental next step in understanding what’s going on across cases” (p.193). The process should minimize vague assessments by providing visuals that have concrete and understandable variables in each cell. Matrix displays similar to Figure 6 offer illustrations of how comparisons of professors’ position across domains will provide pertinent information throughout the evaluation process.

Taxonomy/ Evaluation	Domain 1	Domain 2	Domain 3
Professor 1			
Professor 2			

Figure 6: Componential

Thematic analysis looks for central ideas that arise based on the domain, taxonomy, and componential analyses. Spradley (1980) explained “a cultural theme as any principle recurrent in a number of domains, tacit or explicit, and serving as a relationship among subsystems of cultural meaning” (p.141). Storytelling or narratives may arise from interviews that will illumine the themes and require the implementation of a narrative analysis or poetic analysis (see Figure 7).

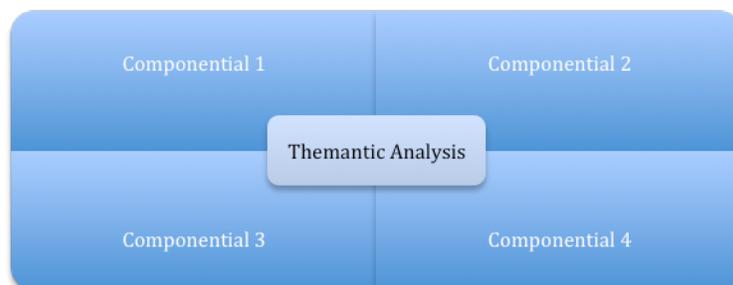


Figure 7: Theme

Trustworthiness

The Joint Committee on Standards for Educational Evaluation (JCSEE) established benchmarks for conducting evaluations that encompass thirty standards that are segmented into five categories:

- Utility: Why is the evaluation necessary? Who will use the information?
- Feasibility: Will the evaluation be affordable and reasonable?

- Propriety: Will the evaluation adhere to the legal and ethical principles that protect the welfare of participants, as well as stakeholders that may be affected?
- Accuracy: Will the evaluation contain information that is valid, reliable, and valuable?
- Evaluation Accountability: Will the evaluation be well-documented and subject to internal and external evaluation (JCSEE, 2011)?

Lincoln & Guba (1985) noted that in order to regard research valid or reliable, it was important to establish trustworthiness protocols that included the following: credibility, transferability, dependability, and confirmability. Credibility in itself has five prongs (field activities, peer debriefing, negative case analysis, referential adequacy, and member checks) that are used to authenticate the trustworthiness of a researcher.

Moreover, Lincoln & Guba (1985) emphasized that prolonged engagement, persistent observation, and the triangulation of: sources, methods, and investigators thoroughly enhances the field activity of a researcher. Credibility will be enriched threefold: 1) faculty will be allowed to member check the written assessment of their statements for accuracy; 2) negative case analysis or the discussion/explanation of changing hypothesis that emerge in the data will be assessed (Lincoln & Guba, 1985); and 3) the triangulation of methods – (faculty) qualitative interviews with a (graduated and present doctoral student administered) survey adapted from Wayne State University’s Student Evaluation of Teaching (SETS; revisit Figure 3).

Transferability required the thick description of the evaluation process and maintaining relevant information during the data reduction and management stage of the evaluation. According to Patton (2003), the use of direct quotations that are kept in context will elucidate meanings derived in the terms of the interviewee. This process was facilitated with Dragon Naturally Speaking program that transcribes the data from

interviews into text. Dependability will require the evaluation process being capable of replication by carefully examining the process in itself. Logs of the notes, videos, and audios will provide relevant information of the procedures and the propensity to replicate. Also, the use of the program NVivo was used to “facilitate data storage, coding, retrieval, comparing, and linking – but human beings do the analysis” (Patton, 2003, p.10). Examining the final evaluation to insure that the findings were grounded in sound research with the evaluator’s potential to be biased supported the confirmability of the evaluation. Again, the triangulation of the results of the evaluation by way of a survey for doctoral/graduate students sufficed in this instance.

Given that this is an evaluation of the EER program, is important to note that the concept of trustworthiness was secondary to the prongs of evaluation: utility, feasibility, propriety, accuracy, and evaluation accuracy. The purpose of trustworthiness is to facilitate the process of a qualitative evaluation. To that end, Patton’s (2003) checklist was utilized as instrument of consultation to insure that the qualitative process was aligned with the JCSEE benchmarks.

Students

The survey that was distributed to doctoral graduates and students contained thirty-three questions. The data was inputted in the SPSS program with the expectation that there were no significant differences in answers among respondents. The respondents were segmented according to gender, student status, and ethnicity; moreover, the number of respondents, means, and standard deviations were calculated for each category (see Table 3).

TABLE 3. Rankings distributions based on doctoral status, gender, and ethnicity.

Student Status	Gender	Ethnicity	Number	Mean	Standard Deviation	Standard Error Mean
Doctoral Student	Male	black				
		white				
		Asian				
		Hispanic				
		other				
		foreign				
	Female	black				
		white				
		Asian				
		Hispanic				
		other				
		foreign				
Doctoral Graduate	Male	black				
		white				
		Asian				
		Hispanic				
		other				
		foreign				
	Female	black				
		white				
		Asian				
		Hispanic				
		other				
		foreign				

In order to determine the internal consistency reliability, the Cronbach alpha coefficient was calculated. An analysis of variance was conducted (with a nominal alpha that entails $\alpha = 0.05$) on ranking of student status by gender and ethnicity. Likewise, distinctions among categories were assessed by ranks via exploratory factor analysis.

CHAPTER 4

Results

The purpose of this study was to (a) conduct a program evaluation of the Education Evaluation and Research (EER) program at Wayne State University in the College of Education in order to help determine if its goals and objectives were being met; (b) determine the efficacy of triangulating qualitative interviews with quantitative surveys; and (c) determine the psychometric properties of a likert scale survey designed to measure graduate students' perspectives of the EER program. This included structured interviews with a full-time and an adjunct professor, and a survey of previous and present EER graduate students.

The culture of the Education Evaluation and Research Program was illuminated with information gathered from two faculty members and triangulated with data acquired from the Student Evaluation of the EER Program (STEERP) survey, which was adapted from the Wayne State University's Student Evaluation of Teaching (SET). NVivo ver. 10 for the Macintosh was used in the analysis of qualitative data. SPSS ver. 22 was used to analyze the quantitative data acquired from students.

The research questions were:

1. What are the goals of the EER program according to its faculty, and to what extent are they being met?
2. What are the strengths and weaknesses of the EER program according to its faculty?
3. What are the strengths and weaknesses of the EER program according to past and present doctoral students?

4. To what extent do graduates of the doctoral program believe they were prepared for their careers?
5. To what extent are blended methods successful when applied to program evaluation of a university doctoral program?
6. To determine the psychometric properties of the “Student Evaluation of the EER Program (STEERP) Survey”.

The structured interviews with the professors, and the student survey responses involved the prongs of demographics; summary of the program; program difficulty and grading methods, instructor rapport; and job readiness (see Taxonomy in Appendix D).

Qualitative Phase

Demographics

The faculty interviews took place on November 4, 2014 in the office of a full-time professor (A) who has been on the EER faculty for 28 years; and, on October the 30, 2014 via telephone with an adjunct professor (B) who has taught for EER for 12 years. The interviews were audio taped, password protected, locked in the home of the researcher, and will be destroyed after the completion of the dissertation process. Pseudonyms were used in place of real names.

EER Program

The goals of the EER program were articulated on a webpage at Wayne State University (Education Evaluation & Research, 2013, “Welcome”, para. 1). The stated objectives were to provide a curriculum that would assist in the development of students attaining research and evaluation skills that would transfer across fields associated and unassociated with education; and as a result, would transcend into leadership positions in cross-curricular industries.

What did the evaluator presume to find:

- Discernibly documented goals and objectives;
- Established structures that facilitate in goal and objective attainment;
- Evidence of the positive and/or negative effects of goal and objective frameworks;
- Formative and summative assessments that are used to effectuate comprehensive and necessary change; and
- Administrator support of faculty in the maintenance and sustainability of the program's goals and objectives

Highlights of interview questions and responses regarding EER program are reported below.

Summary of Program

Interviewer: What are the goals of the EER program?

Professor A: To produce quantitative and qualitative methodologists in social and behavioral science in general and education and psychology in particular (Interview, p.1).

Professor B: Actually, I'm not sure; but I'm sure they exist. As it relate to my classes, my goals are to provide my students with quantitative tools and to enable them to do research in multiple areas; that is, not only in education, but in areas like health insurance or other occupations outside of education that can be applied to their own environments like hospitals other type industries (Interview, p.1).

The comments from the adjunct and full-time professor differed somewhat in terms of the specific intent of their implementation of the goals of the program. The full-

time professor noted for whom the (“quantitative and qualitative”) methods of study were specifically and generally designed. The adjunct professor believed in a general distribution of “quantitative tools” for students in various programs of study. Nevertheless, their remarks were similar as it pertained to training students as quantitative methodologists. In an attempt to probe for further details, I continued:

Interviewer: To what extent do you believe they are they being met?

Professor A: 100%, every graduate of the program has gotten the professional methodology position they have sought in the last 20 years, to my knowledge, with two exceptions. One individual died in an automobile accident ... after the defense of his dissertation and the other was disabled by alcohol addiction and was not employable. [A]part for those two, about 120 graduates have all been able to find the employment that they sought after graduation (Interview, p.2).

Professor B: I think they’re being met to a great extent because it is such a small group of individuals; and I still know everybody that graduated with me and they are all doing extremely well: everyone’s employed, everyone is in some sort of research environment, or working independently. So, I think that the goals are being accomplished (Interview, p. 2).

The answers revealed both the full-time and adjunct professor viewed goal attainment as a function of graduates’ professional career after graduation. In an effort to garner specificity regarding the goals of the program, follow-up questions pertaining to the strengths and weaknesses of the program were posed, as noted below.

Interviewer: What are the strengths of the EER program?

Professor A: Primarily preparing doctoral level graduates as methodologist. We have Masters programs that are also successful but the numbers aren't nearly as great. However, as many as one fourth of the doctoral students are involved in some form of teaching as an adjunct if not as a tenure-track professor, but all the rest are in business and industry. For example, the global senior vice president of Magna (which is a six or \$7 billion company) is one of our graduates. Also, one of the four senior vice president of Union Pacific Railroad a \$3 or \$4 billion company is one of our graduates (Interview, p.2).

Professor B: I will say it provides an avenue for students to learn the various methods offered by the program. There are many people taking coursework in the EER program from different areas. I've had engineers. I've had nurses. In order to learn these multiple statistical methods offered only in the EER program, I've had different people from different colleges in my classes. In fact, it is the only program in the university that has a computer class strictly centered on the IBM SPSS (Interview, p. 2).

Their answers regarding the goals and strengths of the program again elucidated the notion that job readiness was paramount; on the other hand, the question regarding the weaknesses of program initiated the concept of program viability. One professor indicated that the program lacked an adequate amount of advertisement and the other

stated an undergraduate feeder system was unavailable. The lines of conversation went as followed:

Interviewer: What are the weaknesses of the EER program?

Professor A: We don't offer any courses at the undergraduate level and I've been concerned about that since 1987. When I first arrived there was no undergraduate requirement that students have EER competencies. I've raised the issue a number of times. The faculty is disinterested and the state of Michigan is disinterested. I think, therefore, our program suffers because we don't have a natural feeding conduit into our masters and doctoral programs. One, because we don't have undergraduate programs; and secondly, undergraduates here at Wayne State received their baccalaureate degrees in other areas of education and many of them become teachers without any form of coursework in the EER area (Interview, p.3).

Professor B: Well, I think the program needs to gain some notice. Very few people are familiar with the program. I think that if it was put out there, I'm sure they could get far more students; that is, if the word was out there. But, it just isn't (Interview, p. 3).

Interviewer: What activities do you engage in that help develop the EER program?

Professor A: In 1994 I revamped the entire curriculum. I created the current three tracks including the new qualitative track. There are two or three courses that I didn't do, two or three courses I didn't revise, but the bulk of courses that we currently have now I wrote the

curriculum for those. However there are two exceptions, the two ethnography courses which were originally one and split into two consequently by Dr. <> (I served as Assistant Dean at the time to approve the change) but Dr. <> did the coursework; and, Dr. <> who is now deceased, revamped the Monte Carlo course. The rest of modern courses that are in our offerings are courses that I instituted (Interview, p. 3-4).

Professor B: I tell different students about the programs that are in different colleges from education. I tell students if you want to learn about SPSS you should come over to the program. I tell them they can use my multivariate course in the program as an elective for med school or math statistics (Interview, p.3).

When questioned about the weaknesses of the program, Professor A believed that some administrative procedures and actions were impediments to the program. Prof. A mentioned that the absence of an undergraduate program and the apathetic standpoint of faculty and state officials contributed to weakening the program. Although Professor B believed that the program's major inhibition was the lack of publicity.

Program Difficulty and Grading Methods

Remaining within the framework of the taxonomy of the interview, questions regarding the program's difficulty and grading methods were presented.

What did the evaluator presume to find:

- Clear, concise, and fair methods of grading;
- Levels of the program's difficulty aligned with the program goals and objectives, and

- Systemic policies for monitoring and evaluating the program and grading methods.

The pragmatism of the professors' beliefs regarding their lessons and delivery thereof was made known as it related to students' future undertakings. Emphases of the conversations are offered below.

Interviewer: Are your classes rigorous, relevant, and applicable for real-life endeavors?

Professor A: I teach the advance upper-level doctoral courses such as nonparametric statistics, Monte Carlo, program evaluation, and psychometric classes. Some of our courses at the introductory level are not necessarily correlated with job relatedness. Fundamental skills that you need are primarily taught. I have long been an opponent of trying to mix job relatedness and basic skills in the same lesson because then students have to not only learn complicated statistical, as well as research and psychometric principles, they also have to figure out how it relates to a particular discipline. Whether their major area is Ed Psych or Counseling Ed, I like to present it content free; therefore, it is job relevant in general and no place specific. Therefore, the intro courses are content free and the later courses are related to one's job or profession as much as possible (Interview, p. 6).

Professor B: I think so. I've been working in the real world for 44 years of my 66 years on earth. I have experience with all sorts of external real-world situations. Yes, it helps a great deal with my students because I make sure all my examples are based on the real world.

In order for my students to relate, they need to see how the methods are used in real life. (Interview, p.4).

Professor A's standpoint was one of an academician; that is, it was believed that an incremental process of relating academics to job readiness should be invoked and ultimately introduced in upper-level courses. Although Professor B took a more practical stance – referring to illustrate personal extensive life and work experiences at all levels. The questioning regarding the effectiveness of their procedures and delivery continued underneath.

Interviewer: How do you determine whether you impart information in class effectively?

Professor A: By the number of my graduate students who: went on to publish or to present their work at a conference; those who are not majors in the EER field that go on and pass the qualifying exams (written and oral) in the various disciplines across the college and usually having to answer questions about research design; and obviously, the grades that are assessed, I would say that that fewer than 1% have failed in the last 20 years (Interview, p.6).

Professor B: I ask a tremendous amount of questions. I give quizzes almost every week. They are not a huge test, but their little quizzes or little projects, then I can tell whether they're getting something out of it or not (Interview, p. 4).

Interviewer: Are your methods of delivery based on that determination?

Professor A: No, I think it's the other way around; it's because of our methods of delivery. That's why outcomes are so good. I've never been a

proponent of death by PowerPoint. I do not teach by PowerPoint and I am not interested in trying to impress people with that method of delivery. I'm not saying that it has to be chalk and talk. What I'm saying is that what matters is what you are teaching and not necessarily how you teach; unless, a student has a disability and then I think technology is very useful. I've seen countless students become brain numb sitting in a mindless PowerPoint presentation. I'm not convinced that power points, smart boards, and iPads help increase learning outcomes if the underlying teaching pedagogy is faulty (Interview, p. 6).

Professor B: Yes (Interview, p. 4).

Interviewer: Are the methods practiced departmentally?

Professor A: Not necessarily. Our department is based on two types of instructors: adjuncts, and myself whom were my and Dr. \diamond (who is deceased) students, or independents such as Dr.; nevertheless, all have doctoral degrees. But mainly, I'm only speaking for my half of students (Interview, p.7).

Professor B: Probably, but my methods are still mostly lectures. We have little discussions periodically. I'll give people group projects on occasion but it is basically the way I learned things almost 50 years ago - lectures and so forth (Interview, p.5).

The pedagogical philosophy, as it pertained to delivery, was traditional and analogous for both professors; that is, they subscribed to the presentation of subject matters in a didactic fashion that is lecture based. Professor A emphasized that

technology has its place in the delivery of education, but should never supersede the contents of a course's objectives. Professor B stressed that the manner learned fifty years ago was successful and applicable in current classes.

Instructor Rapport

Inquiries regarding the professors' relationships with students consisted of questions regarding faculty accessibility, student organizations, and the measurement of student success. The concept of rapport hinges on the notion that it emphasizes a learning environment that is constructive. The presumption is that rapport is not the wherewithal for learning; on the other hand, it is a conduit between faculty and students that possibly identifies and eliminates impediments to learning.

What did the evaluator presume to find? Possibilities include:

- Mutual respect among faculty and students;
- Consistency among the faculty with regards to communication and interaction with students;
- Ethics of caring and honesty in regards to student achievement; and
- Accessible for student academic concerns.

