



VCU

VIRGINIA COMMONWEALTH UNIVERSITY

School of Education

Department of Foundations of Education

Ph.D. in Education

**Concentration in Research, Assessment and Evaluation
(RAE)**

Procedural Information and Guidelines

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Contents

Welcome and Philosophy..... 2

Admission to the RAE Concentration 2-3

Ph.D. in Education Competencies..... 4

Curriculum Overview 4-5

Developing a Program of Study 6

Co-Curricular Activities 6-7

First Year Review and Qualifying Assessment..... 7

Comprehensive Examination..... 7-8

Concept Paper Expectations and Evaluation..... 8

Policy on Doctoral Student Teaching 8

Appendix A: Program Planning Guide..... 9

Appendix B: First Year Review and Qualifying Assessment 10-12

Appendix C: Research Foundation Course Rating Forms..... 13-15

WELCOME to the Research, Assessment and Evaluation (RAE) concentration of the Ph.D. in Education program. This handbook is designed to serve as a resource and guide for doctoral students in the RAE concentration. Aspects of the doctoral program that are unique to the RAE concentration are highlighted in this document. The RAE faculty periodically change and update information and requirements as appropriate. Students are also expected to be familiar with the SOE Ph.D. in Education Student/Faculty Handbook for general policies found on our handbooks page of our website: <https://soe.vcu.edu/current-students/student-handbooks/>

Refer to the [VCU Bulletin](#) for additional information about the program.

The School of Education doctoral program Blackboard site is an excellent resource for current students. It contains forms required throughout the program. Students are strongly encouraged to visit this site regularly. It is the responsibility of all doctoral students to keep abreast of program requirements and changes in the program.

RAE Program Philosophy

The RAE concentration of the Ph.D. in education is designed for individuals conducting research, assessment and evaluation activities within agencies and educational organizations, as well as for those interested in teaching and studying research, assessment and evaluation methods at the postsecondary level. The program is designed to give students a comprehensive understanding of research, assessment and evaluation methods that can be applied in practical settings.

Emphasis in this concentration is placed on developing balanced proficiency in both quantitative and qualitative methods of inquiry, providing students with a breadth of methods to study varied educational and social research questions. Students may select a concentration in research, assessment or evaluation, through which advanced courses in appropriate areas are selected, both within the School of Education and other university departments. Cross-disciplinary work is encouraged.

Admission to the RAE Concentration

The RAE concentration faculty are committed to identifying individuals capable of and clearly committed to conducting quality research in higher education, K-12 education, and other related organizations, agencies, and settings. Students applying for admission to the Ph.D. concentration in RAE must:

1. Meet School of Education and Graduate School criteria for admission (check your entry year in the Graduate Bulletin).
2. Supply a written statement of professional goals including:
 - Professional/career goals and specialized academic interest areas.
 - Skills and/or characteristics that will facilitate the applicant's pursuit of the goals cited (e.g., research experience, statistical knowledge, etc.)
3. Participate in a personal interview with Research, Assessment and Evaluation faculty. Although an in-person interview with the candidate is highly preferred, a phone or Zoom/Skype interview with the candidate is acceptable.

Applicants should be prepared to answer questions such as:

- What was the nature of your academic preparation and interests during your baccalaureate/master's program?
 - What factors influenced your decision to pursue research, assessment and/or evaluation as a career?
 - What factors influenced your decision to pursue a doctoral degree?
 - In what setting would you be most inclined to work following the completion of your degree? What factors, events, or experiences have led to this selection?
 - What are your experiences with research?
 - What do you believe your strengths are when it comes to being a doctoral student? What skills might you need to work on?
 - Are there specific faculty research interests that appeal to you?
 - What else do you wish to have the selection committee know about you?
4. Provide a minimum of three references and letters of recommendation from individuals in positions to evaluate an applicant's graduate study potential. Applicants should consider the inclusion of references who can address their academic ability and research capability.

