

**NOT FOR USE FOR CURRICULAR COURSE CHANGES
REQUEST FOR PROGRAM IMPROVEMENTS**

NOTE: Changes to programs may require course changes, which must be processed electronically. Any questions should be directed to Interim Curriculum Manager Nicolas Witschi at 7-4356 or nicolas.witschi@wmich.edu

DEPARTMENT: ELRT

COLLEGE: CEHD

PROPOSED EFFECTIVE FALL YEAR: 2021

PROPOSED IMPROVEMENTS: Academic Program Proposed Improvements

- | | | |
|---|--|--|
| <input type="checkbox"/> New degree* | <input type="checkbox"/> New minor* | <input type="checkbox"/> Admission requirements |
| <input type="checkbox"/> New major* | <input type="checkbox"/> Deletion* | <input type="checkbox"/> Graduation requirements |
| <input type="checkbox"/> New curriculum* | <input type="checkbox"/> Revised major | <input type="checkbox"/> Change in Title |
| <input type="checkbox"/> New concentration* | <input type="checkbox"/> Revised minor | <input type="checkbox"/> Transfer |
| <input type="checkbox"/> New certificate* | | |
- ☒ Other (explain**) ** Other: Add online program to current Ph.D. program in EMR

Title of degree, curriculum, major, minor, concentration, or certificate:

Ph.D. in Evaluation, Measurement, and Research (EMRD)

Chair, Department Curriculum Committee: June E Gothberg, Ph.D.

Date 3/30/2021

CHECKLIST FOR DEPARTMENT CHAIRS/DIRECTORS

- N/A ☐ For new programs and other changes that have resource implications, the dean has been consulted.
- N/A ☐ When appropriate, letters of support from department faculty are attached.
- N/A ☐ When appropriate, letters of support from other departments in the same college are attached.
- N/A ☐ When appropriate, letters of support from other college deans, whose programs/courses may be affected by the change, are attached.
- x ☐ The proposal has been reviewed by HIGE for possible implications for international student enrollment.
- x ☐ The proposal is consistent with the departmental assessment plan, and identifies measurable learning outcomes for assessment.
- x ☐ Detailed resource plan is attached where appropriate.
- x ☐ All questions attached have been completed and supporting documents are attached.
- x ☐ The proposal is written and complete as outlined in the Faculty Senate guidelines and the curriculum change guides.

Chair/Director: Donna M. Talbot, Ph.D.

Date 3/30/2021

CHECKLIST FOR COLLEGE CURRICULUM COMMITTEE

- ☐ The academic quality of the proposal and the faculty involved has been reviewed.
- ☐ Detailed resource plan is attached where appropriate.
- ☐ Consistency between the proposal and the relevant catalog language has been confirmed.
- ☐ The proposal has been reviewed for effect on students transferring from Michigan community colleges. Detailed information on transfer articulation must be included with undergraduate proposals.
- ☐ Consistency between the proposal and the College and department assessment plans has been confirmed.
- ☐ Consistency between the proposal and the College and department strategic plans has been confirmed.
- ☐ All questions attached have been completed and supporting documents are attached.
- ☐ The proposal is written and complete as outlined in the Faculty Senate guidelines and the curriculum change guides.

Chair, College Curriculum Committee:

Date

**NOT FOR USE FOR CURRICULAR COURSE CHANGES
REQUEST FOR PROGRAM IMPROVEMENTS**

CHECKLIST FOR COLLEGE DEANS

- ☐ For new programs and proposed program deletions, the provost has been consulted.
- ☐ For new programs, letter of support from University Libraries Dean indicating library resource requirements have been met.
- ☐ When appropriate, letters of support from other college faculty and/or chairs are attached.
- ☐ When appropriate, letters of support from other college deans, whose programs/courses may be affected by the change, are attached.
- ☐ The proposal has been reviewed for implications for accreditation, certification, or licensure.
- ☐ Detailed resource plan is attached where appropriate.
- ☐ All questions attached have been completed and supporting documents are attached.
- ☐ The proposal is written and complete as outlined in the Faculty Senate guidelines and the curriculum change guides.

Dean:	Date
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FOR PROPOSALS REQUIRING REVIEW BY:

GSC/USC; EPGC, GRADUATE COLLEGE, and/or FACULTY SENATE EXECUTIVE BOARD

<input type="checkbox"/> Return to Dean		
<input type="checkbox"/> Forward to:	Curriculum Manager:	Date:
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	*needs review by Chair, GSC/USC:	Date
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Chair, EPGC:	Date
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Graduate College Dean:	Date:
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Faculty Senate President:	Date
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	*needs review by Provost:	Date

**NOT FOR USE FOR CURRICULAR COURSE CHANGES
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1. Explain briefly and clearly the proposed improvement:

The requested improvement consists of adding an online option to the Ph.D. degree program in Evaluation, Measurement, and Research (EMR).