Hence, those lines of questioning as it related to instructor rapport are illustrated below.

Interviewer: Are you accessible to students?

Professor A: Yes, although I am not easily accessible by office telephone. Years ago maintenance replaced the carpet in my office and never reconnected the phone. I never bothered to have them reconnect it for two or three years. In fact, I haven't had a telephone call in about six months and that was a telephone call from a member of WSU Board of Governors; I'm glad I picked up that phone call!

So, I communicate by email and I try to get back with my students immediately after I receive an email. I checked my emails approximately 1,000,000 times a day, but I don't twitter, I don't Facebook. I will give my students my personal telephone number and some will call me occasionally. Oh, and I do Skype occasionally, but many students do not like to Skype. Communication are primarily 90% through email, 8% is by personal telephone, and 2% of Skype (Interview, p. 8).

Professor B: Yes, I have posted office hours and regularly respond to emails. (Interview, p.5).

Interviewer: Are there any departmental clubs or organizations available for students?

Professor A: We had for many years a journal club where there was a presentation by faculty member; and then perhaps, but not always, a presentation from a doctoral student on a journal article. This went on for many years, until one of faculty members Dr. <> left to work at SAS. Afterwards, I was primarily doing it by myself and I decided to curtail the meetings because I didn't know if students felt obligated to attend because I was speaking. Hopefully with the new staff members (we're hiring quantitative and qualitative people) as soon as they arrived one of the first acts I intend to do is reinstitute the Journal club (Interview, p. 8-9).

Professor B: To my knowledge there isn't any club. Whether that's true or not I don't know. Based on what I know, I don't think there is one (Interview, p. 5).

Interviewer: Is student success measured in any manner other than grades?

Professor A: Yes, as I mentioned earlier, the ability of graduates to get meaningful jobs, meaningful careers, the ability to publish the dissertation, the ability to present a dissertation results at national conferences, and the ability to rise up in your particular field. Those who do not choose to go into education find meaningful jobs in business and industry. Also, the ability of some students to go out and start companies where all they do is write federal grants and receive grants are measures success that way as well. (Interview, p. 7-8).

Professor B: Obviously, not for something like the multivariate class. However, it makes me happy to see students' successes on LinkedIn; or, my involvement in successful written and oral exams. I think success is seeing whether they have a pretty decent job or moving on through the program (Interview, p.5).

The concept of accessibility for Professor A was detailed quantitatively in stating “communication is primarily 90% through email, 8% is by personal telephone, and 2% of Skype (Interview, p. 8).” Professor B’s response was terse in mentioning communicating via email and maintaining posted office hours was the norm.

Professor A noted that once there was a club that consisted of presentations by faculty and students that was held in the faculty’s home. The dissolving of the organization was necessary due to limited faculty, and the arduous task of maintaining the club for Professor A. Thus, it was mentioned the hopefulness that the addition of new

professors would facilitate in reinstating the club and supporting that EER program. Professor B was unaware of the history of the journal club.

Job Readiness

What did the evaluator expect to find?

- A framework of data that tracked the academic and professional progression of students;
- Intervention plans designed to raise student performance that were based on formative and summative assessments of past and present EER students; and
- An environment favorable to the constant progression of performance of students.

The acquisition of any degree should undoubtedly align with some form of profession or serviceable skill. Standards for jobs like actuaries are specified based on the levels of achievement. Links between the curriculum and professional intent of the program should be monitored and evaluated systemically. Throughout the interviews with the professors, the benchmark for the success of the program entailed illustrating the employability and professional status of former students. As it was supported by the comments of Professor B and Professor A respectively: “everyone’s employed; everyone is in some sort of research environment, or working independently” (Interview, p. 2); and “the global senior vice president of Magna (which is a six or \$7 billion company) is one of our graduates and one of the four senior vice president of Union Pacific Railroad a \$3 or \$4 billion company is one of our graduates” (Interview of Professor A, p.2).

Program Viability

There were concerns regarding the viability of the program that were expressed explicitly by Professor A and tacitly by Professor B (Spradley, 1980). The professors’ issues regarding the sustainability of the program were discussed as it related to

professional development, anticipated changes, and their anticipated role and overall satisfaction.

What did the evaluator presume to find?

- Formative and summative structures designed to analyze, evaluate, and appropriately modify ineffective program practices;
- Administrator facilitated professional development exercises that supported the viability of the program; and
- Administrator responsiveness to the EER program and the equitable distribution of consideration amongst other programs in the College of Education as it relates to viability.

The following excerpts offer their outlooks.

Interviewer: Are there any professional development activities for EER faculty?

Professor A: No, pretty much we are alone. I first came here in 1987 I had \$100 monthly phone bills in order to speak to my major advisor. There are a few people in Michigan that are my equal in some areas of my expertise but as you know EER has four areas of expertise and all four areas are not represented in Michigan and certainly not at Wayne State. However, there are a few folks in the math department that are experts in math statistics but our paths rarely cross. So, if you are an EER and you are in Michigan you are practically alone. So there are no opportunities for professional development because we only have one other part-time faculty member. We rarely meet formally for departmental meetings; our

professional development meeting is a phone call once or twice a month (Interview, p.9).

Professor B: I'm personally not aware of any. I'm part-time faculty and I'm not saying that anything is hidden from me. I do know that sometimes full-time faculties are more aware of things far more than I am (Interview, p.6).

Interviewer: What changes do you see occurring in the EER program?

Professor A: Right now our program I shouldn't say is under attack, but there is a cause for concern apparently at the university level, due to the various mandates at the college level where the long-standing Dean has now retired. We've since had two deans – including one interim - who have not held that EER program in high regard as evidenced by their various attempts to downsize the program and not champion the cause of hiring new faculty. However, we do now have that under the current interim Dean who nonetheless has expressed a desire of blending the program either into educational psych or counseling ed. One of the problems that the program has that, even though we have 120 graduates all tuition paying and successful and because it's a small program and we are in an economic downturn, the EER program is constantly under attack. I've had to defend the Masters program at least five times in the last 15 years because it's a small program. Our challenge right in the program is remaining independent. The current interim Dean has approved the hiring of a new quantitative professor and a new

qualitative person and that should certainly sure us up; however, we may or may not end up being an independent program. (Interview, p.4).

Professor B: There have been some minor tweaks here and there, but I don't see any big changes coming along. I'm sure maybe someday, but at least right now there aren't any visible (Interview, p.3).

Interviewer: What are your predictions regarding the EER program?

Professor A: My predictions are that it would cease soon to be an independent program to the detriment of the college. It will end up eventually either being a part of Ed Psych if certain people get their way, or counseling if others get their way, but ultimately the EER program will not be independent under those circumstances. We will lose autonomy in hiring our adjuncts and revising our programs; in fact, already many of our programs are written to service students throughout the college and not our own masters and doctoral students. If Ed Psych or Counseling Ed subsumes us then our courses will be revised to match the needs of the APA, or the counseling accreditation, and we will cease to become a true methodology degree; and instead, will become support to either of those two programs. I see that as inevitable (Interview, p.4-5).

Professor: B I would predict that enrollment will go up if somehow the word got out about the program; or, possibly renaming the program. There's been talk about calling it evaluation research, measurement and research (because some of the schools use that term), or maybe

even quantitative research analysis and measurement. A name change may not help the program (Interview, p.3).

Interviewer: What role do you anticipate playing in that prediction?

Professor A: I've made my case as strong as I can. Hopefully with the two new hires I will have additional voices to support us as an individual program, which we are. There is a misunderstanding by administrators and faculty alike that anyone who has taken stat one can teach statistics: that is simply not true. There has been a deliberate misunderstanding by certain administrators as to whether or not we have our own discipline. We certainly do have a viable discipline and my role, in the fight to keep us independent, is to pass the torch to incoming faculty (Interview, p.5).

Professor B: I don't see one considering I am part-time faculty. But if I'm asked to do something for the program I will. I'll leave that up to the full-time faculty for the most part (Interview, p.4).

Interviewer: Are you satisfied with the direction of the EER program?

Professor A: As I've stated earlier, I'm concerned about the program maintaining its independence (Interview, p.5).

Professor B: Yes, Dr. <> does a good job in making sure that everything is on a high quality level educationally and professionally. I'm satisfied (Interview, p. 4).

Quantitative Phase

The names and addresses for doctoral and masters graduates prior to the mid-1980s were not available. Of an estimated 200 students (about 150 at the doctoral level and 50 at the Master's level) admitted into EER in the past 25 years, there were about 98 active email addresses available. This number included students who (a) graduated from the master's or doctorate program, (b) had not completed the doctorate program (i.e., all but dissertation) with no plans of completion, or (c) were active students.

Students were invited to participate in a Qualtrics (<http://qualtrics.com>) survey via an invitation by the evaluator. The sample size calculations were conducted with an online calculator (<http://www.raosoft.com/samplesize.html>). It determines required sample as

$$N = \left(Z_{\frac{\alpha}{2}} s \right)^2,$$

and margin of error of

$$E = \sqrt{(N - n) \frac{x}{n(N - 1)}},$$

where Z is a score based on the normal distribution, N is the population size, n is the sample size, α is nominal alpha, and s is the estimation of the standard deviation (σ).

Based on these formulas, a confidence level of 95% and margin of error of ± 5 for 98 students required a sample size of 79. However, only 39 students (49.4% of the number needed) responded to the survey. This led to an actual confidence level of 57% and margin of error of ± 5 .

Instrument

The instrument used was a likert scale modified from Wayne State University's Student Evaluation of Teaching (SET). That instrument contained twenty-four questions that were categorized according to summary of course evaluation (questions 1 and 2), instructor feedback-diagnostics (questions 3-23), and summary instructor evaluation (question 24). The instructor feedback-diagnostic section was based on subcategories listed as organization/clarity; instructor enthusiasm; group interaction; individual rapport; breadth of coverage; examinations/grading; assignments/readings; and workload/difficulty (see Figure 3).

The student evaluation of the educational evaluation and research program (STEERP) was developed with the purpose of evaluating the EER program. The modifications to the WSU SET were carried out pertinent to the evaluation of the EER program. For instance, questions 1, 2, 6, 16, 17, 21, 22, 23, 24, 25, and 26 pertained to the classroom instructor. That language was changed from "instructor" to the "EER program" where appropriate.

SET Questions 4, 5, 8, 9, 10, 11, 12, 13, 14, 15, 19, and 20 were individual assessments of the classroom instructor's interaction. They were changed in the STEERP to EER instructors in order to evaluate the overall effectiveness of all instructors based on a particular line of questioning. Moreover, there were addendums to the subsection Group Interaction (questions 11 & 16).

A new subsection was added to tailor the survey for its intended purpose as a tool for collection program evaluation data. Additional subsections pertaining to Job Readiness (questions 26, 27, 28, & 29) and Demographics (questions 30, 31, 32, 33 &

34) were added to consider implications relevant to subgroups in the present and former student populations of evaluation. The revised questionnaire is found in Appendix A.

Instrument Reliability

The Student Evaluation of the EER Program (SEEERP) was subjected to reliability analysis via computing Cronbach’s alpha, a measure of internal consistency. The process involved examining the combined scores of participants in order to determine whether further analysis was reasonable. A Cronbach’s Alpha of .87 was attained which is an indication of high internal consistency. In Table 4, the item-total statistics are measured in order to determine the relationships between a particular item and a combined score of the remaining items in the corrected item-total correlation section; to that end, it is the scaled score absent of a particular item from the correlation.

DeVaus (2002) noted that a score above .3 is acceptable for a corrected item-total correlation. There were eight questions that posted corrected item-total correlations scores below .3. The questions “How is/was your Doctorate funded ”; “For me the program was”; “Other assignments contributed to my understanding of program contents”; “The workload in the program was”; and “The program’s pace was”; suggested the possibility of deletion during the data reduction phase, but the improvement would only be a marginal increase from .87 to .88, and therefore no action was taken. See Table 4.

Table 4. Item-total statistics

		Corrected Item-Total Correlation	Cronbach’s Alpha if Item Deleted
Scale Mean if Item Deleted	Scale Variance if Item Deleted		

How would you rate this program?	119.30	191.949	.756	.857
How much have you learned in this program?	118.78	200.814	.646	.861
This program was well organized.	119.13	201.755	.607	.862
The instructors made clear, understandable presentations.	118.83	205.150	.659	.863
The instructors' use of examples and/or illustrations helped me understand the subject matter.	119.00	202.273	.697	.861
My responsibilities as a student in this program were made clear.	118.83	206.241	.469	.865
The instructors were enthusiastic about the subject matter	118.74	206.202	.646	.864
The instructors encouraged and/or motivated me to do my best work.	118.70	204.585	.725	.862
The instructors encouraged student questions.	118.74	199.292	.743	.860
The instructors encourage expression of ideas.	118.91	196.992	.894	.857

The instructors encouraged collaborative exercises and networking	119.17	202.968	.546	.863
All things considered, the instructors were available to me.	118.65	208.419	.579	.865
The instructors treated all students in the class with respect.	118.57	208.621	.564	.865
The instructors demonstrated good knowledge of courses contents.	118.48	210.806	.442	.867
The instructors discussed differing views about the material when appropriate.	118.87	207.300	.635	.864
The program offered a balance between real work issues and textbook theory.	119.26	195.202	.685	.859
The grading procedures were explained at an appropriate point in the program.	118.48	209.897	.497	.866
Evaluation and grading methods were fair.	118.65	203.510	.703	.862
The instructors provided feedback on my performance in a reasonable amount of time.	118.74	203.202	.671	.862

The instructors' feedback on my work was helpful.	118.91	199.265	.793	.859
The readings contributed to my understanding of program contents.	118.87	207.937	.439	.866
Other assignments contributed to my understanding of program contents.	120.13	228.573	-.282	.887
For me, the program was:	120.48	228.261	-.387	.882
The workload in the program was:	120.35	225.964	-.275	.881
The program's pace was:	120.39	226.885	-.303	.882
The program effectively prepared me for employment in my field of study.	119.57	187.984	.741	.856
I have been cited in peer reviewed publications and/or textbooks.	120.91	195.356	.503	.864
I have written and received grants for research or work.	120.91	202.628	.314	.870
In the academic and professional world, my WSU degree is perceived as:	119.52	199.261	.656	.861
Student Status	120.30	209.949	.152	.875
How is/was your Doctorate funded?	117.78	200.814	.211	.881
Gender	121.57	221.802	-.226	.875
Ethnicity	121.26	211.747	.236	.870

Validity and Data Reduction

The content validity of the student survey was based on the congruence of the Student Evaluation of the EER Program (SEEERP). The evaluator, to former and present students, administered it by an email invitation via Qualtrics (<http://www.qualtrics.com>).

In terms of construct validity, internal factor structure was assessed using exploratory factor analysis. A principal components extraction, with varimax rotation was invoked. Factors were determined based on a scree plot, eigenvalues greater than 1.0, and an iterative method that maximizes explained variance based on sorted factor loadings with a minimum magnitude of $|\cdot 4|$.

Question number 31 (“If you are an ABD, Why did you not complete the program?”) was excluded from further analysis because there were fewer than two cases. The Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) score was not positive definite; that is, at least one of the eigenvalues was at 0, thereby, requiring the reduction of at least one variable in order to obtain an adequate KMO score. Nevertheless, the variance contained 8 components that constituted for 85% of the total variance as illustrated in the scree plot in Figure 8.

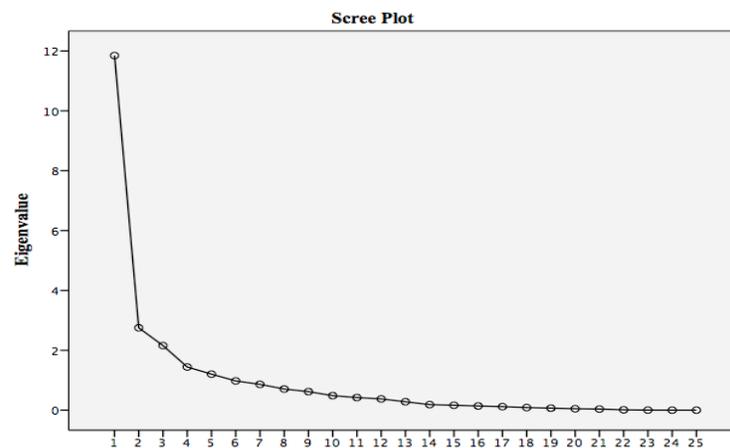


Figure 8. Initial Scree Plot

The curve tailed off after four or five points. As a result of the inflexion point, the factors were fixed at 4 components. Kaiser (1974) noted that a KMO between .5 and .7 is mediocre and thereby acceptable. To that end, “How is/was your Doctorate funded”; “For me the program was”; “Other assignments contributed to my understanding of program contents”; “The workload in the program was”; and “The program’s pace was”; warranted deletion based on posted Cronbach’s Alpha if item deleted scores of .88 which were higher than .87. The revised scree plot is shown in Figure 9.