Advising

Faculty in the RAE program aim to establish strong and supportive advising relationships with students. Over the course of the program students will work with an advisor to make course taking decisions, develop a program of study, assess progress, identify appropriate placements for the externship, choose co-curricular activities to help prepare for career goals, and possibly work with your advisor on research. It is expected that students will initiate meetings at least once a semester with their advisor.

The student-faculty relationship is a mutually chosen partnership. Students should feel free to change advisors. Students are encouraged to gain additional research experience with other faculty members as well.

Ph.D. in Education Competencies

The following is a list of minimal competencies that all Ph.D. in Education students must complete:

- I. Analytical and Writing Skills
 1. Demonstrate general and applied knowledge of the different conceptual approaches to research.
 2. Demonstrate the ability to critically analyze, synthesize, and critique research literature. Students should be able to identify weaknesses in methodology as well as in the literature more broadly.
 3. Write a succinct, coherent, and well-conceived research proposal on a selected topic in the second and third year.
 4. Collect and analyze data and report findings.

- II. Content Knowledge
 1. Demonstrate knowledge of the critical issues and trends in research, assessment and evaluation through oral and written communication skills in courses, as well as through the doctoral comprehensive exam.
 2. Begin to develop an area of expertise in the field.

- III. Professional Skills
 1. Develop doctoral level professional skills, including: (1) an understanding of teaching and research skills that are developed through doctoral study; (2) an understanding of the roles and responsibilities of faculty and of students in the doctoral training process.
 2. Develop a detailed curriculum vitae documenting areas of expertise, professional skills, and experiences. The doctoral student and the advisor will work together to plan co-curricular activities to build the vitae.

Curriculum Overview

The Ph.D. in education, concentration in Research, Assessment and Evaluation, requires a minimum of 48 total graduate course credit hours, including nine hours of dissertation.

During the first 18-22 credit hours, students' main responsibility will be to complete foundations program course work while reflecting on career goals, and pursuing research ideas. Students will work with their advisor prior to beginning coursework and as needed throughout the year to identify the appropriate sequence of courses.

Required Foundations Coursework (6 hours):

EDUS Foundations of Educational Research and Doctoral Scholarship I
EDUS Foundations of Educational Research and Doctoral Scholarship II

Required Research Coursework (12 hours):

EDUS 608 Educational Statistics
EDUS 710 Quantitative Research Design
EDUS 711 Qualitative Methods and Analysis
Research Elective

Concentration and Elective Courses (18 hours minimum):

EDUS 662 Educational Measurement and Evaluation

EDUS 661 Educational Evaluation: Models and Designs

EDUS 712 Mixed Methods Research

Selection of additional three courses minimum as approved by advisor:

Advanced qualitative methods courses

Advanced assessment courses

Advanced statistics courses

Advanced evaluation courses

Dissertation (9 hours; 3 of which can be EDUS890 Dissertation Seminar)

Externship (3 hours)

Students are encouraged to work with their advisor to identify an externship that will build on research, assessment and/or evaluation skills by working in a professional environment external the School of Education. For example, students have found placements with state agencies (VA Department of Education, State Council for Higher Education) with the research departments of public K-12 school divisions, with institutional research offices at VCU or private companies.

Specific possible sites include the following:

- VA State Department of Education
- Research offices of local school systems (e.g., Chesterfield and Henrico)
- University Institutional Research Office (e.g., VCU, John Tyler Community College)
- School of Education at a neighboring institution (e.g., Randolph Macon, University of Mary Washington)
- Work on a grant or in another department at VCU (One former student worked on a grant related to student health and fitness; another helped develop an advising system for another department.)
- VCU Office of Enrollment Services
- VCU Health Sciences
- VCU Center on Aging
- Virginia state offices (e.g., Joint Legislative Audit and Review Commission)
- Private evaluation companies
- Several opportunities exist with SOE-affiliated university centers, including:
 - a. The Literacy Institute/Excellence in Children's Early Language and Literacy/Virginia Literacy Foundation
 - b. Center for School-Community Collaboration
 - c. Center for Teacher Leadership
 - d. Child Development Center
 - e. Rehabilitation Research and Training Center
 - f. Partnership for People with Disabilities

Developing a Program of Study

All Ph.D. students need to complete the required Program of Studies Form provided by the School of Education Doctoral Studies office. See Appendix A for the RAE concentration Planning Guide and course sequencing for both full and part time students.