2. Rationale. Give your reason(s) for the proposed improvement.

EMR has enjoyed a long history of program success, providing courses for the EMR programs as well as supporting the methods courses for other Master's and Ph.D. programs across the social sciences and more recently the hard sciences. Not only have we received requests from students across the US and abroad to offer our program online, we have also received many requests internal to Western Michigan University to offer the courses online. The number of graduate degrees offered in an online only format at WMU is growing annually. Our colleagues have asked us to bring our offerings online.

In addition, the MA in Evaluation, Measurement, and Research (EMR) online option will facilitate individuals from **outside the Kalamazoo area to enroll** in the program. An online option will be convenient to **student's management of their academic schedule and work while learning**, so this option will **attract** more individuals interested in pursuing a doctoral degree in EMR at WMU.

(benefits of online education for students: flexibility, self-paced learning, ability to work).

<https://www.northeastern.edu/graduate/blog/benefits-of-online-learning/>

3. Effect on other colleges, departments, or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

The offer of an online EMR Ph.D. program will have a positive effect other colleges, departments, and programs in the ELRT department. The inclusion of this option has been discussed among EMR faculty, ELRT faculty and chair, CEHD colleagues, CEHD students, and outside program faculty who rely on the EMR courses. Such conversations have not foreseen any duplication, in contrast, it has been met with excitement for the opportunity. That program currently enrolls approximately 20 graduate students a year.

4. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

The inclusion of an online offer for the EMR Ph.D. program offering is aligned with the current benefits of distance learning and WMU concerns for increasing academic choices to prospective students. Adding an online program is aligned with ELRT concerns for the inclusion of a more diverse student population.

5. Alignment with college's and department's strategic plan, mission, and vision.

The inclusion of an online offering for the EMR Ph.D. program is aligned with the ELRT department's strategic plan, mission, and vision of being innovative to enroll more individuals in our programs. In addition, ELRT goals are to better serve the demands of a changing population.

6. Effects on enrolled students: Are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time.

Since the program will be delivered online, hybrid, and face-to-face, students will have more choices and for many will no longer need to travel long distances or move their families to complete the program or course needed. Institutions of higher education are required to adapt to the changes in society. Students require changes in the **flexibility** to enroll in programs to take classes while not physically present. Offering an online format for the EMR Ph.D. program will benefit students who will no longer travel to campus. This new online offer will **facilitate students to meet the program's requirements at their speed**, and ultimately, being able **to complete graduation requirements in a reasonable time**. The EMR staff discussions regarding this new option highlighted that no adverse effects on student enrollment are expected, in fact the potential for increased enrollment is strong. Anecdotal evidence with current students who had experienced online format change due to COVID-19 indicates that students in the program are benefiting from online classes.

<https://www.insidehighered.com/blogs/technology-and-learning/prioritizing-faculty-online-education>

7. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

Adding this online offer for the EMR Ph.D. program is expected to maintain the current student audience and potentially add more students. There is anecdotal evidence (conversations with current and alumni) suggesting a market for the program and other universities with similar programs have experienced 20%-40% growth since offering online-only options (e.g. Kent State University, Georgia State University, Northwestern University, University of Akron, University of Illinois, and many more). Hence, an increase in enrollment is anticipated as benefits of studying in the distance such as flexibility, self-paced learning, ability to work will attract more individuals.

8. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. If proposing a new program, include a letter and/or email of support from the university libraries affirming that the library resource issues have been reviewed. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

The proposed change to the Doctoral Degree program in EMR is expected to help ensure that available sections of the required courses will be filled, rather than under enrolled. There are no new resource demands placed on the addition of the online offer for the EMR Ph.D. program. Although access to special classroom for some upper-level classes will be needed to facilitate instruction of traditional face-to-face students along with 1-3 online students at the same time will be needed. These special classrooms are now available in Ellsworth and Sangren. The online program does not add resource demands. No new faculty resources are needed to add to this program. External to the online EMR Ph.D. program would not affect equipment, space, technology, and library holdings. EMR faculty who offer online courses are currently using the university's WebEx system and have grown tremendously in their technology skills since COVID-19. Several of the EMR faculty who are teaching face-to-face this semester in Sangren have co-engaged with students online. These professors have navigated lecture and activities so that all students may participate. No special software applications are needed to make this addition. A significant benefit is that there will be no need for additional physical space for in-person classes.

9. List the learning outcomes for the revised or proposed major, minor, or concentration. The department will use these outcomes for future assessments of the program.

There are no changes in learning outcomes and assessment for the online program.

EMR doctoral program develops scholars, evaluators, and leaders who have a comprehensive understanding and ability to integrate and utilize inquiry methods from multiple ontologies / epistemologies / paradigms to address research and evaluative questions directed towards understanding and solving pressing problems and contributing to the knowledge base that informs practice. Evaluation is, in a broad sense, an arm of INQUIRY that seeks as its goal to assign value or worth to objects, events, programs, or outcomes; often collectively referred to as evaluands. Research is the action component of INQUIRY and becomes apparent in how scientific action gets executed or carried out to best answer the research questions, hypotheses, and evaluation questions. Measurement links the observable and unobservable interests of researchers (constructs like value, achievement, and satisfaction) to observable events and/or behaviors (outcomes) that constitute the intention specified in the research questions, hypotheses, and research questions. INQUIRY, as a discipline, is the interaction among the triad of evaluation, measurement, and research (EMR) that responds to the needs of stakeholders; thus, making the whole of E+M+R greater than the sum of its parts. By necessity and design the graduate programs in EMR are interdisciplinary in nature to serve students from diverse backgrounds and disciplines.