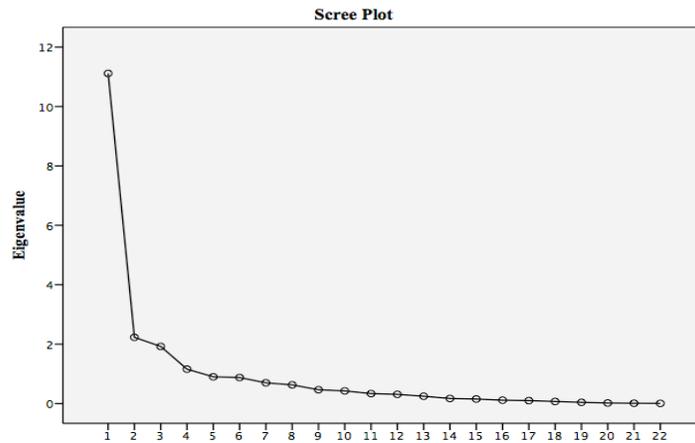


Figure 9. Acceptable Scree Plot

After computing an iterative method that maximizes explained variance based on sorted factor loadings with a minimum magnitude of $|.4|$, a rotated components matrix was created in and illustrated in Table 5. Questions with loadings that exceeded $|.4|$ were sectoried among 4 components and categorized according to high loadings. Component 1 contained high loadings with questions that were based on the instructors’ presentation and program organization. The questions “This program was well organized” and “The instructors made clear, understandable presentations” had loadings of .849 and .807 respectively.

Component 2's highest loadings addressed the instructors' rapport and interaction. For instance, loadings .829 and .811 were acquired in questions "The instructors provided feedback on my performance in a reasonable amount of time" and "The instructors treated all students in the class with respect," respectively. Component 3's high loadings contained the aspects of program effectiveness. Loadings of .784, .780, and .665 were obtained for questions, "I have written and received grants for research or work"; "The instructors discussed differing views about the material when appropriate"; and "In the academic and professional world, my WSU degree is perceived as," respectively. Component 4's loadings, based on questions pertaining to demographics, had high loadings of .682 for student status and .622 for race/ethnicity.

These results suggested renaming the components as: 1) Instructor Rapport 2) Summary of Program; 3) Program Effectiveness; and 4) Demographics (see Table 5).

Table 5. Rotated Component Matrix^a

	Component			
	1	2	3	4
1.How would you rate this program?	.516	.459	.566	
2.How much have you learned in this program?	.755		.426	
3.This program was well organized.	.849			
4.The instructors made clear, understandable presentations.	.807			
5.The instructors' use of examples and/or illustrations helped me understand the subject matter.	.587		.534	

6. My responsibilities as a student in this program were made clear.		.717	
7. The instructors were enthusiastic about the subject matter	.800		
8. The instructors encouraged and/or motivated me to do my best work.		.566	.434
9. The instructors encouraged student questions.	.451	.500	
10. The instructors encourage expression of ideas.		.534	.640
11. The instructors encouraged collaborative exercises and networking		.626	.527
12. All things considered, the instructors were available to me.		.740	
13. The instructors treated all students in the class with respect.		.811	
14. The instructors demonstrated good knowledge of courses contents.	.738		
15. The instructors discussed differing views about the material when appropriate.			.780

16. The program offered a balance between real work issues and textbook theory.		.695	
17. The grading procedures were explained at an appropriate point in the program.	.662	.554	
18. Evaluation and grading methods were fair.	.597	.604	
19. The instructors provided feedback on my performance in a reasonable amount of time.		.829	
20. The instructors' feedback on my work was helpful.	.509		.607
21. The readings contributed to my understanding of program contents.	.488	.540	
26. The program effectively prepared me for employment in my field of study.	.541	.423	.537
27. I have been cited in peer reviewed publications and/or textbooks.			.655
28. I have written and received grants for research or work.			.784

29. In the academic and professional world, my WSU degree is perceived as:	.434	.665
30. Student Status?		.682
33. Gender:		-.682
34. Race/Ethnicity?	.413	.622

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.^a

a. Rotation converged in 8 iterations.

Another approach to the exploratory factor analysis is to delete items that load on more than one factor. An examination of Table 5 above indicates the following items should be dropped:

1. How would you rate this program?
2. How much have you learned in this program?
3. The instructors' use of examples and/or illustrations helped me understand the subject matter.
4. The instructors encouraged and/or motivated me to do my best work.
5. The instructors encouraged student questions.
6. The instructors encouraged collaborative exercises and networking.
7. The grading procedures were explained at an appropriate point in the program.
8. Evaluation and grading methods were fair.
9. The instructors' feedback on my work was helpful.
10. The readings contributed to my understanding of program contents.
11. In the academic and professional world, my WSU degree is perceived as:

After two iterations (see Appendix E) the final solution was obtained with the alternative factor analysis method. Re-computing the psychometrics led to a Cronbach's Alpha of .87, a KMO of .67, and consisted of 13 items that loaded on 4 factors. Based on the highest loadings within the four components, the factors established were: 1) Instructor Rapport; 2) Instructor Presentation and Program Organization; 3) Program Effectiveness and Career Readiness; and 4) Demographics (see Table 6).

Component 1 combined the instructors' rapport and breadth of coverage with the grading methods. Loadings of .87, .82, .81, and .7 were obtained for questions: "The instructors provided feedback on my performance in a reasonable amount of time"; "The program offered a balance between real work issues and textbook theory"; "The instructors treated all students in the class with respect"; and "My responsibilities as a student in this program were made clear". In component 2 the organization of the program and instructors' presentation were addressed with questions "The instructors made clear, understandable presentations" and "This program was well organized" registering loadings of .89 and .81 respectively.

Component 3's loadings of .90 and .86 were obtained for questions, "I have written and received grants for research or work" and "I have been cited in peer reviewed publications and/or textbooks," respectively, which pertained to program effectiveness and career readiness. Finally, component 4's loadings were .84 and -.55 for questions, "Are you a" and "You are" related to the category of demographics (see Table 6). Note the latter item's negative loading.

Table 6. Final Rotated Component Matrix^a

	Component			
	1	2	3	4

3.This program was well organized.		.816
4.The instructors made clear, understandable presentations.		.893
6.My responsibilities as a student in this program were made clear.	.703	
7.The instructors were enthusiastic about the subject matter		.753
12.All things considered, the instructors were available to me.	.611	
13.The instructors treated all students in the class with respect.	.814	
14.The instructors demonstrated good knowledge of courses contents.		.698
16.The program offered a balance between real work issues and textbook theory.	.820	
19.The instructors provided feedback on my performance in a reasonable amount of time.	.873	
27. I have been cited in peer reviewed publications and/or textbooks.		.864

28. I have written and received grants for research or work.	.906
30. Are you a?	.842
33. You are:	-.550

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.^a

a. Rotation converged in 5 iterations.

The following analyses are based on the full set of items from the first factor analysis and were used to make final determinations regarding the evaluation; to that end, the alternative factor analysis is presented as a seedbed for further study.

Demographics

Subsequent to the administration of the survey, the results were downloaded into an Excel format, which was then read into SPSS ver 22 for analysis. The obtained sample of EER students 19 (39.6%) who are current doctoral students, 3 (6.3%) who are graduates of the Master's program; 2 (4.2%) who are All But Dissertation (ABDs) students with no intentions on completing the program, 12 (25%) who are graduates of the doctoral program, and 2 (4.2) who are current students in the Master's program. There were 10 (28.%) who did not respond to this question. The gender of the respondents consisted of 14 (29.2%) males and 25 (52.1%) females. Nine (18.8%) respondents did not indicate their gender.

In Table 7, respondents were segmented according to race/ethnicity. Black/African- American students constituted nine of the respondents. Caucasian students were represented with twenty-four participants in the sample. Also, two of respondents were Asian, and two of students listed their race/ethnicity as other; and, one of the respondents was an International student.

Table 7. Race/Ethnic Distributions

	Frequency	Percent	Valid Percent	Cumulative Percent
African/ American	9	18.8	23.7	23.7
Caucasian	24	50.0	63.2	86.8
Asian	2	4.2	5.3	92.1
Other	2	4.2	5.3	97.4
Foreign/International	1	2.1	2.6	100.0
Total	38	79.2	100.0	
Missing	10	20.8		

A series of analyses of variance (ANOVA) were performed for each SEEERP question serving as the dependent variable, with gender, student status, and race/ethnicity as independent variables, with the results compiled in Table 8.

Table 8. SEEERP ANOVA by Gender

		Sum of Squares	df	Mean Square	F	Sig.
How would you rate this program?	Between Groups	2.14	1.00	2.14	1.68	0.20
	Within Groups	47.09	37.00	1.27		
	Total	49.23	38.00			
How much have you learned in this program?	Between Groups	3.02	1.00	3.02	3.35	0.08
	Within Groups	33.34	37.00	0.90		
	Total	36.36	38.00			
This program was well organized.	Between Groups	2.19	1.00	2.19	2.96	0.09
	Within Groups	27.40	37.00	0.74		
	Total	29.59	38.00			
The instructors made clear, understandable presentations.	Between Groups	4.29	1.00	4.29	6.60	0.01

	Within Groups	24.07	37.00	0.65		
	Total	28.36	38.00			
The instructors' use of examples and/or illustrations helped me understand the subject matter.	Between Groups	0.08	1.00	0.08	0.12	0.73
	Within Groups	25.00	37.00	0.68		
	Total	25.08	38.00			
My responsibilities as a student in this program were made clear.	Between Groups	1.30	1.00	1.30	1.70	0.20
	Within Groups	28.14	37.00	0.76		
	Total	29.44	38.00			
The instructors were enthusiastic about the subject matter	Between Groups	0.57	1.00	0.57	1.63	0.21
	Within Groups	12.87	37.00	0.35		
	Total	13.44	38.00			
The instructors encouraged and/or motivated me to do my best work.	Between Groups	1.46	1.00	1.46	4.58	0.04
	Within Groups	11.77	37.00	0.32		
	Total	13.23	38.00			
The instructors encouraged student questions.	Between Groups	1.24	1.00	1.24	2.14	0.15
	Within Groups	21.43	37.00	0.58		
	Total	22.67	38.00			

The instructors encourage expression of ideas.	Between Groups	1.36	1.00	1.36	2.46	0.13
	Within Groups	20.39	37.00	0.55		
	Total	21.74	38.00			
The instructors encouraged collaborative exercises and networking	Between Groups	1.38	1.00	1.38	1.15	0.29
	Within Groups	44.37	37.00	1.20		
	Total	45.74	38.00			
All things considered, the instructors were available to me.	Between Groups	1.18	1.00	1.18	2.40	0.13
	Within Groups	18.25	37.00	0.49		
	Total	19.44	38.00			
The instructors treated all students in the class with respect.	Between Groups	1.07	1.00	1.07	3.77	0.06
	Within Groups	10.52	37.00	0.28		
	Total	11.59	38.00			
The instructors demonstrated good knowledge of courses contents.	Between Groups	2.30	1.00	2.30	4.88	0.03
	Within Groups	17.40	37.00	0.47		
	Total	19.69	38.00			
The instructors discussed differing views about the material when appropriate.	Between Groups	0.32	1.00	0.32	0.92	0.34

	Within Groups	12.55	36.00	0.35		
	Total	12.87	37.00			
The program offered a balance between real work issues and textbook theory.	Between Groups	0.70	1.00	0.70	0.63	0.43
	Within Groups	41.04	37.00	1.11		
	Total	41.74	38.00			
The grading procedures were explained at an appropriate point in the program.	Between Groups	0.26	1.00	0.26	0.50	0.48
	Within Groups	19.43	37.00	0.53		
	Total	19.69	38.00			
Evaluation and grading methods were fair.	Between Groups	0.00	1.00	0.00	0.01	0.93
	Within Groups	17.74	37.00	0.48		
	Total	17.74	38.00			
The instructors provided feedback on my performance in a reasonable amount of time.	Between Groups	1.46	1.00	1.46	2.27	0.14
	Within Groups	23.77	37.00	0.64		
	Total	25.23	38.00			
The instructors' feedback on my work was helpful.	Between Groups	0.23	1.00	0.23	0.32	0.57
	Within Groups	25.48	36.00	0.71		

	Total	25.71	37.00			
The readings contributed to my understanding of program contents.	Between Groups	0.78	1.00	0.78	0.79	0.38
	Within Groups	36.20	37.00	0.98		
	Total	36.97	38.00			
Other assignments contributed to my understanding of program contents.	Between Groups	0.64	1.00	0.64	0.35	0.56
	Within Groups	66.33	36.00	1.84		
	Total	66.97	37.00			
For me, the program was:	Between Groups	0.10	1.00	0.10	0.13	0.72
	Within Groups	27.80	37.00	0.75		
	Total	27.90	38.00			
The workload in the program was:	Between Groups	0.03	1.00	0.03	0.04	0.85
	Within Groups	29.71	37.00	0.80		
	Total	29.74	38.00			
The program's pace was:	Between Groups	0.02	1.00	0.02	0.02	0.89
	Within Groups	35.42	37.00	0.96		
	Total	35.44	38.00			
The program effectively prepared me for employment in my field of study.	Between Groups	1.26	1.00	1.26	0.65	0.43
	Within Groups	61.80	32.00	1.93		
	Total	63.06	33.00			

I have been cited in peer reviewed publications and/or textbooks.	Between Groups	2.73	1.00	2.73	1.46	0.24
	Within Groups	56.24	30.00	1.87		
	Total	58.97	31.00			
I have written and received grants for research or work.	Between Groups	1.67	1.00	1.67	0.88	0.36
	Within Groups	57.30	30.00	1.91		
	Total	58.97	31.00			
In the academic and professional world, my WSU degree is perceived as:	Between Groups	0.11	1.00	0.11	0.13	0.73
	Within Groups	26.08	31.00	0.84		
	Total	26.18	32.00			
How is/was your Doctorate funded?	Between Groups	1.44	1.00	1.44	0.28	0.60
	Within Groups	180.67	35.00	5.16		
	Total	182.11	36.00			

The items in Table 8 that posted significant ANOVA findings based on gender were: “The instructors made clear, understandable presentations” (between group sum of squares = 4.29, $df=1$, $p=.01$); “The instructors encouraged and/or motivated me to do my best work” (between group sum of squares = 1.46, $df=1$, $p=.04$); and “The instructors demonstrated good knowledge of courses contents” (between group sum of squares = 2.30, $df=1$, $p=.03$).

Statistically significant ANOVA results based on status of students were “For me, the program was” (between group sum of squares = 7.72, $df=4$, $p=.02$); “The workload in

the program was” (between group sum of squares = 9.939, df=4, p=.01); and “The program’s pace was” (between group sum of squares = 10.28, df=4, p=.02), as noted in Table 9.

Table 9. SEEERP ANOVA by Student Status

		Sum of Squares	df	Mean Square	F	Sig.
How would you rate this program?	Between Groups	8.89	4.00	2.22	1.83	0.15
	Within Groups	40.19	33.00	1.22		
	Total	49.08	37.00			
How much have you learned in this program?	Between Groups	6.82	4.00	1.70	1.90	0.13
	Within Groups	29.53	33.00	0.90		
	Total	36.34	37.00			
This program was well organized.	Between Groups	2.55	4.00	0.64	0.78	0.55
	Within Groups	27.03	33.00	0.82		
	Total	29.58	37.00			
The instructors made clear, understandable presentations.	Between Groups	4.73	4.00	1.18	1.65	0.19
	Within Groups	23.61	33.00	0.72		
	Total	28.34	37.00			
The instructors’ use of examples and/or illustrations helped me understand the subject matter.	Between Groups	3.53	4.00	0.88	1.35	0.27
	Within Groups	21.52	33.00	0.65		
	Total	25.05	37.00			

My responsibilities as a student in this program were made clear.	Between Groups	2.66	4.00	0.67	0.82	0.52
	Within Groups	26.71	33.00	0.81		
	Total	29.37	37.00			
The instructors were enthusiastic about the subject matter	Between Groups	1.93	4.00	0.48	1.40	0.26
	Within Groups	11.34	33.00	0.34		
	Total	13.26	37.00			
The instructors encouraged and/or motivated me to do my best work.	Between Groups	1.64	4.00	0.41	1.18	0.34
	Within Groups	11.44	33.00	0.35		
	Total	13.08	37.00			
The instructors encouraged student questions.	Between Groups	1.60	4.00	0.40	0.64	0.64
	Within Groups	20.61	33.00	0.63		
	Total	22.21	37.00			
The instructors encourage expression of ideas.	Between Groups	1.00	4.00	0.25	0.40	0.81
	Within Groups	20.71	33.00	0.63		
	Total	21.71	37.00			
The instructors encouraged collaborative exercises and networking	Between Groups	3.66	4.00	0.92	0.72	0.59
	Within Groups	42.05	33.00	1.27		
	Total	45.71	37.00			
All things considered, the instructors were available	Between Groups	2.48	4.00	0.62	1.23	0.32
	Within Groups					

to me.	Within Groups	16.60	33.00	0.50		
	Total	19.08	37.00			
The instructors treated all students in the class with respect.	Between Groups	1.24	4.00	0.31	1.01	0.42
	Within Groups	10.15	33.00	0.31		
	Total	11.40	37.00			
The instructors demonstrated good knowledge of courses contents.	Between Groups	3.37	4.00	0.84	1.74	0.17
	Within Groups	16.02	33.00	0.49		
	Total	19.40	37.00			
The instructors discussed differing views about the material when appropriate.	Between Groups	1.49	4.00	0.37	1.05	0.40
	Within Groups	11.33	32.00	0.35		
	Total	12.81	36.00			
The program offered a balance between real work issues and textbook theory.	Between Groups	0.59	4.00	0.15	0.12	0.98
	Within Groups	41.12	33.00	1.25		
	Total	41.71	37.00			
The grading procedures were explained at an appropriate point in the program.	Between Groups	1.71	4.00	0.43	0.80	0.54
	Within Groups	17.69	33.00	0.54		
	Total	19.40	37.00			