One of the most important functions of the student's advisor is the development of a detailed program of study. The purpose of this document is to help plan and guide the student's doctoral program. The preliminary form should be completed during the first semester, and a tentative, final form should be completed after the qualifying exam.

The student, advisor, and concentration coordinator must approve programs of study. Major changes in the program of study must be approved in the same manner. The student's advisor may approve minor changes (e.g., changes in a co-curricular activity).

Co-Curricular Activities

The purpose of all co-curricular activities is to provide professional experience expected of Ph.D. students. Co-curricular activities may include participation in research, teaching, and grant preparation. These activities will be monitored by the advisor and concentration coordinator. Some activities are required of all PhD students in the Research, Assessment and Evaluation concentration, and others are determined with the student's specific career goals in mind.

Required:

- _____ submit an individual or group proposal to a conference in year 1
- _____ submit an individual or group proposal to a conference in year 2 or 3
- _____ present/co-present at a regional or national conference
- _____ co-author a written document, either a published peer-review paper with a faculty member or technical report, depending on the students' career interest.

Choose at least 1 from the list below in consultation with your advisor:

- _____ serve as a TA for a course or teach a course (especially if interested in academia)
- _____ participate in grant writing
- _____ participate on a faculty-lead/SOE Center research team
- _____ other, as advisor and concentration coordinator agree

First Year Review and Qualifying Assessment

The First Year Review and Qualifying Examination is completed after 18 credit hours have been completed, and before completing 24 credit hours. The purpose of the first year review is to assess the student's progress, complete the qualifying assessment, and facilitate thoughtful reflection to plan the remainder of the program. The first year review is a structured procedure in which students submit specific materials for a portfolio of evidence of progress in the program and for the qualifying examination assessment of core competencies from foundations and research methods courses. The performance products (e.g., personal statement, papers from courses, faculty evaluations, and other assessments) will be reviewed by concentration faculty and approval will be made for continuation in the program, with recommendations for further coursework and experiences.

Personal Statement

Each student will prepare a personal statement that will be included in the portfolio. The statement should not exceed 3 pages (double spaced, 1 inch margins, 12pt font) and address the following:

1. Identify the primary areas of growth you have experienced during the first year (18-21 credits) and the factors that have contributed to your development.
2. Develop 3-5 goals for the next phase of the program. These goals can focus on activities connected to career planning, acquisition of content knowledge and skills, and research and/or teaching experiences.
3. Craft a preliminary research statement (1 page), that describes your emerging areas of interest and potential topics for continued exploration. Explain why these topics are of interest to you; why you think they are important to fields of education research, assessment and evaluation; and develop 3-5 questions to guide your further study in these areas.

See Appendix B for a more complete description of the First Year Review and Qualifying Examination procedure for RAE concentration students, and Appendix C for rubrics that will guide the evaluation of core research course performance.

Comprehensive Examination

From its inception, the Ph.D. in Education Program has been designed to develop interdisciplinary conceptual skills beyond the traditional in-depth extension of the master's program and to emphasize rigorous thinking and the capacity to integrate theory with practice. The comprehensive examination component of the program seeks to ensure that each degree candidate can demonstrate in writing, the ability to conceptualize, apply, and communicate information at an advanced, doctoral level.

The process of developing, administering and grading the comprehensive examination for a specific concentration is coordinated by the faculty of the concentration. The decision concerning when to take the comprehensive examination should be made in consultation with the student's advisor. Consideration should be given to a number of factors, including (a) the degree to which formulating a draft prospectus may assist in writing the examination; (b) the availability and scheduling of final program courses, including EDUS 890 and EDUS 899; and (c) the requirements for continuous registration and for sequencing of the seminar, prospectus review, and actual dissertation research hours. A student who wishes to take the examination must notify his or her advisor and/or concentration coordinator the semester prior to the semester in which he/she plans to take the examination.