10. Describe how this change is a response to assessment outcomes that are part of a department or college assessment plan or informal assessment activities.

As part of ongoing assessment, the department monitors enrollment numbers and student inquiries. EMR numbers have dipped recently with the immigration restrictions due to COVID and the decreasing availability of assistantship monies for students. In addition, many of our more recent student inquiries about the program have asked about online opportunities. Adding the online component would allow us to meet the needs of students.

11. (Undergraduate proposals only) Describe in detail how this change affects transfer articulation for Michigan community colleges. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

N/A

12. Please offer both "Current Catalog Language" and "Proposed Catalog Language" if there is to be a change in the catalog description for a given program. For the "current" language, please copy and paste relevant language from the most current catalog and for the "proposed" language, please share the exact proposed new catalog language. As possible, bold or otherwise note the key changes in the new proposed catalog language.

CURRENT:

Doctor of Philosophy in Evaluation, Measurement, and Research

Advisors: Brooks Applegate, June Gothberg, Gary Miron, Patricia Reeves, Jianping Shen, Jessaca Spybrook, Ya Zhang Room 3571 Sangren Hall.

This program prepares graduates to serve in leadership roles in evaluation, measurement, or research units in school or non-school settings, as well as in local, state, or federal government agencies and to serve in faculty positions in evaluation, measurement, and research at institutions of higher education.

Admission Procedures

Students seeking admission to this degree program should be able to access and complete the application electronically; see the department program site for directions and links to appropriate forms:

wmich.edu/leadership/academics/emr/doctor/doctor-app-reqs

Program Requirements

The following requirements and courses will lead to a Doctor of Philosophy in Evaluation, Measurement, and Research (93 hours minimum):

- EMR Comprehensive Examination
- EMR 5400 - Fundamentals of Evaluation, Measurement, and Research Credits: 3 hours
- EMR 6410 - Fundamentals of Measurement in the Behavioral Sciences Credits: 3 hours
- EMR 6420 - Evaluation I: Theory, Methods, and Program Evaluation Credits: 3 hours
- EMR 6430 - Evaluation II: Evaluating Products, Personnel and Policy Credits: 3 hours
- EMR 6450 - Data Analytics I: Designed Studies Credits: 3 hours
- EMR 6480 - Qualitative Research Methods Credits: 3 hours
- EMR 6490 - The Nature of Science and Scientific Inquiry Credits: 3 hours
- EMR 6500 - Survey Research Credits: 3 hours
- EMR 6510 - Advanced Applications of Measurement Methods Credits: 3 hours
- EMR 6520 - Evaluation Practicum Credits: 3 hours
- EMR 6550 - Experimental and Quasi-experimental Design for Applied Research and Evaluation Credits: 3 hours
- EMR 6580 - Qualitative Research Practicum Credits: 3 hours
- EMR 6650 - Data Analytics II: Correlation Studies Credits: 3 hours
- EMR 7120 - Professional Field Experience Credits: 3 to 6 hours
Credits: One 3 and one 6 hour block for a total of 9 hours
- EMR 7300 - Doctoral Dissertation Credits: 15 hours

One of the following:

- EMR 6600 - Advanced Seminar in Research Credits: 3 hours
- EMR 6610 - Advanced Seminar in Measurement Credits: 3 hours
- EMR 6620 - Advanced Seminar in Evaluation Credits: 3 hours

Additional Requirements

In addition, 9 credit hours of advisor-approved electives and 18 hours chosen from a cognate area with advisor approval are required.

UPDATED:

Doctor of Philosophy in Evaluation, Measurement, and Research

Advisors: Brooks Applegate, June Gothberg, Gary Miron, Jianping Shen, Jessaca Spybrook, Ya Zhang
Room 3571 Sangren Hall.

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- EMR 6420 - Evaluation I: Theory, Methods, and Program Evaluation Credits: 3 hours
- EMR 6430 - Evaluation II: Evaluating Products, Personnel and Policy Credits: 3 hours
- EMR 6450 - Data Analytics I: Designed Studies Credits: 3 hours
- EMR 6480 - Qualitative Research Methods Credits: 3 hours
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- EMR 6650 - Data Analytics II: Correlation Studies Credits: 3 hours
- EMR 7120 - Professional Field Experience Credits: 3 to 6 hours
Credits: One 3 and one 6 hour block for a total of 9 hours
- EMR 7300 - Doctoral Dissertation Credits: 15 hours

One of the following:

- EMR 6600 - Advanced Seminar in Research Credits: 3 hours
- EMR 6610 - Advanced Seminar in Measurement Credits: 3 hours
- EMR 6620 - Advanced Seminar in Evaluation Credits: 3 hours

Additional Requirements

In addition, 9 credit hours of advisor-approved electives and 18 hours chosen from a cognate area with advisor approval are required.