Evaluation and grading methods were fair.	Between Groups	1.18	4.00	0.29	0.60	0.67
	Within Groups	16.30	33.00	0.49		
	Total	17.47	37.00			
The instructors provided feedback on my performance in a reasonable amount of time.	Between Groups	1.15	4.00	0.29	0.40	0.81
	Within Groups	23.69	33.00	0.72		
	Total	24.84	37.00			
The instructors' feedback on my work was helpful.	Between Groups	0.92	4.00	0.23	0.30	0.87
	Within Groups	24.11	32.00	0.75		
	Total	25.03	36.00			
The readings contributed to my understanding of program contents.	Between Groups	1.28	4.00	0.32	0.30	0.88
	Within Groups	35.70	33.00	1.08		
	Total	36.97	37.00			
Other assignments contributed to my understanding of program contents.	Between Groups	4.27	4.00	1.07	0.55	0.70
	Within Groups	62.70	32.00	1.96		
	Total	66.97	36.00			
For me, the program was:	Between Groups	7.72	4.00	1.93	3.24	0.02
	Within Groups	19.65	33.00	0.60		
	Total	27.37	37.00			

The workload in the program was:	Between Groups	9.39	4.00	2.35	3.81	0.01
	Within Groups	20.32	33.00	0.62		
	Total	29.71	37.00			
The program's pace was:	Between Groups	10.28	4.00	2.57	3.38	0.02
	Within Groups	25.09	33.00	0.76		
	Total	35.37	37.00			
The program effectively prepared me for employment in my field of study.	Between Groups	3.08	4.00	0.77	0.36	0.83
	Within Groups	59.46	28.00	2.12		
	Total	62.55	32.00			
I have been cited in peer reviewed publications and/or textbooks.	Between Groups	10.63	4.00	2.66	1.46	0.24
	Within Groups	47.24	26.00	1.82		
	Total	57.87	30.00			
I have written and received grants for research or work.	Between Groups	11.29	4.00	2.82	1.58	0.21
	Within Groups	46.58	26.00	1.79		
	Total	57.87	30.00			
In the academic and professional world, my WSU degree is perceived as:	Between Groups	6.61	4.00	1.65	2.32	0.08
	Within Groups	19.26	27.00	0.71		
	Total	25.88	31.00			

The ANOVA executed on SEEERP with ethnicity/race as the independent variable (see Table 10) showed significant findings in items “The grading procedures were explained at an appropriate point in the program” (between group sum of squares = 4.97, $df=4$, $p=.04$); “I have been cited in peer reviewed publications and/or textbooks” (between group sum of squares = 23.27, $df=4$, $p=.01$); and “How is/was your Doctorate funded” (between group sum of squares = 10.28, $df=4$, $p=.03$).

Table 10. SEEERP ANOVA by Ethnicity/Race

		Sum of Squares	df	Mean Square	F	Sig.
How would you rate this program?	Between Groups	2.12	4.00	0.53	0.37	0.83
	Within Groups	46.96	33.00	1.42		
	Total	49.08	37.00			
How much have you learned in this program?	Between Groups	0.73	4.00	0.18	0.17	0.95
	Within Groups	34.85	33.00	1.06		
	Total	35.58	37.00			
This program was well organized.	Between Groups	1.75	4.00	0.44	0.52	0.72
	Within Groups	27.83	33.00	0.84		
	Total	29.58	37.00			
The instructors made clear, understandable presentations.	Between Groups	1.83	4.00	0.46	0.57	0.69
	Within Groups	26.51	33.00	0.80		
	Total	28.34	37.00			

The instructors' use of examples and/or illustrations helped me understand the subject matter.	Between Groups	2.66	4.00	0.67	0.98	0.43
	Within Groups	22.39	33.00	0.68		
	Total	25.05	37.00			
My responsibilities as a student in this program were made clear.	Between Groups	0.98	4.00	0.25	0.29	0.88
	Within Groups	27.89	33.00	0.85		
	Total	28.87	37.00			
The instructors were enthusiastic about the subject matter	Between Groups	1.07	4.00	0.27	0.73	0.58
	Within Groups	12.01	33.00	0.36		
	Total	13.08	37.00			
The instructors encouraged and/or motivated me to do my best work.	Between Groups	1.69	4.00	0.42	1.22	0.32
	Within Groups	11.39	33.00	0.35		
	Total	13.08	37.00			
The instructors encouraged student questions.	Between Groups	2.34	4.00	0.59	1.04	0.40
	Within Groups	18.50	33.00	0.56		
	Total	20.84	37.00			
The instructors encourage expression of ideas.	Between Groups	4.19	4.00	1.05	2.14	0.10
	Within Groups	16.13	33.00	0.49		
	Total	20.32	37.00			

The instructors encouraged collaborative exercises and networking	Between Groups	6.20	4.00	1.55	1.29	0.29
	Within Groups	39.51	33.00	1.20		
	Total	45.71	37.00			
All things considered, the instructors were available to me.	Between Groups	0.75	4.00	0.19	0.34	0.85
	Within Groups	18.33	33.00	0.56		
	Total	19.08	37.00			
The instructors treated all students in the class with respect.	Between Groups	0.84	4.00	0.21	0.66	0.63
	Within Groups	10.56	33.00	0.32		
	Total	11.40	37.00			
The instructors demonstrated good knowledge of courses contents.	Between Groups	1.06	4.00	0.27	0.48	0.75
	Within Groups	18.33	33.00	0.56		
	Total	19.40	37.00			
The instructors discussed differing views about the material when appropriate.	Between Groups	1.44	4.00	0.36	1.01	0.42
	Within Groups	11.37	32.00	0.36		
	Total	12.81	36.00			
The program offered a balance between real work issues and textbook	Between Groups	2.99	4.00	0.75	0.64	0.64
	Within Groups					
	Total					

theory.	Within Groups	38.72	33.00	1.17		
	Total	41.71	37.00			
The grading procedures were explained at an appropriate point in the program.	Between Groups	4.97	4.00	1.24	2.83	0.04
	Within Groups	14.50	33.00	0.44		
	Total	19.47	37.00			
Evaluation and grading methods were fair.	Between Groups	3.02	4.00	0.75	1.72	0.17
	Within Groups	14.46	33.00	0.44		
	Total	17.47	37.00			
The instructors provided feedback on my performance in a reasonable amount of time.	Between Groups	5.95	4.00	1.49	2.60	0.05
	Within Groups	18.89	33.00	0.57		
	Total	24.84	37.00			
The instructors' feedback on my work was helpful.	Between Groups	1.18	4.00	0.29	0.38	0.82
	Within Groups	24.50	32.00	0.77		
	Total	25.68	36.00			
The readings contributed to my understanding of program contents.	Between Groups	7.94	4.00	1.99	2.34	0.08
	Within Groups	28.06	33.00	0.85		
	Total	36.00	37.00			

Other assignments contributed to my understanding of program contents.	Between Groups	6.04	4.00	1.51	0.81	0.53
	Within Groups	59.96	32.00	1.87		
	Total	66.00	36.00			
For me, the program was:	Between Groups	2.26	4.00	0.57	0.73	0.58
	Within Groups	25.56	33.00	0.77		
	Total	27.82	37.00			
The workload in the program was:	Between Groups	4.03	4.00	1.01	1.30	0.29
	Within Groups	25.68	33.00	0.78		
	Total	29.71	37.00			
The program's pace was:	Between Groups	6.65	4.00	1.66	1.91	0.13
	Within Groups	28.72	33.00	0.87		
	Total	35.37	37.00			
The program effectively prepared me for employment in my field of study.	Between Groups	8.14	4.00	2.03	1.10	0.38
	Within Groups	51.93	28.00	1.85		
	Total	60.06	32.00			
I have been cited in peer reviewed publications and/or textbooks.	Between Groups	23.27	4.00	5.82	4.37	0.01
	Within Groups	34.61	26.00	1.33		
	Total	57.87	30.00			
I have written and received grants for research or work.	Between Groups	9.89	4.00	2.47	1.34	0.28
	Within Groups	47.99	26.00	1.85		
	Total					

	Total	57.87	30.00			
In the academic and professional world, my WSU degree is perceived as:	Between Groups	3.64	3.00	1.22	1.69	0.19
	Within Groups	20.08	28.00	0.72		
	Total	23.72	31.00			
How is/was your Doctorate funded?	Between Groups	52.22	4.00	13.06	3.19	0.03
	Within Groups	127.00	31.00	4.10		
	Total	179.22	35.00			

EER Student Responses to the SEEERP

Among the items of the scale, students were requested to rank their beliefs about the EER program. For question 1 the scale was a) excellent, (b) very good (c) good, (d) fair, and (e) poor. Questions 2, 27, and 28 scale was (a) a great deal, (b) a lot, (c) a moderate amount, (d) a little, and (e) practically nothing. For questions 3 thru 22 and 26, the scale was (a) strongly agree, (b) agree, (c) neutral, (d) disagree, (e) strongly disagree, and (f) not applicable. For question 23 the scale was (a) too difficult, (b) difficult, (c) moderate, (d) elementary, and (e) too elementary. For question 24 the scale was (a) too heavy, (b) heavy, (c) moderate, (d) light, (e) too light, and (f) not applicable. For question 25 the scale was (a) too fast, (b) fast, (c) moderate, (e) slow, (d) too slow, and (f) not applicable. For question 30 the scale was (a) current doctoral student, (b) graduate of the EER program, (c) all but dissertation student, (d) graduate of the doctoral EER program, (e) current M.Ed. student, and (f) graduate of the M.Ed. program. For question 31 the scale was (a) dissertation issues, (b) financial issues, (c) relocated, (d) personal reasons,

and (e) N/A. For question 32 the scale was (a) scholarship, (b) loans, (c) grants, (d) a, b, and/or c (e) other. The scale for question 33 was (a) male and (b) female. For question 34 the scale was (a) black, (b) white, (c) Asian, (d) Hispanic, (e) other, and (f) foreign/international.

These coding schemes were a carry-over from the WSU's SET, which was the forerunner of the SEEERP. The data was transferred from Qualtrics to SPSS with the values recoded from 1 = high and 5= low to a more meaningful 1= low and 5 = high. The descriptive results from the SEEERP are depicted in Table 11.

Table 11. Student Responses to the Survey (1=low, 5=high)

	N	Mean	Std. Error	Std. Deviation
How would you rate this program?	40	3.65	.181	1.145
How much have you learned in this program?	39	4.13	.157	.978
This program was well organized.	39	3.90	.141	.882
The instructors made clear, understandable presentations.	39	4.13	.138	.864
The instructors' use of examples and/or illustrations helped me understand the subject matter.	39	4.15	.130	.812
My responsibilities as a student in this program were made clear.	39	4.26	.141	.880
The instructors were enthusiastic about the subject matter	39	4.41	.095	.595

The instructors encouraged and/or motivated me to do my best work.	39	4.38	.094	.590
The instructors encouraged student questions.	39	4.33	.124	.772
The instructors encourage expression of ideas.	39	4.18	.121	.756
The instructors encouraged collaborative exercises and networking	39	3.82	.176	1.097
All things considered, the instructors were available to me.	39	4.41	.115	.715
The instructors treated all students in the class with respect.	39	4.56	.088	.552
The instructors demonstrated good knowledge of courses contents.	39	4.46	.115	.720
The instructors discussed differing views about the material when appropriate.	38	4.24	.096	.590
The program offered a balance between real work issues and textbook theory.	39	3.82	.168	1.048
The grading procedures were explained at an appropriate point in the program.	39	4.46	.115	.720

Evaluation and grading methods were fair.	39	4.49	.109	.683
The instructors provided feedback on my performance in a reasonable amount of time.	39	4.38	.130	.815
The instructors' feedback on my work was helpful.	38	4.18	.135	.834
The readings contributed to my understanding of program contents.	39	4.03	.158	.986
Other assignments contributed to my understanding of program contents.	38	3.03	.218	1.345
For me, the program was?	39	2.72	.137	.857
The workload in the program was?	39	2.82	.142	.885
The program's pace was?	39	2.74	.155	.966
The program effectively prepared me for employment in my field of study.	34	3.29	.237	1.382
I have been cited in peer reviewed publications and/or textbooks.	32	2.03	.244	1.379
I have written and received grants for research or work.	32	2.03	.244	1.379
In the academic and professional world, my WSU degree is perceived as:	33	3.55	.157	.905

Bar Charts displaying a few of the students responses to the survey in relationship to the summary of the program (Figure 10); instructor rapport (Figure 11); coursework relevancy (Figure 12); grading methods (Figure 13); job readiness (Figure 14); and scholarly publications (Figure 15) are illustrated below.

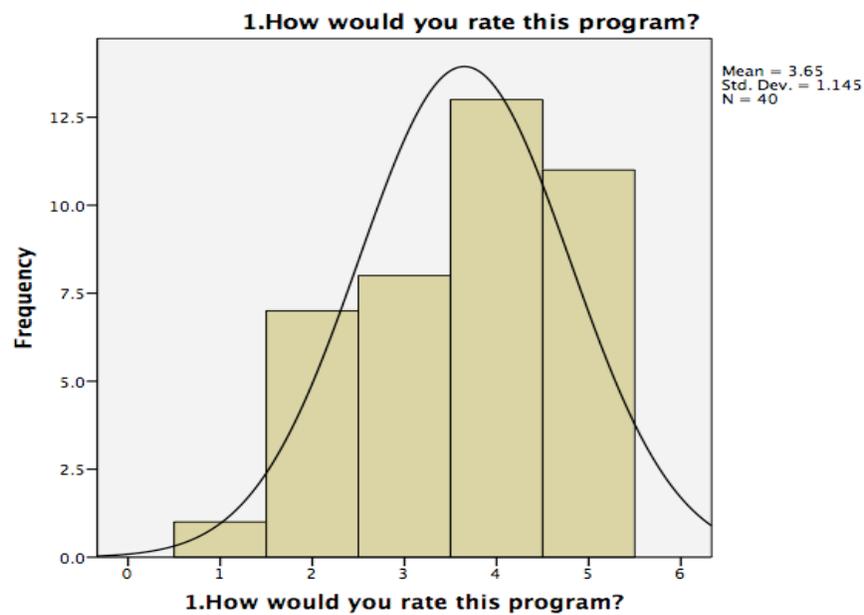


Figure 10. Summary of the Program Mean

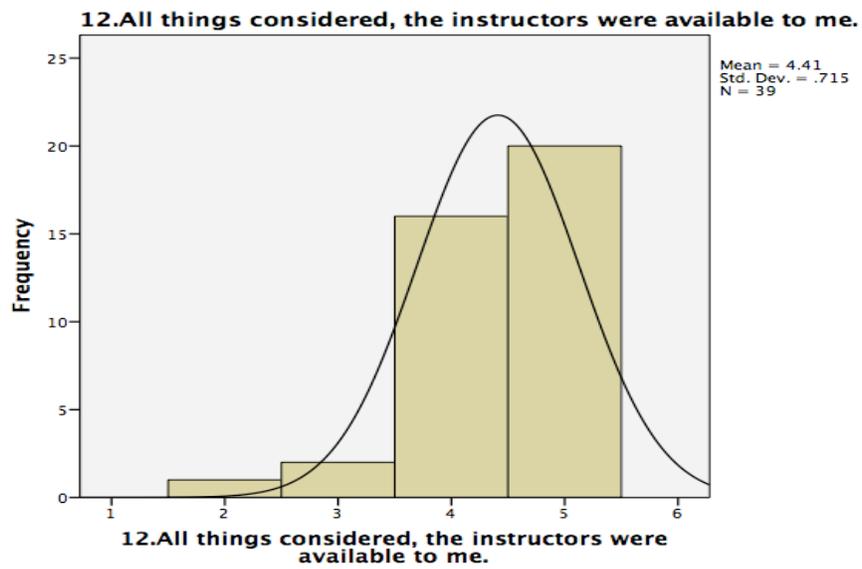


Figure 11. Instructor Rapport Mean

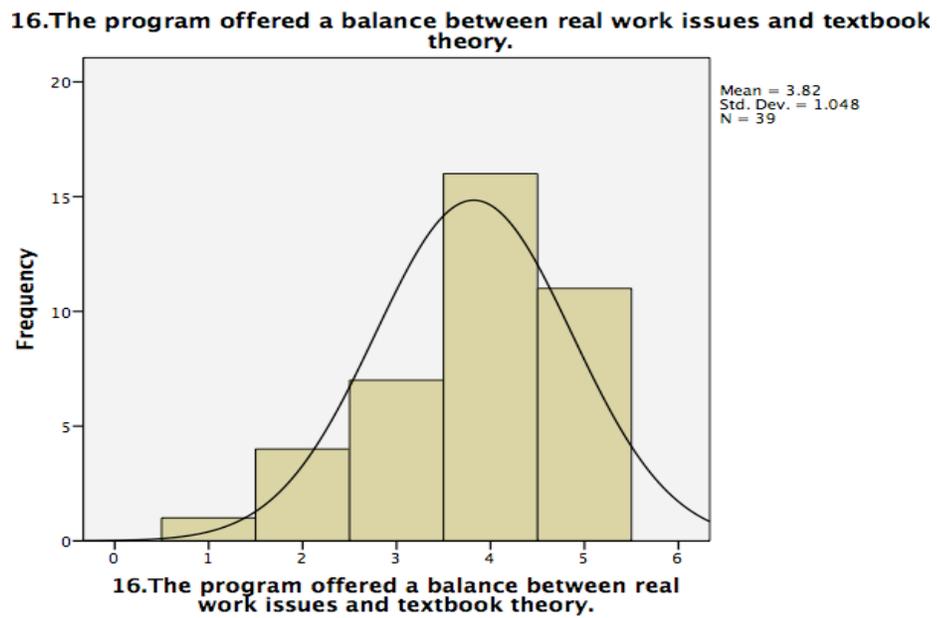


Figure 12. Coursework Relevancy Mean

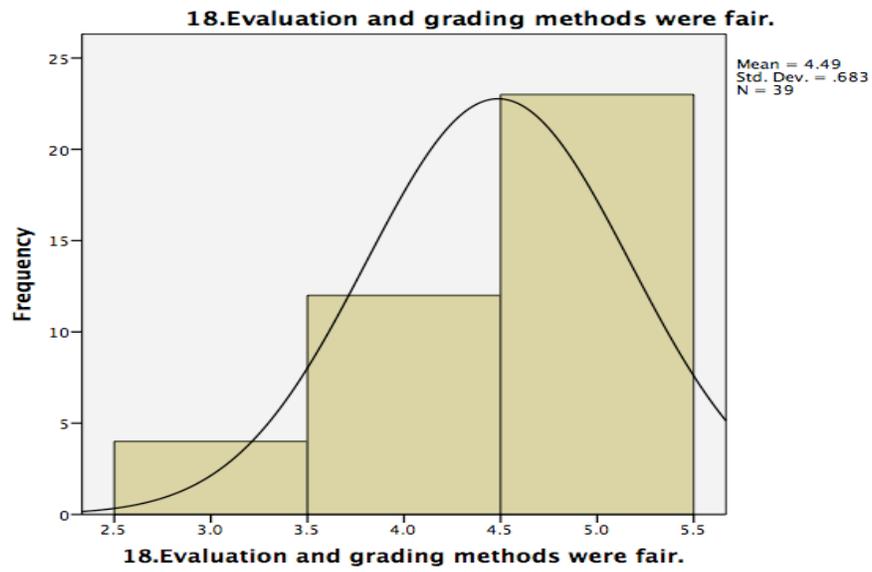


Figure 13. Grading Methods Mean

26.The program effectively prepared me for employment in my field of study.