When the comprehensive examination is completed, the result needs to be reported to the Office of Graduate Studies (Comprehensive Exam Report Form available in SOE Ph.D. Handbook).

*Note: Registration for the examination (when a student informs Office of Graduate Studies that they will take the exam) constitutes an examination attempt by the student. Failure to take the examination will count as a failure of the examination and the student will have only one more opportunity to take the examination. Students must be registered for a university course the semester in which the exam will be taken. If the student has no other program course for which to register, he or she should register for EDUS 641.

The comprehensive exam will be taken after all required coursework is completed. This assessment allows students to demonstrate their depth of knowledge and their ability to integrate information from coursework and their specialty area. A written comprehensive examination must be passed for students to continue in the doctoral program.

Students in the RAE concentration will be required to complete a written document within a specified time frame and meet with concentration faculty for an oral defense. Topics that will be formulated into questions/tasks are identified by the student and provided to the advisor. The advisor drafts two to four questions/tasks for the student, who have a specific time frame (e.g., 40 hours over 10 days) in which to complete an approximately twenty page paper addressing the questions/tasks. Following receipt and review of the paper concentration faculty will meet with the student to review, discuss, and ask further questions as appropriate. Concentration faculty will then grade the comprehensive as pass or fail. Failure will require a repeat of the same process.

Concept Paper Expectations and Evaluation

It is expected that the concept paper will be a roadmap for developing the dissertation proposal. Please see the guidelines in the SOE Ph.D. handbook.

Policy on Doctoral Student Teaching

Full-time doctoral students are able to teach one course during an academic year. Part-time students may have more flexibility if they do not already have a full-time job.

Following SACS, the University accrediting body, we have the following policy regarding doctoral students obtaining teaching experience.

Qualifications

A master's degree in the teaching discipline or 18 graduate semester hours in the teaching discipline. Full-time doctoral students must be in their second year of doctoral preparation. Part-time students will need to have completed 18 credit hours.

Supervision

Graduate students may be asked to shadow a faculty member who is teaching an undergraduate or master's level class. Shadowing typically means attending most classes and meeting with the professor to talk about methods, issues, etc.

When teaching, the graduate student will meet on a regular basis with the supervising faculty member who typically teaches the course that the student is teaching for advice on developing the syllabus, suggestions for activities and supplemental materials, advice for handling issues that arise, etc. The graduate student will be evaluated periodically by the supervising faculty member and/or the department chair.

Procedure

Students who wish to be considered for teaching should submit a CV to the department chair along with a request of courses to teach. This should be accompanied by letters of support from the student's advisor and concentration coordinator.

Appendix A**Sample Plans of Study for Research, Assessment and Evaluation Concentration****Full-Time Study**

	Fall Semester	Spring Semester	Summer Semester
Year 1 18-21 credits	EDUS 608 EDUS 702 EDUS 661 or elective	EDUS 703 EDUS 710 EDUS 711 or EDUS 651 (Multivariate Statistics)	Elective Qualifying Examination
Year 2 18-21 credits	EDUS 662 EDUS 712 (Mixed Methods) Elective	EDUS 651 (Advanced Statistics) Elective Elective	Externship Write concept paper Comprehensive Exam
Year 3 12-18 credits	EDUS 890 electives	EDUS 899	EDUS 899

Part-Time Study (assuming two courses per semester)

	Fall Semester	Spring Semester	Summer Semester
Year 1 15 credits	EDUS 608 EDUS 702	EDUS 703 EDUS 710	Elective
Year 2 12 credits	EDUS 711 EDUS 662 or 661	EDUS 651 (Advanced Statistics) Elective	Qualifying Examination
Year 3 12 credits	EDUS 662 or 661 EDUS 712 (Mixed Methods)	EDUS 720 Elective	externship write concept paper Comprehensive Exam
Year 4	Elective EDUS 890	EDUS 899	EDUS 899

Appendix B

First Year Review and Qualifying Assessment

Department of Foundations of Education
Research, Assessment and Evaluation Ph.D. Concentration

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3/25

First Year Review and Qualifying Assessment

2019

The first year review and related qualifying assessment is designed for three purposes: 1) to help students think critically about their experience and progress in the program; 2) to provide the basis for student planning of subsequent program courses and experiences; and 3) to provide a review by concentration faculty of student academic competence in areas covered by the qualifying assessment. A portfolio of materials will provide materials for the first year review and subsequent qualifying assessment.

