



Research, Evaluation, Measurement & Statistics

M.S. and Ph.D. Programs



PROGRAM FACULTY

Laura L.B. Barnes

(Ph.D., University of Nebraska):
Psychometric Theory, and Health Beliefs,
Multi-Level Constructs.

Evan Davis, Visiting Assistant

(Ph.D., Oklahoma State University):
Latent Variable Path Analysis, Factor Analysis,
Political Ideology, Organizational Fit, STEM
Education

Dale R. Fuqua

(Ph.D., Indiana University):
Psychometric Theory, Organizational Consulta-
tion, Career Development, and Multivariate
Statistical Methods.

Janice E. Miller, Emeritus

(Ph.D., UCLA):
Research Methodology, Self-Regulated Learning,
and Test Anxiety

Jam Khojasteh

(Ph.D., University of Arkansas):
Structural Equation Modeling and Measurement
Invariance

Mwarumba Mwavita

(Ph.D., Oklahoma State University):
Program Evaluation, Assessment, and Large Data
Analyses.

Katye M. Perry

(Ph.D., Oklahoma State University):
Program Evaluation, Research Methodology, and
Survey Design.

MORE INFORMATION

School of Educational Studies
202 Willard Hall
Oklahoma State University
Stillwater, OK 74078-4045
(405) 744-6275

Oklahoma State University College of Education Mission Statement

The College of Education, a community of scholars, prepares and develops professionals who facilitate lifelong learning and enrich quality of life for individuals in diverse settings. The College leads in the generation of knowledge in our professional areas and advances professional development through teaching, research, and outreach.

Degree Programs

The M.S. in Educational Psychology with an option in Educational Research and Evaluation (ER&E) provides an academic experience congruent with the triadic mission of the university. Students are directly and actively involved with faculty who are actively involved in basic and applied research. Students receive excellence in instruction and mentoring within the classroom through their academic coursework and through opportunities to research with faculty. They are provided practicum opportunities wherein they practice and develop their research skills in applied settings such as research and evaluation units in schools, offices of institutional research, and the State Regents office.

The Ph.D. in Educational Psychology with an option in Research and Evaluation (R&E) is unique in that, while other degree options require proficiency in research tools, in the R&E program research methods are more than a tool; they are also a focus of study. This is evident in the curriculum of the program in the types of dissertations R&E students produce, and in the types of research faculty conduct. For example, R&E faculty and students have developed statistics and tested those using Monte Carlo simulations. They have developed and evaluated cutting-edge assessment techniques and they evaluate models and methods of program evaluation. The study of methodological issues within various content areas is also a focus of the R&E program.

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M.S. and Ph.D. at Oklahoma State University

RECENT DISSERTATION & THESIS TITLES

“The Sequential Kaiser-Meyer-Olkin Procedure as an Alternative for Determining the Number of Factors in Common-Factor Analysis: A Monte-Carlo Simulation”

“The Effects of Color and Typeface on Directed Forgetting”

“Religious Fundamentalists’ Epistemic Beliefs and Relations to Right-Wing Authoritarianism”

“An Internal Structure Assessment of Two Measures of Worldmindness and their Relationship with Cultural Pluralism, Social Distance, and Social Dominance”

“A Structural and Correlational Analysis of Two Common Measures of Personal Epistemology”

“African American Parent Involvement in Middle School: Perceptions, Practices and Trust”

“Measurement Invariance of Inventory of School Motivation between the United States and Chinese College Students”

EMPLOYMENT OF OUR GRADUATES

Within Academic Settings:

University Registrar • Director of Institutional Research and Information Management • Director of Assessment • Statistical Analyst for University Assessment and Testing • Director for Center of Educational Research and Evaluation • Director of Research Center • Professors at both comprehensive and regional institutions • Assistant Director of Residential Life

Outside Academic Settings:

Statistical Software Developer/Consultant • Independent Evaluators • Assistant State Superintendent • Vice President of research and advisory service for a workforce training company • Data Mining Analyst

Degree Requirements

The M.S. degree in Educational Psychology (ER&E) requires a minimum total of 36 hours. There are three options: either 36 hours of course work plus a creative component; 32 hours of course work plus a report (four thesis hours); or 30 hours of course work plus a thesis (six thesis hours). The student’s advisory committee may recommend additional course work or thesis hours. Required courses include six hours in educational psychology and 24 hours in research and evaluation including a practicum. Students taking a non-thesis option must take additional courses from an approved list of electives. Masters students must take a qualifying examination that covers the program core and an area of professional specialization.

The Ph.D. degree requires a university determined minimum of 60 hours beyond the master’s degree or a minimum of 90 semester hours beyond the bachelor’s degree. The typical doctoral student completes nine hours of common core course work in educational psychology and 15 hours of common core course work in integrated and extended inquiry; 18 hours of professional course hours (e.g. psychometric theory, applied multivariate research), a minimum of nine hours in a cognate area defined by the student and committee chair (e.g. mathematical statistics, institutional research, student development), and at least 15 dissertation hours. Students also select two applied experiences from a list of suggested experiences with the assistance and approval of the committee chair. Ph.D. students must take two qualifying examinations that cover the program core and the area of professional specialization.

Admission Requirements

For both the masters and Ph.D. programs, admission decisions are competitive and based on a combination of multiple criteria. Criteria for admission to the master’s program include an undergraduate GPA of at least 2.75; Miller Analogy Test (MAT) or Graduate Record Exam (GRE); 3 positive letters of reference (preferably from previous instructors or employers); and evidence of potential for professional development (e.g. proof of written work). For the doctoral program, admissions criteria include telephone or personal interview, GRE scores, undergraduate and master’s GPA, four positive letters of reference on SES forms, relevant experience, statement of career goals, and evidence of potential for professional development (e.g. proof of written work). Students considering admission to the doctoral program must have a master’s degree from an accredited institution. Doctoral applicants should have an undergraduate GPA of at least 2.75 and a graduate GPA of at least 3.50.

Application Procedures

Applicants must submit a completed portfolio consisting of a Graduate Application for Admission form, the required number of positive letters of recommendation (three master’s, four doctoral), a signed Confidentiality of Reference form, official score report for required tests (GRE or MAT for master’s, GRE for doctoral), two official transcripts from each institution attended, Statement of Purpose, and the Graduate College application fee. International applicants must include TOEFL scores, and a signed Confirmation of Resources form. Admission dates are open.

Financial Support

Teaching Assistantships and Research Assistantships are awarded competitively to applicants. Fee waivers are typically available to the majority of full-time graduate students who are eligible. Work study and student loans are also available to applicants. Additional sources of financial aid scholarships are available within the College of Education and the Graduate College.