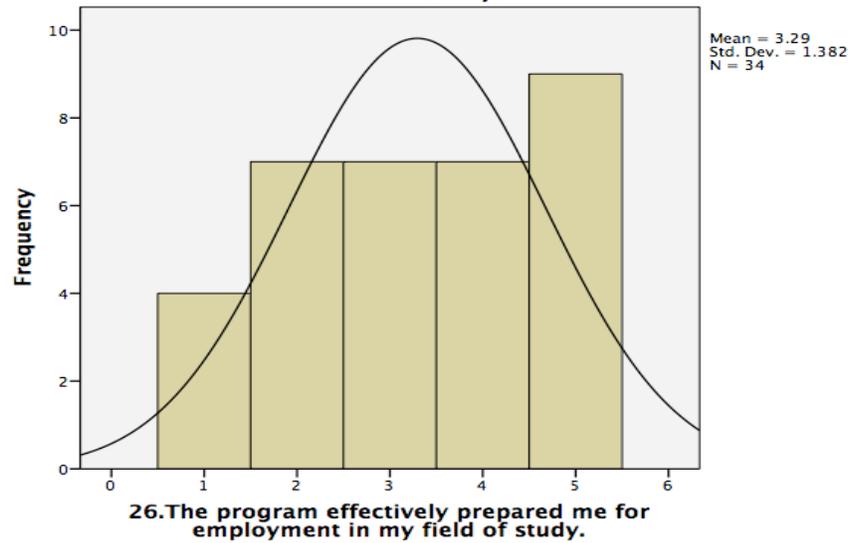


Figure 14. Job Readiness Mean

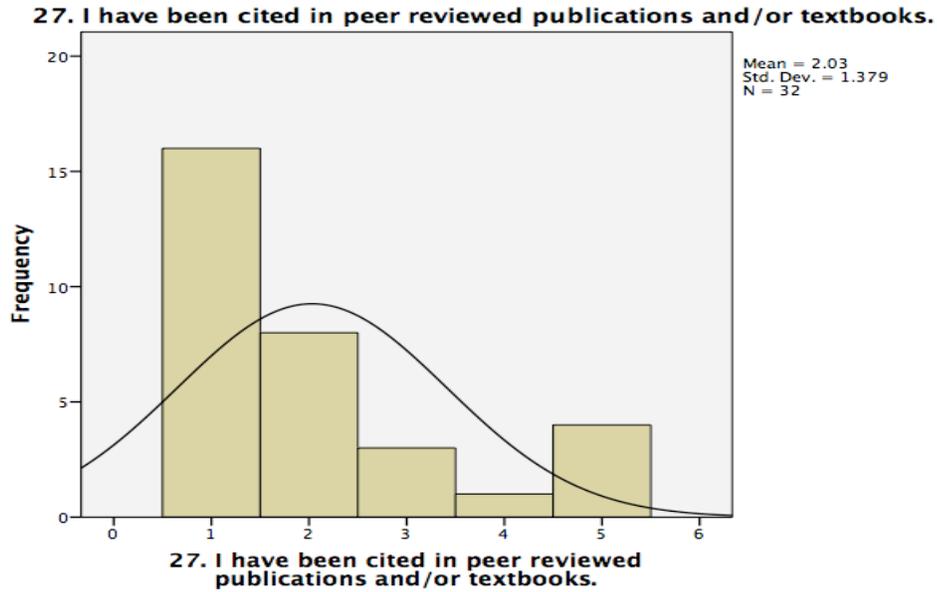


Figure 15. Scholarly Publications Mean

Bar Charts comparing the means of the various items according to like terms of measurement are illustrated below in Figures 16, 17, 18, 19, and 20. Table 12 displays the distribution of financial means by which students matriculate(d) through the program.

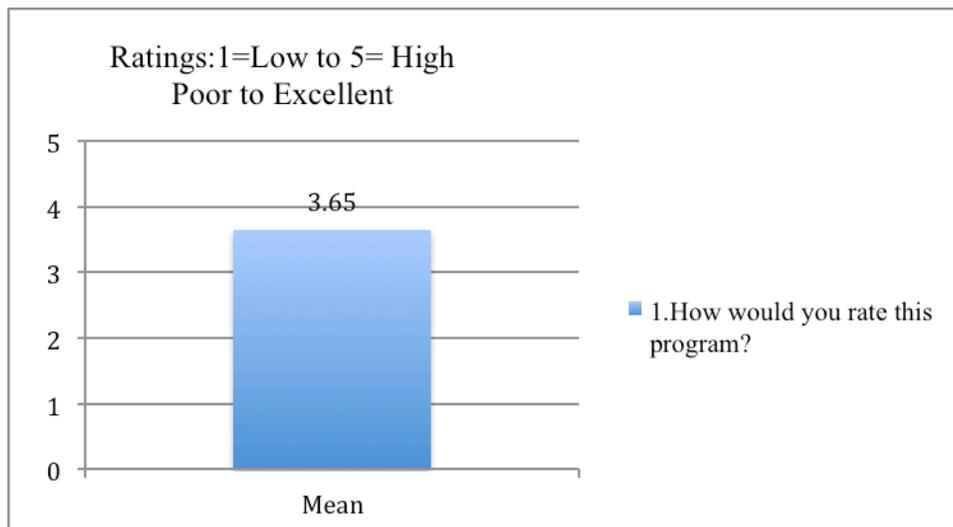


Figure 16. Poor to Excellent Mean



Figure 17. Practically Nothing to A Great Deal Mean

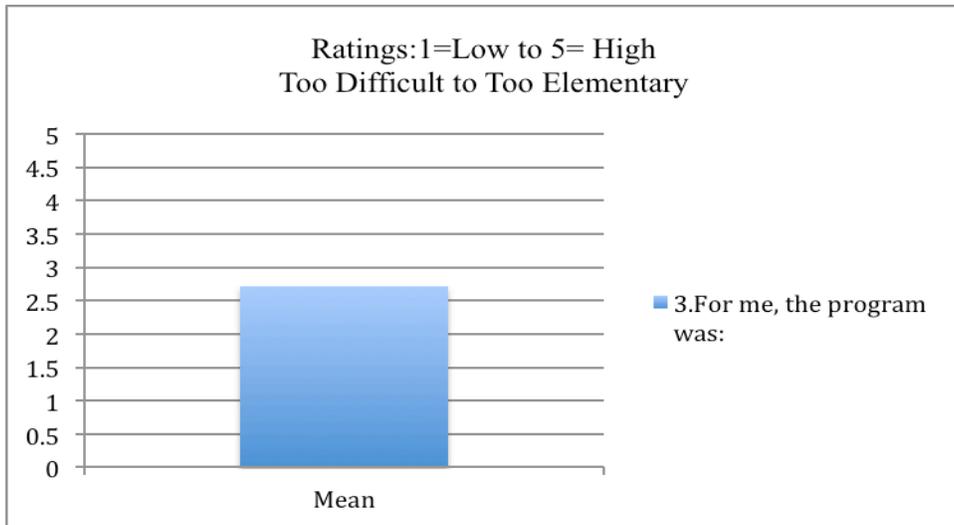


Figure 18. Too Difficulty to Too Elementary Mean

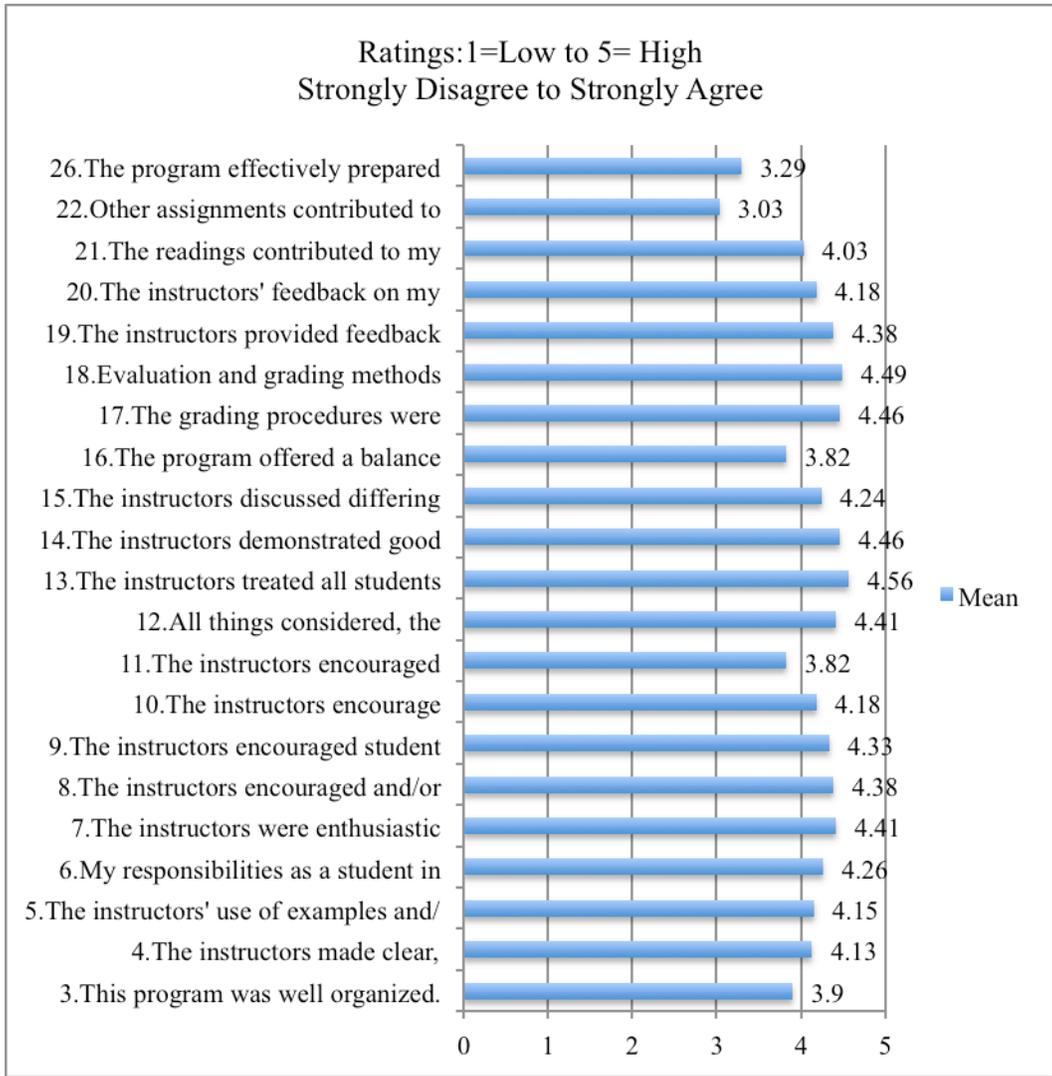


Figure 19. Strongly Disagree to Strongly Agree Mean



Figure 20. School Funding Frequencies

Table 12. Method of funding for matriculation

	Frequency	Percent	Valid Percent	Cumulative Percent
Scholarship	2	4.2	5.4	5.4
Loans	7	14.6	18.9	24.3
Grants	1	2.1	2.7	27.0
Scholarships & Loans	1	2.1	2.7	29.7
Scholarships, Loans, & Grants	3	6.3	8.1	37.8
Loans & Grants	2	4.2	5.4	43.2
Other	21	43.8	56.8	100.0
Total	37	77.1	100.0	
Missing	11	22.9		
Total	48	100.0		

A crosstabulation between student status and gender was conducted, with the breakdown as noted in Table 13 below. The two sided asymptotic Chi-Squared was not statistically significant ($df = 5, p = .128$). For comparison, the exact linear-by-linear test was also not statistically significant ($df = 1, p = .251$). This indicated that the students' status was independent from their gender.

Table 13. Q30.Student Status? * Q33.Gender: Crosstabulation

30.Student Status?		33.Gender:		Total
		Male	Female	
30.Student Status?	Current Doctoral Student	5	14	19
	Graduate of the EER Program	0	2	2

All But Dissertation Student (with no plans to finish)	1	1	2
Graduate of the doctoral EER program	8	4	12
Current M.Ed. student	0	2	2
Graduate of the Master's EER program	0	1	1
Total	14	24	38

A similar crosstabulation was conducted between student status and ethnicity. The two sided asymptotic Chi-Squared test also was not statistically significant (df = 20, p = .985), and nor was the exact linear-by-linear test statistically significant (df = 1, p = .658). Thus, indicating that student status was independent of ethnicity (see Table 14).

Table 14. Q30.Student Status? * Q34.Race/Ethnicity Crosstabulation

		34.Race/Ethnicity					Total
		black	white	Asian	other	foreign/inter-national	
30.Student Status?	Current Doctoral Student	6	8	2	1	1	18
	Graduate of the EER Program	0	2	0	0	0	2
	All But Dissertation Student (with no plans to finish)	0	2	0	0	0	2
	Graduate of the doctoral EER program	2	9	0	1	0	12
	Current M.Ed. student	1	1	0	0	0	2

	Graduate of the Master's EER program	0	1	0	0	0	1
Total		9	23	2	2	1	37

CHAPTER 5

Discussion and Conclusion

The process of evaluating the Educational Evaluation and Research program at Wayne State University encompassed the application of the program evaluation standards that are set forth by the Joint Committee on Standards for Educational Evaluation (JCSEE). The standards consist of utility, feasibility, propriety, accuracy, and evaluation accountability. Important to note is that these standards were in place as a means of offering a checklist that buttressed the process of an adequate evaluation. The evaluator used the scales as controlling doctrines and not compulsive rules for conducting the evaluation of the EER program. Therefore, the research questions were addressed with quantitative and qualitative methods that were in concert with the five standards and relevant sub-standards.

Here are the research questions:

1. What are the goals of the EER program according to its faculty, and to what extent are they being met?
2. What are the strengths and weaknesses of the EER program according to its faculty?
3. What are the strengths and weaknesses of the EER program according to past and present doctoral students?
4. To what extent do graduates of the doctoral program believe they were prepared for their careers?
5. To what extent are blended methods successful when applied to program evaluation of a university doctoral program?

6. To determine the psychometric properties of the “Student Evaluation of Educational Evaluation and Research Program” survey.

Research question 1: What are the goals of the EER program according to its faculty, and to what extent are they being met?

The research aspect of this portion of the evaluation was to determine the beliefs of EER professors relative to the goals of the program. Interviews were conducted in an effort to garner the position of each professor and fell within the realm of the “accuracy” standards set forth by the JCSEE. According to the JCSEE, “the accuracy standards are intended to increase the dependability and truthfulness of evaluation representation, propositions, and findings, especially those that support interpretations and judgments about quality” (www.jcsee.org/program-evaluation-standards-statements).

Professors A and B were afforded the opportunity to review and authenticate the transcripts of their conversations; therefore, validating the reliability of their words as they related to the goals and overall summary of the program.