First Year Review Portfolio Contents

The first year review and qualifying assessment portfolio will contain the following items:

1. Personal Statement

Each student will prepare a personal statement that will be included in the portfolio. The statement should not exceed 3 pages (double spaced, 1 inch margins, 12pt font) and address the following:

1. Identify the primary areas of growth you have experienced during the first year (18-21 credits) and the factors that have contributed to your development.
2. Develop 3-5 goals for the next phase of the program. These goals can focus on activities connected to career planning, acquisition of content knowledge and skills, and research and/or teaching experiences.
3. Craft a preliminary research statement (1 page), that describes your emerging areas of interest and potential topics for continued exploration. Explain why these topic are of interest to you; why you think they are important to fields of education research, assessment and evaluation; and develop 3-5 questions to guide your further study in these areas.

2. Foundations and Research Course Rating Forms

Instructors in EDUS702, EDUS703, EDUS608, EDUS710, and EDUS711 will provide a rating of the student on their level of competence of core course learning outcomes as demonstrated in the class.

3. Course Artifacts

The midterm examination from EDUS710, from EDUS608, and the Discipline paper from EDUS703 will be provided by appropriate instructors to be included in the portfolio.

4. Additional Writing Sample

Students will provide evidence of writing from a course or related project. This writing sample should be no more than 15 typed pages, double spaced.

5. Graduate Assistantship Evaluation(s)

Students who have a graduate assistantship are required to submit a completed evaluation from the faculty member(s) with whom they have worked.

6. Revised Program of Study

The student will complete the Revised Program of Study to the advisor for approval, who forwards it on to the concentration coordinator. Once approved and signed, it will be sent to the Office of Graduate Studies.

7. Updated Vita

Qualifying Assessment

The primary purpose of the Qualifying Assessment is to demonstrate knowledge of major research paradigms, philosophical assumptions undergirding research, ethics of research, and the designing and interpretation of quantitative and qualitative empirical methodologies. Verification of competence will be used as evidence for program Student Learning Objective 3:

“Research Component: Students will acquire the prerequisite skills essential to understanding, designing, conducting, interpreting, and critiquing qualitative and quantitative research.”

The qualifying assessment is also used to identify areas of research competence that need improvement, and to provide information for the first year review.

The qualifying assessment has three components: foundations of educational research and doctoral scholarship, quantitative methods, and qualitative methods. The content for each component is based on the following course(s) or equivalents that are appropriate to each of the areas:

Foundations of Educational Research

EDUS 702. Foundations of Educational Research and Doctoral Scholarship I

EDUS 703. Foundations of Educational Research and Doctoral Scholarship II

Quantitative Methods

EDUS 608. Educational Statistics

EDUS 710. Quantitative Research Design

Qualitative Methods

EDUS 711. Qualitative Methods and Analysis

Instructors for each class will complete a rating form that shows the level of

With completion of 18-24 credit hours students must have instructor ratings of two of the three areas of competence. The ratings consist of course instructor assessment of major competencies from required courses, provided at the time each course is completed, with an indication of areas in need of improvement. The ratings will be used in conjunction with course artifacts to assess overall levels of competence in each of the three areas. Once all required research coursework is

completed the portfolio will be used to designate successful completion of the qualifying assessment. Qualifying assessment results will be sent to the Office of Graduate Studies.