Professors A and B believed that the goals of the program were being met as evidenced by the jobs and careers secured by former students. Professor B noted that a major goal was to, “provide my students with quantitative tools and to enable them to do research in multiple areas”; while, Professor A added a major goal was to, “produce quantitative and qualitative methodologist in and outside the discipline of education”. Based on these perspectives and the dialogue and analysis throughout the evaluation, the professors believed that the goals of the EER program were overwhelmingly met. In order to display a componential or cross-case analysis of the professors’ comments relative to job readiness, an illustration of key terms based on a narrative dramatism, (Burke, 1945) was displayed in Figure 21 below.

Job Readiness	Professor A	Professor B	Who	What	When	Where	Why	How
...the ability of graduates to get meaningful jobs, careers, the ability to publish the dissertation, the ability to present a dissertation results at national conferences... (Interview, p. 7-8).	X		X	X		X		
...it makes me happy to see students' success on LinkedIn (Interview, p.5).		X				X	X	
...the ability of some students to go out and start companies where all they do is write federal grants and receive grants are measures of success as well (Interview, p. 7-8).	X		X			X		X
I think success is seeing whether they have a pretty decent job (Interview, p. 2).		X		X			X	
100%, every graduate of the program has gotten the professional methodology position they have sought in the last 20 years (Interview, p. 2).	X		X	X	X			
...everyone's employed; everyone is in some sort of research environment, or working independently (Interview, p. 2).		X		X		X		
...my goals are to provide my students with quantitative tools and to enable them to do research in multiple areas; and, not only education but in areas like health insurance or other occupations outside of education (Interview, p.2).		X	X	X		X	X	
...the global senior vice president of Magna (which is a six or \$7 billion company) is one of our graduates and one of the four senior vice president of Union Pacific Railroad a \$3 or \$4 billion company is one of our graduates (Interview, p.2).	X		X			X	X	X

Figure 21: Job Readiness Display

With the understanding that the category of “job readiness” is paramount to the professors’ idea of goal accomplishment, the evaluator recommends the implementation

of a strategic plan that will include: explicit goals and objectives; established structures that facilitate in goal and objective attainment; formative and summative assessments that are used to effectuate comprehensive and necessary change; and administrator support of faculty in the maintenance and sustainability of the program's goals and objectives.

Research question 2: What are the strengths and weaknesses of the EER program according to its faculty?

The professors continuously noted that a major strength of the program hinged on the adequate preparation of students for careers within and outside education; again, reinforcing the notion that the goals of the program were being met. Perhaps, the most telling belief was that the qualitative and quantitative courses offered in the program were interchangeable and essential with all colleges at Wayne State University; that is, the professors believed that coursework offered in the EER program was unlike any other program in the university given the existence of EER research methods coursework that can be used to meet requisites in almost all graduate programs at Wayne State University.

The professors contended that overlooking this anomaly essentially contributed to weakening the program. For instance, one professor noted that some faculty in other areas or programs believed that anyone could teach statistics because of their rudimentary knowledge of statistics, thus, embracing a notion that the EER program was expendable. The other professor noted that marketing the program to students in other disciplines about the interdisciplinary attributes of EER coursework has been forsaken.

Consequently, the "program viability" theme inductively emerged from the interviews with one professor's expressed concern and the other alluding to the issue. The professors' points of interests were related to the continuation of the program's development, modifications, and their overall satisfaction. According to Riessman (1993)

and Bell (1988), a narrative analysis that entails an abstract, orientation, complicating action and resolution/coda facilitates in the later clarification of an emerging issue.

Below is an excerpt of Professor A's position on the EER program's viability.

Abstract

01 Right now our program I shouldn't say is under attack, but there is a cause for concern apparently at the university level, due to the various mandates at the college level where the long-standing Dean has now retired.

Orientation

02 We've since had two interim deans and all of them have not held the EER program in high regard as evidenced by their various attempts to downsize the program and not the champion the cause of hiring new faculty.

03 we do have that under the current interim Dean who nonetheless has expressed a desire of blending the program with the Educational Psych program.

04 One of the problems that the program has is that, even though we have 120 graduates (all tuition paying and successful and because it's a small program), we are in an economic downturn and the EER program is constantly under attack.

05 I've had to defend the Masters program at least five times in the last 15 years because it's a small program.

Resolution/Coda

06 Our challenge right in the program is remaining independent.

07 The current Dean has approved the hiring of a new quantitative professor and a new qualitative person and that should certainly sure us up.

Professor A’s direct assertions led to the unpeeling of Professor B’s subtle contentions. Figure 22 offers a comparison analysis of both professors’ statements regarding EER program viability and permits the presentation of the subtle and direct overtures regarding the program’s viability. The articulations in Figure 22 are capsules of both professors position of the future of the EER program.

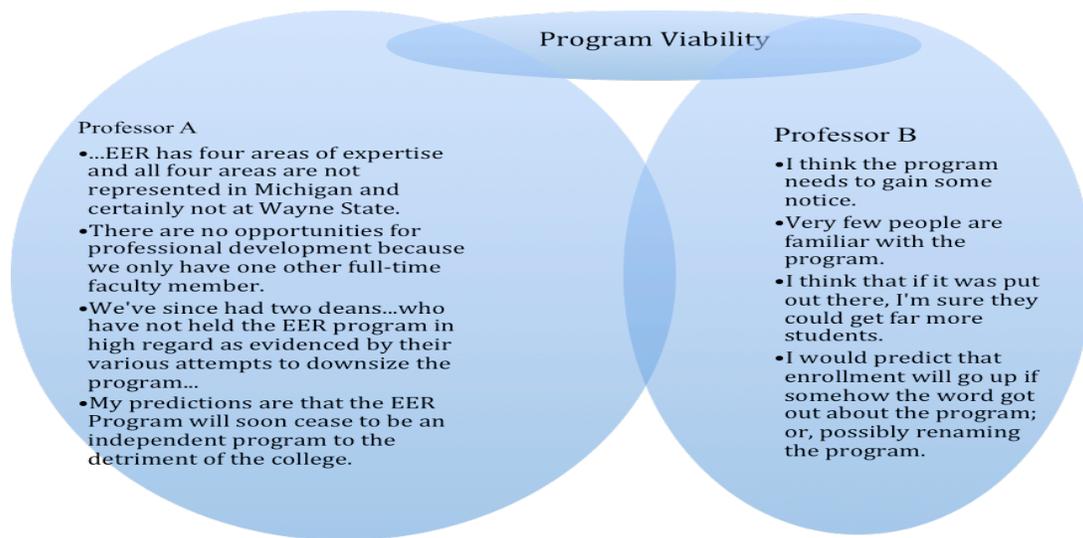


Figure 22. Domain Analysis of Program Viability

It is noted in the utility subsection U6 that “meaningful processes and products evaluations should construct activities, descriptions, and judgments in ways that encourage participants to rediscover, reinterpret, or revise their understandings and behaviors”(www.jcsee.org/program-evaluation-standards-statements). In addition to the recommendations in research question 1, the evaluator recommends comparative evaluations with other programs within the Wayne State’s College of Education in order to determine if the “program viability” phenomenon is an anomaly specific to the EER program.

Moreover, the evaluator recommends that in the event the viability of programs are valid, a transparent process is conducted, encompassing decisions that are based on sound data, and absent of capricious decision making. The process of transparency will therefore offer credence to the administrative process of program elimination that is undoubtedly economically induced. Also recommended are formative and summative structures designed to analyze, evaluate, and appropriately modify ineffective program practices; administrator facilitated professional development exercises that supported the viability of the program; and administrator responsiveness to the EER program and the equitable distribution of consideration amongst other programs in the College of Education as it relates to viability.

Research question 3: What are the strengths and weaknesses of the EER program according to its students?

The section in the SEEERP that addressed strengths and weaknesses of EER program according to the students were answered in the program difficulty, grading methods, and instructor rapport sections of the survey. A major component of evaluating an educational program entails understanding the level of difficulty associated with a program and gauging student learning outcomes. The faculty who were interviewed opined that the grading procedures were fair and adequate; and, that the program's difficulty was contingent upon the status of the student. The students' response supported this contention, even though 13 (33%) found the program "difficult," 10 (26%) believed that the workload was "heavy," and 25 (64%) stated the pace of the program was "moderate." There was a difference in responses regarding the explanation of the timeliness of grading procedures based on ethnicity (10 (93%) of minorities agreed and 1(7%) disagreed; Caucasian students consisted of 22 (92%) agreeing and 2 (8%) were

neutral); but overall, 32 (84%) indicated “The instructors provided feedback on my performance in a reasonable amount of time,” and 32 (84%) “The instructors' feedback on my work was helpful.”

There appeared to be differing levels of agreement that “The instructors made clear, understandable presentations,” (17 (68%) = females vs. 14 (100%) = males) based on gender. However, the differences on “The instructors encouraged and/or motivated me to do my best work,” (23 (92%) = females vs. 14 (100%) = males) and “The instructors demonstrated good knowledge of courses contents” (23 (92%) = females vs. 13 (93%) = males) were overwhelmingly supportive, although males tend to “strongly agree” whereas females “agree.” Hence, there is strong evidence that “Instructor Rapport” is prevalent and supports the information obtained from the faculty interviews.

Research Question 4: To what extent do graduates of the doctoral program believe they were prepared for their careers?

The feasibility subsection F3 states that “contextual viability evaluations should recognize, monitor, and balance the cultural and political interests and needs of individuals and groups”(www.jcsee.org/program-evaluation-standards-statements). There were no significant statistical differences based on student status and gender in the “Job Readiness” category, or on students’ beliefs that they are adequately prepared for their careers. Nevertheless, the students posted a mean score of 3.29 for the question “The program effectively prepared me for employment in my field of study”; therefore, maintaining a neutral stance on the job preparation. Moreover, the mean score would likely have changed if current students (who were not employed or seeking employment at the time of participating in the survey) were not considered in the analysis. Also, a breakdown analysis based on ethnicity indicated a disparity in terms of “I have been cited

in peer reviewed publications and/or textbooks.” African/American students were publishing less than Caucasian students, who in turn were publishing less than Asian students. This may be a function of the students’ choice of career, because it is more typical for those entering into the professoriate to publish than other careers.

The h-index is an impact factor based on the number of publications and citations that are associated with a scholar. For example, an h index of 10 indicates the scholar has at least ten publications that have cited by others at least 10 times. Sawilowsky (2012) compiled the scholarly output for his students, representing about 70 (46.7%) of the 150 doctoral (Ph. D. & Ed. D.) students and 25 (53.2%) of the 47 M. Ed. students since 1987. Based on a Google Scholar search via Publish or Perish software, his students had 615 publications and were cited 5,401 times, with a shared h-index of 37.7. Based on this information, it is apparent that EER program has been highly successful in producing scholars who are capable of publishing research.

My prolonged engagement and participant observation in the doctoral program afforded me the reflexive viewpoint that social, political, and economic influences in job situations are not specified in the EER Program and could have very well influenced the students perspectives of job preparation. However, my cognate discipline (political science) fully previewed the ramifications associated with the aforementioned entities. The evaluator recommends follow-up expository questions that are pertinent to the social, political, and economic variables; also, comparative qualitative interviews (as well as the SEEERP) with students, administrators, and faculty that will involve assessing the job readiness and preparation of students. Also recommended are: a framework of data that will track the academic and professional progression of students; intervention plans designed to raise student performance that are based on formative and summative

assessments of past and present EER students; and an environment favorable to the constant progression of performance of students.

Research Question 5: To what extent are blended methods successful when applied to program evaluation of a university doctoral program?

It is noted in subsection A6 that “sound designs and analyses evaluations should employ technically adequate designs and analyses that are appropriate for the evaluation purposes”(www.jcsee.org/program-evaluation-standards-statements). The evaluator acknowledges that there are concerns that one method (quantitative or qualitative) should not dominate the process of methodology and analysis; therefore, the mixture was solely methodical and absent of mixtures of ontological and epistemological frameworks. By segmenting the data in qualitative and quantitative phases, the evaluator triangulated the data sets and made no comparisons until the inception of this chapter. Consequently, the success of the blended application of methodology can be determined only when stakeholders receive the full spectrum of results and are taken into honest consideration. The evaluator recommends that this evaluation is subjected to subsection E2 that states, “internal metaevaluation evaluators should use these and other applicable standards to examine the accountability of the evaluation design, procedures employed, information collected, and outcomes”(www.jcsee.org/program-evaluation-standards-statements).

Research Question 6: To determine the psychometric properties of the “Student Evaluation of Educational Evaluation and Research Program” survey.

It is noted in subsection E1 that “evaluation documentation evaluations should fully document their negotiated purposes and implemented designs, procedures, data, and outcomes”(www.jcsee.org/program-evaluation-standards-statements). Two effective ways to analyze the psychometric properties of a survey are determining reliability and

validity of the instrument. The SEEERP instrument was subjected to reliability analysis via computing Cronbach's alpha, a measure of internal consistency; thus, the combined scores of participants were examined in order to determine whether further analysis was reasonable. An indication of a high internal consistency was obtained with a Cronbach's Alpha of .87. The content validity of the student survey was based on the congruence of the Student Evaluation of the EER Program (SEEERP).

In terms of construct validity, internal factor structure was assessed using exploratory factor analysis. A principal components extraction, with varimax rotation was invoked. Factors were determined based on a scree plot, eigenvalues greater than 1.0, and an iterative method that maximizes explained variance based on sorted factor loadings with a minimum magnitude of |.4|. Thus, the psychometric properties of the SEEERP instrument were effective in its measurement. It is recommended that, for further study, the continuation of the alternative factor analysis (presented in the quantitative phase of the findings) be completed in a metevaluation for comparative purposes.

Limitations

The Wayne State University's College of Education, Graduate School, or Alumni Affairs Office should maintain up to date email addresses. Only 98 of about 200 email addresses were available. The response rate was only 49%, and it is not clear how many of the non-responses were due to outdated email addresses vs. how many received the survey and declined to participate. Further study is needed in the SEEERP to verify what constitutes "other" in the question "How is/was your Doctorate funded", given that the majority of students (55%) listed "other" as a mode of funding.

There are other programmatic evaluation questions that were beyond the scope of this study. For example, no attempt was made to examine the comprehensiveness of objectives covered in the EER program's Master's and doctoral curriculum map, the ratio of full time tenure track faculty to adjunct faculty, adequacy of facilities (e.g., computing equipment, software), role of the EER faculty in its course offerings as service to non-majors, or role of the EER faculty in assisting other faculty within the College of Education or other Colleges and Schools. Some basic information pertaining to those questions can be found in the EER Program Brochure, which is printed with permission of the program area in Appendix F.

Conclusion

The focus of the Educational Evaluation and Research Program at Wayne State University is to develop quantitative and qualitative methodologists that are in and outside of the discipline of education. The ability to implement the strategies of goal attainment were measured within the deductive realms of demographics, program difficulty and grading methods, instructor rapport, and job readiness. Program viability arose inductively during the qualitative phase and was examined as well. Figure 23 exhibits a summary of the stances taken by Professors A and B within the framework of the classifications:

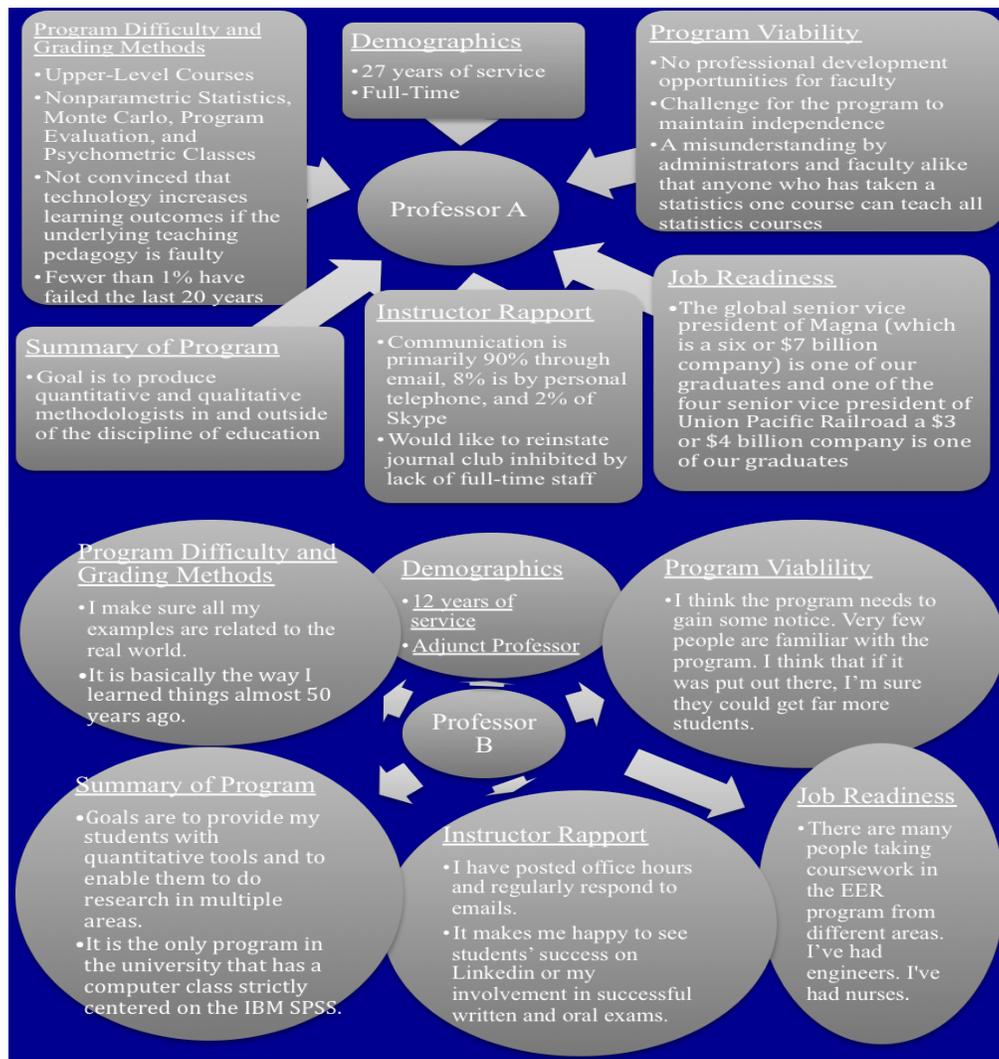


Figure 23. Summary of Program

Given that the Student Evaluation of Educational Evaluation and Research Program (SEEERP) is an adaptation of Wayne State University's Student Evaluation of Teaching Survey (SETS) that encompasses predetermined prongs of quality, the EER program was analyzed in accords with categories. The study subjected the program to a comparison of the standards with incongruities within the program. The findings suggested that students overwhelmingly supported the assertions of professors in all of the predetermined categories with the exception of program viability given its inductive inception. Also, there are many service courses that are required by other departments

such as nursing. These students were not surveyed and may offer valuable information in a future study. The next step in the evaluation of the EER program is to carry out the recommendations that followed the examination of research questions in this chapter, which are merely baseline discussion points for metaevaluations for future program evaluations in the College of Education.

APPENDIX A
THE INTERVIEW INTRODUCTION

In an effort to supplement my written notes, I would like to audio or video tape our interview today. I will be the only person to have access to the recordings and will destroy them after they are transcribed. Please sign this form that outlines Wayne State University's human subject requirements. Please read the form as it indicates your agreement to participate and right to stop at any moment during this session. Thank you for your agreeing to participate. The interview will only be a half hour. In the event we are pressed for time please understand that I may interrupt you in order to complete our line of questioning. You were selected to participate because of your expertise and knowledge of the EER program at Wayne State University. The information you provide will be a baseline description of the program and facilitate future evaluations. Moreover, your social constructs regarding the EER program will enable the emergence of a survey that will be randomly distributed to present and graduated doctoral students in an effort to triangulate the data. Also, you will be provided an opportunity to review your answers in order to verify the accuracy of my illustrations in relationship to your assessments.

Figure 1: The Interview Introduction

APPENDIX B
THE INTERVIEW PROTOCOL

1. How long have you been at Wayne State University in the EER program?
- 2a. What are the goals of the EER program?
- 2b. To what extent do you believe they are they being met?
- 3a. What are the strengths of the EER program?
- 3b. What are the weaknesses of the EER program?
6. What activities do you engage in that help develop the EER program?
7. What changes do you see occurring in the EER program?
- 6a. What are your predictions regarding the EER program?
- 6b. What role do you anticipate playing in that prediction?
1. Are you satisfied with the direction of the EER program?
2. Are your classes rigorous, relevant, and applicable for real-life endeavors?
- 9a. How do you determine whether you impart information in class effectively?
- 9b. Are your methods of delivery based on that determination?
- 9c. What are the methods?
- 9d. Are the methods practiced departmentally?
- 10a. Is student success measured in any manner other than grades?
- 10b. If yes, How?
- 11a. Are you accessible to students?
- 11b. If yes, How much?
12. Are there any departmental clubs or organizations available for students?
- 13a. Are the successes of graduates of the EER program assessed?
- 13b. If so, How?
- 14a. Are there any departmental clubs or organizations for EER graduates?
- 14b. If yes, What are the functions of the clubs or organizations?

15a. Are there any professional development activities for EER faculty?

15b. If yes, Are the activities relevant and applicable for obtaining departmental goals and objectives?

Figure 2. Faculty Interview Protocol: Questions

APPENDIX C
STUDENT EVALUATION OF EER PROGRAM
(SEEERP) INSTRUMENT

Student Evaluation of EER Program

Your responses to this survey are very important to the evaluation of the EER Program. This information will contribute to: a) my dissertation; b) a seedbed evaluation of the EER program; and c) improvements in the quality of the EER program. Your responses will be anonymous and solely aggregated based on groups' response. Your participation in this survey is voluntary and not compulsive. In order to maintain your anonymity, please return your survey to the encrypted url at Qualtrics Survey. If you choose to participate, the survey should take no more than 15 minutes to complete. Thank you for your participation.

Summary Program Evaluation

1. How would you rate this program?

a) excellent b) very good c) good d) fair e) poor

2. How much have you learned in this program?

a) a great deal b) a lot c) a moderate amount d) a little e) practically nothing

Program Feedback

Organization/Clarity

3. This program was well organized.

a) strongly agree b) agree c) neutral d) disagree e) strongly disagree f) not applicable

4. The instructors made clear, understandable presentations.

a) strongly agree b) agree c) neutral d) disagree e) strongly disagree f) not applicable

5. The instructors' use of examples and/or illustrations helped me understand the subject matter.

a) strongly agree b) agree c) neutral d) disagree e) strongly disagree f) not applicable

6. My responsibilities as a student in this program were made clear.

a) strongly agree b) agree c) neutral d) disagree e) strongly disagree f) not applicable

Instructors' Enthusiasm

7. The instructors were enthusiastic about the subject matter.

a) strongly agree b) agree c) neutral d) disagree e) strongly disagree f) not applicable

8. The instructors encouraged and/or motivated me to do my best work.

a) strongly agree b) agree c) neutral d) disagree e) strongly disagree f) not applicable

Group Interaction

9. The instructors encouraged student questions.

a) strongly agree b) agree c) neutral d) disagree e) strongly disagree f) not applicable

10. The instructors encouraged expression of ideas.

a) strongly agree b) agree c) neutral d) disagree e) strongly disagree f) not applicable

11. The instructors encouraged collaborative exercises and networking.

a) strongly agree b) agree c) neutral d) disagree e) strongly disagree f) not applicable

Individual Rapport

12. All things considered, the instructors were available to me.

a) strongly agree b) agree c) neutral d) disagree e) strongly disagree f) not applicable

13. The instructors treated all students in the class with respect.

a) strongly agree b) agree c) neutral d) disagree e) strongly disagree f) not applicable

Breadth of Coverage

14. The instructors demonstrated good knowledge of courses contents.

a) strongly agree b) agree c) neutral d) disagree e) strongly disagree f) not applicable

15. The instructors discussed differing views about the material when appropriate.

a) strongly agree b) agree c) neutral d) disagree e) strongly disagree f) not applicable

16. The program offered a balance between real work issues and textbook theory

a) strongly agree b) agree c) neutral d) disagree e) strongly disagree f) not applicable

Examinations/Grading

17. The grading procedures were explained at an appropriate point in the program.

a) strongly agree b) agree c) neutral d) disagree e) strongly disagree f) not applicable

18. Evaluation and grading methods were fair.

a) strongly agree b) agree c) neutral d) disagree e) strongly disagree f) not applicable

19. The instructors provided feedback on my performance in a reasonable amount of time.

a) strongly agree b) agree c) neutral d) disagree e) strongly disagree f) not applicable

20. The instructors' feedback on my work was helpful.

a) strongly agree b) agree c) neutral d) disagree e) strongly disagree f) not applicable

Assignments/Readings

21. The readings contributed to my understanding of program contents.

a) strongly agree b) agree c) neutral d) disagree e) strongly disagree f) not applicable

22. Other assignments contributed to my understanding of program contents.

a) strongly agree b) agree c) neutral d) disagree e) strongly disagree f) not applicable

Workload Difficulty

23. For me, the program was:

a) too difficult b) difficult c) moderate d) elementary e) too elementary f) not applicable

24. The workload in the program was:

a) too heavy b) heavy c) moderate d) light e) too light f) not applicable

25. The program's pace was:

a) too fast b) fast c) moderate e) too slow f) not applicable

Job Readiness

26. The program effectively prepared me for employment in my field of study.

a) strongly agree b) agree c) neutral d) disagree e) strongly disagree f) not applicable

27. I have been cited in peer reviewed publications and/or textbooks.

a) a great deal b) a lot c) a moderate amount d) a little e) never f) not applicable

28. I have written and received grants for research or work.

a) a great deal b) a lot c) a moderate amount d) a little e) never f) not applicable

29. In the academic and professional world, my WSU degree is perceived as:

a) excellent b) very good c) good d) fair e) poor f) not applicable

Demographics

30. Are you a?

a) current doctoral student b) graduate of the EER Master's program c) all but dissertation student d) graduate of the EER Doctoral program 5) current M.Ed. Student

31. If you answered "All But Dissertation Student" in question 30. Why have you not completed the program?

a) dissertation issues b) financial issues relocated c) relocated d) personal reasons

32. How is/was your Doctorate funded?

a) scholarship b) loans c) grants d) scholarship & loans e) scholarship, loans, & grants f) loans & grants

33. You are:

a) male b) female

34. Are you?

a) black b) white c) Asian d) Hispanic e) other f) foreign/international

Note. Adapted from Wayne State University. "Student Evaluation of Teaching (SETS)", 2013.

APPENDIX D
QUALITATIVE TAXONOMY

Taxonomy

1. Demographics
 - a. Full-Time Professor
 - i. 27 years of experience
 - b. Part-Time Professor
 - i. 12 years of experience
2. Summary of Program
 - a. Goals of EER Program
 - b. Strengths of the EER Program
 - c. Weaknesses of the EER Program
 - d. Activities that aid in developing EER Program
 - e. Program Direction
3. Program Difficulty
 - a. Rigor and Applicable
4. Grading Methods and Instructor Rapport
 - a. Instructor Delivery
 - b. Breadth of Methodology
 - c. Diverse Measurements
 - d. Instructor Accessibility
 - e. Departmental Clubs/Organizations
5. Job Readiness
 - a. Employment
 - b. Publication
6. Program Viability
 - a. Prevailing Changes
 - b. Predictions
 - c. Role of Professor
 - d. Professional Development for Faculty

APPENDIX E
TWO UNACCEPTABLE ITERATIONS OF THE
ALTERNATIVE FACTOR ANALYSIS

First Unacceptable Rotated Component Matrix^a

	Component			
	1	2	3	4
1.How would you rate this program?	.516	.459	.566	
2.How much have you learned in this program?	.755		.426	
3.This program was well organized.	.849			
4.The instructors made clear, understandable presentations.	.807			
5.The instructors' use of examples and/or illustrations helped me understand the subject matter.	.587		.534	
6.My responsibilities as a student in this program were made clear.		.717		
7.The instructors were enthusiastic about the subject matter	.800			
8.The instructors encouraged and/or motivated me to do my best work.		.566	.434	
9.The instructors encouraged student questions.	.451	.500		
10.The instructors encourage expression of ideas.		.534	.640	

11.The instructors encouraged collaborative exercises and networking	.626	.527
12.All things considered, the instructors were available to me.	.740	
13.The instructors treated all students in the class with respect.	.811	
14.The instructors demonstrated good knowledge of courses contents.	.738	
15.The instructors discussed differing views about the material when appropriate.		.780
16.The program offered a balance between real work issues and textbook theory.	.695	
17.The grading procedures were explained at an appropriate point in the program.	.662	.554
18.Evaluation and grading methods were fair.	.597	.604
19.The instructors provided feedback on my performance in a reasonable amount of time.	.829	

20.The instructors' feedback on my work was helpful.	.509		.607
21.The readings contributed to my understanding of program contents.	.488	.540	
26.The program effectively prepared me for employment in my field of study.	.541	.423	.537
27. I have been cited in peer reviewed publications and/or textbooks.			.655
28. I have written and received grants for research or work.			.784
29.In the academic and professional world, my WSU degree is perceived as:		.434	.665
30.Are you a?			.682
33.You are:			-.682
34.Are you?		.413	.622

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.^a

a. Rotation converged in 8 iterations.

Second Unacceptable Rotated Component Matrix^a

	Component			
	1	2	3	4
3.This program was well organized.		.731		
4.The instructors made clear, understandable presentations.		.881		
6.My responsibilities as a student in this program were made clear.	.705			
7.The instructors were enthusiastic about the subject matter		.763		
12.All things considered, the instructors were available to me.	.589	.412		
13.The instructors treated all students in the class with respect.	.821			
14.The instructors demonstrated good knowledge of courses contents.		.751		
15.The instructors discussed differing views about the material when appropriate.		.554	.566	
16.The program offered a balance between real work issues and textbook theory.	.825			

19. The instructors provided feedback on my performance in a reasonable amount of time.	.878
<hr/>	
27. I have been cited in peer reviewed publications and/or textbooks.	.850
<hr/>	
28. I have written and received grants for research or work.	.913
<hr/>	
30. Are you a?	.747
<hr/>	
33. You are:	-.750
<hr/>	

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.^a

a. Rotation converged in 6 iterations.

APPENDIX F
EDUCATIONAL EVALUATION & RESEARCH (EER)
BROCHURE: FALL, 2015
REVISION 16

Educational Evaluation & Research (EER)

Brochure: Fall, 2015

Revision 16

Evaluation and Research offers concentrated programs for building careers and leadership positions in educational statistics, research, measurement, and evaluation. These programs are designed for students who have training and experience in substantive disciplines in either education or non-education fields. Proficiency and excellence will be acquired in scientific inquiry, research methodology, program evaluation, psychometry and construction of psychological and educational tests, and statistical analysis of social and behavioral data, especially using computer technology. The following degrees are offered: Master of Education (M. Ed.), Doctor of Education (Ed. D.), and Doctor of Philosophy (Ph. D.).

Admission: Students are admitted every semester. Admission to the Graduate School requires an earned baccalaureate degree. The Graduate Admissions Application is for prospective students who have not been previously admitted to a graduate program at Wayne State University. Request that official transcripts from prior colleges and universities are mailed to the address below:

Office of Graduate Admissions
The Welcome Center, 4th Floor
42 W. Warren Avenue
Wayne State University
Detroit, MI 48202
Phone: (313) 577-3577
Fax: (313) 577-0131

Students previously admitted to a graduate program at WSU may file a Change of Major Application in the Academic Services, 489 Education.

Financial Assistance: Contact the Office of Student Financial Aid:

Office of Student Financial Aid
The Welcome Center
42 W. Warren Avenue
P. O. Box 2340
Detroit, MI 48202-0340
(313) 577-3378

Scholarships for admitted students are available through the College of Education (coe.wayne.edu) and the Graduate School (gradschool.wayne.edu).

Faculty

Kevin C. Carroll, M. A., Wayne State University. Adjunct Instructor. (313) 577-1613. Fax (313) 577-5235. Email: kcarroll@wayne.edu. Areas of specialty: information technology, computer use in education, incident command systems (ICS), emergency management operations.

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Donna Coulter, Ph. D., Wayne State University. Adjunct Instructor. (313) 577-1613. Fax (313) 577-5235. email: Dcoulter@waynecounty.com. Area of specialty: qualitative methods.

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Akiva Joachim Lorenz, Ph. D., Wayne State University. Adjunct Instructor. (313) 577-1613. FAX (313) 577-5235. Email: akiva@wayne.edu. Areas of specialty: homeland security analysis, applied data analysis, Monte Carlo methods, program evaluation.

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Barry S. Markman,¹ Ph. D., Emory University. Professor of Educational Psychology, and Program Coordinator of Educational Evaluation and Research. Room 333, College of Education. (313) 577-1806. FAX (313) 577-5235. e-mail: b.markman@wayne.edu. Areas of specialty: assessing ADHD using continuous performance tasks, test anxiety, introductory statistics, research design.

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Mary Montie, Ph. D., Wayne State University. Adjunct Instructor. (313) 577-1613. Fax (313) 577-5235. Email: mmontie@med.umich.edu. Area of specialty: qualitative methods.

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Shlomo S. Sawilowsky,² Ph. D., University of South Florida. Professor and WSU Distinguished Faculty Fellow, Room 371, College of Education. (313) 577-1721. FAX (313) 577-5235. e-mail: shlomo@wayne.edu. Areas of specialty: nonparametric, robust, permutation, & exact statistics; Monte Carlo methods; research & experimental design; classical educational & psychological measurement, quantitative and qualitative program evaluation.

Faculty Doctoral Readers (EER Qualifying and Dissertation Committee Members)

Prof. Stephen Hillman^{1,2}

Dr. Irwin Jopps

Dr. Jack Sawilowsky

Prof. Claude Schochet^{1,2}

Dr. Boris Shulkin

¹*Graduate Faculty Status*

²*Primary appointment in a different WSU College or College of Education Program Area.*

Staff

Program Secretary: **Sheri Martini**, 3 North, Education Building, Detroit, MI 48202. (313) 577-1614. FAX (313) 577-5235. e-mail: sheri.martini@wayne.edu

Master of Education (M. Ed.) with a Major in Educational Evaluation and Research

Admission: See Wayne State University Graduate Catalog. An undergraduate GPA of 3.0 is required for unconditional admission. Conditional acceptance may be granted if the GPA is below 3.0. All undergraduate majors are acceptable.

Degree Requirements: Plan A (Thesis). For students who plan to pursue a Doctorate, Plan A is strongly recommended. This decision is made in consultation with the advisor. A minimum of thirty-two credits is required, including six credits in General Professional courses, six credits in electives chosen in consultation with the advisor, and 8 credits in ED 8999 (thesis). The 12 credits in the major may include:

1. EER 7610 Evaluation and Measurement 3
2. EER 7630 Fundamentals of Statistics 3
3. EER 7640 Fundamentals of Quantitative Evaluation 3
OR EER 7870 Fundamentals of Qualitative Research 3
4. EER 7650 Computer Use in Research 3

Total Credits in the Major: 12

Degree Requirements: Plan B (Project). The decision to elect Plan B is made in consultation with the advisor. A minimum of thirty-two credits is required, including six credits in General Professional courses, six credits in electives chosen in consultation with the advisor, and 3-4 credits (Note: Only 3 credits are possible for ED7999) in ED 7999 (project). The 16 credits in the major may include:

1. EER 7610 Evaluation and Measurement 3
2. EER 7630 Fundamentals of Statistics 3
3. EER 7640 Fundamentals of Quantitative Evaluation 3
OR EER 7870 Fundamentals of Qualitative Research 3
4. EER 7650 Computer Use in Research 3
5. EER 8800 Analysis of Variance and Covariance 4

Total Credits in the Major: 16

Doctoral Degrees with a Major in Educational Evaluation and Research

All undergraduate and Master's majors are acceptable for the Ph.D. and Ed.D. programs.

Admission: See Wayne State University Graduate Catalog. An undergraduate GPA of 3.0 and a Master's GPA of 3.5 are generally required for admission to the Ph.D. program, although allowances may be made for degrees in quantitative disciplines such as the physical sciences. A direct admit from the Bachelor's to the Ph. D. is possible with approval of the Program Coordinator.

Requirements for the Ed. D. program are more flexible. Recent admittances to the Ed. D. program had undergraduate GPAs of approximately 2.8 and Master's GPA of about 3.3.

Degree Requirements:

Ed. D. In addition to thirty (30) credits of post baccalaureate work (e.g., Master's degree), Ed.D. students must earn twelve (12) credits in the cognate chosen in consultation with the advisor, six (6) credits in doctoral seminar courses, ten (10) credits in required core courses, twenty (20) credits in doctoral dissertation (ED 9999) and a minimum of twelve (12) additional credits of course work in the major, selected in consultation with the advisor. Thus, the total minimum credits for the Ed.D. is 90. The Ed. D. student need not choose a specific tracks (Quantitative, Measurement, Qualitative). The Ed. D. student, in consultation with the academic advisor, may choose courses across all three tracks.

Ph. D. Thirty (30) credits of post baccalaureate work (e.g., Master's degree) are credited toward the minimum post bachelor credit requirements. Students must earn six (6) credits in doctoral seminar courses, ten (10) credits in core courses, and thirty (30) credits in doctoral dissertation (ED 9999). The minimum credits required in course work in the area of concentration for the Quantitative, Qualitative, or Measurement track is twenty-one (21). The total minimum credits required for the Ph.D. is 97. A 10 credit cognate in the student's field of choice is recommended, but not required.

The Ph. D. requires a dissertation which makes an original contribution to the science of evaluation and research. Therefore, the Ph.D. dissertation conforms to the rigors of scientific inquiry on theoretical issues, with empirical demonstrations for illustrative purposes. The Ed. D. is considered the practitioner's highest degree. The Ed. D. dissertation centers on field studies or applied research, such as the determination of best practices.

Advisors are assigned on admission based on the student's area of concentration and career objectives.

Required Core Courses for all Ed. D./Ph. D. EER Majors

1. EER 7630 Fundamentals of Statistics – 3 Credits
2. EER 7650 Computer Use in Research – 3 Credits
3. EER 8800 Variance and Covariance Analysis – 4 Credits

Total Credits in Core Courses: 10 Credits

Ph. D. Quantitative Track

4. EER 7610 Evaluation and Measurement – 3 Credits
5. EER 8720 Advanced Quantitative Program Evaluation – 3 Credits
6. EER 8820 Multivariate Analysis – 4 Credits
7. EER 8840 Structural Equations – 4 credits
8. EER 8860 Nonparametric, Permutation, Exact, and Robust Methods – 4 Credits
9. EER 8992 Research and Experimental Design – 3 Credits

Total Credits in Quantitative Track: 21 Credits

Ph. D. Measurement Track

4. EER 8720 Advanced Quantitative Program Evaluation – 3 Credits
5. EER 8760 Advanced Measurement I – 3 Credits
6. EER 8770 Advanced Measurement II – 4 Credits
7. EER 8820 Multivariate Analysis – 4 Credits
8. EER 8840 Structural Equations – 4 Credits
9. EER 8992 Research and Experimental Design – 3 Credits

Total Credits in Measurement Track: 21 Credits

Ph. D. Qualitative Track

4. EER 7610 Evaluation and Measurement – 3 Credits
5. EER 7640 Fundamentals of Quantitative Research – 3 Credits
6. EER 7870 Fundamentals of Qualitative Research – 3 Credits
7. EER 7880 Fundamentals of Ethnographic Research – 3 Credits
8. EER 8700 Advanced Qualitative Research – 4 Credits
9. EER 8710 Advanced Ethnographic Research – 4 Credits
10. EER 8900 Qualitative Design for School Research – 3 Credits
11. EER 8910 Practicum in Evaluation – 5 Credits

Total Minimum Credits in Qualitative Track: 21 Credits

Procedures and Policies

Plan of Work

M.Ed. A *Plan of Work* must be completed in consultation with the student's advisor and submitted to the College of Education Graduate Office, Room #489 Education, prior to the completion of six (6) credits. The student attains the status of Candidacy after the completion of nine (9) credits.

Ed. D./Ph. D.

Doctoral students must complete and submit a *Plan of Work* in consultation with their advisors prior to the completion of eighteen (18) credits. Failure to file a *Plan of Work* will preclude further registration.

Doctoral Qualifying Examinations: Oral and Written Examinations are administered once each semester by the College of Education. The student must notify the advisor and dissertation committee members *the semester prior* to taking the qualifying examinations. Within the deadlines established by the College of Education Graduate Office, the student must schedule a date and time for the Oral Examination in consultation with the advisor and all committee members by completing and submitting the *Checklist of Required Information*. The Oral Examination may be taken only after passing the Written Examination. It is the student's responsibility to remind all committee members of the date and time agreed upon for the Oral Examination. Questions regarding the Qualifying Examination process should be directed to **Ms. Sheri** at (313) 577-1614, or e-mail at sheri.martini@wayne.edu

Doctoral Dissertation:

Ed. D. and Ph. D. students should obtain the *Policies and Procedures for the Doctor of Philosophy* from the College of Education Graduate Office, and the latest version of the *Publication Manual of the American Psychological Association* prior to preparing the dissertation manuscript.

Proposal Defense: An oral defense of a prospectus encompassing the first three chapters of the dissertation (i.e., Introduction, Literature Review, & Methodology) is conducted before the dissertation committee. The time, date, and location are determined in consultation with the major advisor.

Final Defense: An oral defense of the dissertation is scheduled in consultation with the major advisor, and is conducted with the dissertation committee under the auspices of the Graduate School for the Ph. D. or the Education Graduate Office for the Ed. D. The Major Professor serves as moderator for the Final Defense. The lecture portion of the defense is open to the academic community. The student must coordinate this defense to ensure meeting graduate deadlines determined each semester by the University Graduate School.

Time Limitations: Students have a seven-year time limit to complete all requirements for the Ed. D. degree. The seven-year period begins with the end of the semester in which the student was admitted to doctoral study. The Ph. D. student should consult the WSU Graduate Office regarding its time limitations, and policy regarding time extensions.

Residence: All doctoral students must meet the following requirements:

At least thirty (30) semester hours beyond the Master's degree must be taken in residence at Wayne State University. Dissertation credits may not be used in fulfilling the thirty (30) semester hour residency requirement.

At least six (6) semester hours of regular graduate coursework must be completed in each of two successive semesters any time after official admission to the program. Dissertation credits are not considered regular graduate coursework. Successive semesters include the following: Fall and Winter, Winter and Spring/Summer, Winter and Fall, Spring/Summer and Fall.

A minimum of thirty (30) semester hours, exclusive of dissertation credit, must be elected in coursework open only to graduate students (7000 course level or above).

Note: *Additional doctoral policies and procedures may be found in the WSU Graduate Bulletin and in the College of Education Policies and Procedures for the Doctor of Education Degree and Doctor of Philosophy Degree.*

Course Descriptions (Semester Offered Designation Codes Subject to Change)

EER 7610 Evaluation and Measurement. Cr. 2-3

Principles and practices of evaluation and measurement with special focus on behavioral goals. Informal and formal evaluational strategies. Problems of self-evaluation. Logical, philosophical, and linguistic problems of evaluational methods and devices. Metric analyses and standards. Innovations in educational assessment and accountability. Teacher-made tests. (T)

EER 7630 Fundamentals of Statistics. Cr 3

Review of mathematics essential for statistics, sampling, computer use. Basic patterns of statistical inference, confidence estimation and significance testing regarding measures of averages, dispersion, correlation, and selected non-parametric statistics. One-way and two-way analysis of variance. (T)

EER 7640 Fundamentals of Quantitative Research. Cr. 3

Basic skills in educational research; nomenclature, problem, theory, hypothesis formulation; bibliographical and documentary techniques, retrieval systems; development of data-gathering instrumentation; computer orientation and research uses; collection and organization of data; manuscript development; report writing; techniques, methodologies for descriptive and experimental inquiry. (T)

EER 7650 Computer Use in Research. Cr. 3

Prereq: EER 7630. Introduction to computer use in educational research with emphasis on using statistical packages (MIDAS AND SPSS, BASIC programming language); writing statistical programs. (T)

EER 7870 Fundamentals of Qualitative Research. Cr. 3

Fundamentals of epistemological issues, educational perspectives of qualitative research and research design. Readings in qualitative research. Conducting the case study, personal history, and cognitive study. Overview of methods for analyzing talk, text, and interaction. (F, W)

EER 7880 Fundamentals of Ethnographic Research. Cr. 3

Prereq: EER 7870 or approval of instructor. This course provides opportunities to learn about, and practice, collecting, analyzing, and writing up findings from ethnographic data (participant-observation field notes, interviews, and artifacts), and to consider issues of rigor in naturalistic research in education. (F, W)

EER 8700 Advanced Qualitative Evaluation: Theory and Practice. Cr. 4

Prereq: EER 7870. Major paradigms of qualitative evaluation, strategies of inquiry, methods of collecting and analyzing materials, the art of interpretation. Analysis of real data, including pattern coding, data displays, checklist matrices, transcription, explanation prediction within-case vs. cross-case displays, ethical issues in evaluation. Computer use in qualitative evaluation. (F)

EER 8710 Advanced Ethnographic Research. Cr. 4

Prereq: EER 7880. Using fieldwork, this course provides opportunities to learn group interview and video collection and analysis, ethnographic survey, narrative and poetic analysis; and to deepen understandings about culturally sensitive research, rigor, and the politics of representation. (W)

EER 8720 Advanced Quantitative Evaluation: Theory and Research. Cr. 3

Prereq: EER 7630, 7640, 7650. Educational and school program evaluation: alternative approaches; students propose theory-based designs and strategies. (W)

EER 8760 Advanced Measurement I. Cr. 3

Prereq: EER 7610 or equiv. Classical measurement theory including scaling, measurement error, reliability, validity. Review of strong statistics versus weak measurement debate. Empirical methods of psychometric applications in education and psychology. (Y)

EER 8770 Advanced Measurement II. Cr. 4

Prereq: EER 8760 or equiv. Modern measurement theory. Item response theory, including one and three parameter models, detecting item bias, multi-dimensional scaling. (W)

EER 8800 Variance and Covariance Analysis. Cr. 4

Prereq: EER 7630 or equiv. Multiple, partial, canonical correlation: variance and covariance analysis; Models I and II. Statistical analysis in experimental designs; Random Blocks, Latin Squares, Greco-Latin Squares, simple and complex factorials, confounding, fractional and split-plot designs. Supporting topics and techniques; missing observations; adjustment of means; probing the homogeneity of means and variances; study of contrasts; orthogonal polynomials and computer usage. (Y)

EER 8820 Multivariate Analysis. Cr. 4

Prereq: EER 8800 or equiv. Discriminant analysis, profile analysis; placement and classification problems; component and factor analysis. Supporting topics and techniques; transformation of variables, computer usage. (Y)

EER 8840 Structural Equations. Cr. 4

Prereq: EER 8820. Application of structural equation methods to applied educational psychology research. Model specification, estimation, and fit. Confirmatory factor analysis and correlation. (Y)

EER 8860 Nonparametric, Permutation, Exact, and Robust Methods. Cr. 4

Prereq: EER 7630, EER 8800 or equiv. Application of nonparametric, permutation, exact and robust methods to social and behavioral science data. Techniques of estimation, location, and association for discrete and continuous data. (F,W)

EER 8880 Monte Carlo Methods. Cr. 1

Prereq: EER 7630, EER 8800. FORTRAN 77/90/95 applied to Monte Carlo Methods for the development of new statistics and procedures and the comparison of existing methodologies. Solving data analysis problems via simulation techniques. (F,W)

EER 8900 Qualitative Design for School Research. Cr. 3

Prereq: EER 7870, EER 8700, or EER 7880, EER 8710. EER Majors: Field Placement. All Majors: Integration of theory with practice for conducting, analyzing, and reporting qualitative research or evaluation in the schools. (W)

EER 8910 Practicum in Evaluation. Cr. 2-6 (Max. 6)

Prereq: EER Major. Qualitative methods for action research in schools, including interviewing, field observation, life histories, visual records, and document analysis. (T)

EER 8992 Research and Experimental Design. Cr. 3-4

Prereq: EER 7630 or equiv. Design of empirical research for students possessing basic knowledge of statistics. Topics include hypothesis construction, sampling theory, experimental and quasi-experimental designs, selection of statistical procedure, and construction of data gathering instruments. (F,W)

ED 8999 Master's Thesis Research and Seminar. Cr. 1-8 (8 req.)

Students must enroll in the section assigned to their thesis advisor. Offered for S and U grades only. (T)

ED 9991 Doctoral Candidate Status I: Dissertation Research and Direction. Cr. 7.5
Prereq: Consent of dissertation adviser; Ph.D. candidate in department. Required in academic-year semester following advancement to Ph.D. candidacy. Offered for S and U grades only. (T)

ED 9992 Doctoral Candidate Status II: Dissertation Research and Direction. Cr. 7.5
Prereq: Consent of dissertation adviser; ED 9991. Required in academic-year semester following 9991. Offered for S and U grades only. (T)

ED 9993 Doctoral Candidate Status II: Dissertation Research and Direction. Cr. 7.5
Prereq: Consent of dissertation adviser; ED 9992. Required in academic-year semester following 9991. Offered for S and U grades only. (T)

ED 9994 Doctoral Candidate Status II: Dissertation Research and Direction. Cr. 7.5
Prereq: Consent of dissertation adviser; ED 9993. Required in academic-year semester following 9991. Offered for S and U grades only. (T)

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ABSTRACT

AN EVALUATION OF WAYNE STATE UNIVERSITY'S EDUCATIONAL EVALUATION AND RESEARCH PROGRAM

by

WILLIE L. WHITE II

MAY 2015

Advisor: Dr. Shlomo Sawilowsky

Major: Educational Evaluation and Research

Degree: Doctor of Education

This is a mixed-methods evaluation of the Educational Evaluation and Research program at Wayne State University. The process of evaluation involved determining the efficacy of triangulating qualitative and quantitative methods of evaluation in order to assess the EER program's goal acquisition. The process of evaluation commenced with a qualitative method of interviewing faculty members and was triangulated quantitatively with a likert scale survey that was modified from Wayne State University's Student Evaluation of Teaching Survey (SETS). The Student Evaluation of the Educational Evaluation and Research Program (SEEERP) was designed to measure graduate students' perspectives of EER goals and objectives acquisition.

Data analysis strategies included qualitative and quantitative procedures. Information gathered ethnographically provided an introspection of the culture of the Education Evaluation and Research Program from information rich faculty members and the psychometric properties of the (SEEERP) instrument provided a quantitative assessment of students' perspective of the EER program. There was an emergence of inductive and deductive information from faculty in the findings. The findings in the

SEEERP illustrated that students supported the assertions of the faculty, although there were some significant differences relative to certain questions along the lines of demographics.

AUTOBIOGRAPHICAL STATEMENT

My formal education commenced in Detroit Public Schools and I eventually graduated from Murray-Wright High School. I received a B.S. in Health Administration and a M.P.A. in Public Administration from Eastern Michigan University. Also, I completed the requirements for teacher certification in Social Science, Health, and Political Science at the University of Detroit-Mercy. Afterwards, Wayne State University conferred upon me an Ed.S. in Education Administration and Supervision.

I have been an educator my entire professional life where I have served in (K-12 and college) as an Assistant Principal, Athletic Director, Principal and Adjunct Professor. During my tenure as a high school principal, I facilitated the implementation of Michigan's Transformation Model that included: 1) developing teacher and school leader effectiveness; 2) implementing wide-ranging instructional transformation strategies; and 3) overseeing accreditation policy and application of a reformist curriculum. Importantly, I strive to be a lifelong learner. Commencement will truly be a beginning; to that end, I present this dissertation, which pertains to a mixed-method (quantitative and qualitative) evaluation of Wayne State's Educational Evaluation and Research program.

Sincerely,

Willie L. White II