First Year Review and Qualifying Assessment Procedures

The student's faculty advisor will be responsible for maintaining the portfolio. Students are responsible for sending the advisor their personal statement, example of writing, and revised program of study. The advisor will obtain course ratings, course artifacts, EDUS702 writing sample, and graduate assistantship evaluation if appropriate. Once the portfolio is complete the concentration faculty will meet to review the materials. Concentration faculty will then meet with the student for one hour to discuss the materials, provide feedback, and suggest subsequent activities that will enhance the student's program. At the end of the meeting the committee will determine: 1) whether there are any remedial activities that need to be completed as a contingency for full approval to move forward in the program; and 2) whether the student is recommended for continuation in the program. The student will be informed of their status and any recommendations for remediation within one week of the meeting.

When all qualifying assessment faculty course ratings forms have been obtained the advisor will either 1) approve the student as passing the Qualifying Assessment if no concerns are noted without a need to convene the first-year review committee; or b) reconvene the First-year review committee to determine if additional remediation is needed before the requirements are met. The advisor will inform the Office of Graduate Studies that the student has or has not met the requirements of the qualifying assessment.

Appendix C

Scoring Rubrics for EDUS608, EDUS710, and EDUS711

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March, 2019

EDUS710: Quantitative Research Methods

Qualifying Examination Evaluation

Student: _____

Instructor: _____

Date: _____

	Recommend remediation	Satisfactory Understanding	Strong Understanding
Threats to validity for non-experimental designs			
Non-experimental designs (descriptive, correlational, comparative)			
Advanced principles of measurement as related to research design (sensitivity, validity, reliability)			
Experimental validity (statistical, internal, construct, and external)			
Single factor experimental and quasi-experimental designs			
Factorial experimental and quasi-experimental designs			
Effect size			
Statistical analyses (Chi-square, t-test, ANOVA)			
Nested experimental designs			

Comments:

DRAFT
 March 2019
 EDUS 608: Educational Statistics

Qualifying Examination Evaluation

Student: _____

Instructor: _____

Date: _____

	Recommend remediation	Satisfactory Understanding	Strong Understanding
Identify continuous vs. discrete (or categorical) variables and choose appropriate statistical procedures accordingly			
Describe the relationship between predictor variables and a continuous outcome variable			
Obtain point estimates and confidence intervals, and correctly interpret related hypothesis tests			
Formulate Pearson correlation models appropriate for various research problems, estimate their parameters, and correctly interpret hypotheses about those parameters			
Formulate multiple regression models appropriate for various research problems, estimate their parameters, and correctly interpret hypotheses about those parameters			
Delineate assumptions of linear regression models and examine data to evaluate conformity to those assumptions			
Formulate dependent and independent samples <i>t</i> -test models, estimate their parameters, and test hypotheses about those parameters			
Formulate analysis of variance (ANOVA) models, estimate their parameters, and test hypotheses about those parameters			
Describe similarities and differences between regression and ANOVA models			
Formulate chi-square models, estimate their parameters, and test hypotheses about those parameters.			
Write coherent summaries and interpretations of analyses conducted using the above procedures			

Comments:

DRAFT
 Feb. 2019
 EDUS711: Qualitative Research Methods and Analysis

Qualifying Examination Evaluation

Student: _____

Instructor: _____

Date: _____

	Recommend remediation	Satisfactory Understanding	Strong Understanding
Define qualitative research as a distinct form of inquiry in social science.			
Discuss the relationship between research paradigm and methodological decisions in qualitative research.			
Discuss the relationship between qualitative and mixed-methods research.			
Identifying a research problem suited to qualitative inquiry.			
Discuss the key components of a qualitative research design (research questions, goals, conceptual framework, method and validity (inference quality)), and the relationships between them.			
Discuss the approaches to qualitative data collection and the strengths, challenges and limitations of these approaches.			
Discuss the strategies for effective interviewing.			
Discuss the ethical issues raised by a qualitative study and justifying strategies for addressing potential risks.			
Discuss strategies for qualitative data analysis and the critical differences between them.			
Discuss how to manage a qualitative research projects using CAQDA (computer-assisted qualitative data analysis) software.			
Discuss strategies for the presentation of qualitative research findings.			

Comments: