

ESM Faculty

[Lauren Moret](#) (PhD, University of Georgia) is an Assistant Professor and currently the Graduate Certificate Coordinator in Qualitative Research Methods in Education. Moret is a trained conflict mediator with an interest in working with people across diversities and hierarchies to promote advocacy and social justice, reduce oppressions and prejudices, and support the growth of author reflexivity and transparency of the qualitative research process. She conducts transdisciplinary research using multiple qualitative methodologies, with a focus on alignment between context, design, and methods.

[Jennifer Ann Morrow](#) (PhD, University of Rhode Island) is an Associate Professor and currently serves as Program Coordinator of Evaluation, Statistics, and Measurement. Morrow focuses her research on three main areas: program evaluation, effective strategies for teaching methodology courses, and college student development. She conducts program evaluations in the areas of higher education and health promotion and conducts research on teaching evaluation skills to new evaluators. She studies the effectiveness of utilizing peer mentors and assesses the importance of field-based experiences in training novice evaluators. Lastly, in the area of college student development Morrow primarily focuses on college students' sense of belonging, the first-year experience, and strategies for reducing substance misuse in college students.

[Gary J. Skolits](#) (EdD, East Tennessee State University) is a tenured Associate Professor and the former executive director of the UT's Institute for Assessment and Evaluation (IAE). At IAE for over a decade, he led over 150 external evaluation projects, prepared proposals for evaluation and research contracts, as well as supervised a staff of full and part-time professional evaluators and support personnel (with average external contract funding awards earned in excess of \$400,000 per year). His research interests include the evaluation of P16/higher education change interventions, research and evaluation team leadership as well as education administration and policy.

[Louis Rocconi](#) (PhD, University of Memphis) is an Assistant Professor. His research interests focus on methodological issues in educational research, college student engagement and development, particularly how disciplinary cultures impact student development, and students' use of quantitative reasoning activities. Prior to joining UT, Louis worked as an assistant research scientist at the Indiana University Center for Postsecondary Research where he provided data analytic support to several large survey research projects including the National Survey of Student Engagement and the Law School Survey of Student Engagement.

Recent Graduates

- [Patrick Barlow](#) - Assistant Professor, Tenure-Track
Office of Consultation & Research in Medical Education, University of Iowa
- [Jason Black](#) - Senior Administrator
Orange County Public Schools
- [Brittany Daulton](#) - Instructor
University of Central Arkansas
- [Sam Held](#) - Analyst
Tennessee Valley Authority
- [Susanne Kaesbauer](#) - Senior Research Associate
The Picker Institute, United Kingdom
- [Niranji Pathirage](#) - Senior Assessment Coordinator
Washburn University
- [Tiffany Smith](#) - Assistant Professor, Tenure-Track
University of Wisconsin-Stout
- [Thelma Woodard](#) - Director of Assessment
Hodges University
- [Wenshu Li](#) - Postdoc Evaluation Fellow
Centers for Disease Control



Additional Information

For more information regarding the ESM program, please contact:

[Jennifer Ann Morrow](#) (Program Coordinator)

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Educational Psychology and Counseling Dept.

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For the most up-to-date information, be sure to visit the [ESM Website](#).



DEPARTMENT OF EDUCATIONAL
PSYCHOLOGY & COUNSELING



Evaluation, Statistics, and Measurement

PhD program at the University of Tennessee

A student-centered, applied program with one-on-one mentorship, tailored curriculum, and flexible options to benefit both part-time and full-time graduate students.



Program Description

The PhD program in Evaluation, Statistics, and Measurement (ESM) has been carefully designed to provide students with an integrated, sequenced, and experientially-based doctoral program leading to a meaningful professional career.

Located within the Department of Educational Psychology and Counseling, the ESM program integrates evaluation, applied research methodology, and measurement theory, content knowledge, technical skills, and highly relevant and meaningful field experiences to enable graduates to function as esteemed professionals, productive scholars, and leaders in their sub-fields of interest.



The overall focus of the program is to provide students with the requisite skills and experiences essential for three types of professional careers:

- 1) as an evaluation, applied research methodology, or assessment/measurement faculty member in higher education settings,
- 2) as an external evaluator or applied researcher employed by an organization providing evaluation or research services, or
- 3) as an internal evaluator or applied researcher serving the needs of the organization in which they are employed.

Learning Outcomes include:

- 1) Knowledge of foundational evaluation, applied research methodology, and measurement concepts, theories, and applications.
- 2) Competency with research designs that include and integrate experimental, quasi-experimental, qualitative, and mixed-method approaches.
- 3) Extensive hands-on field experience in the application of evaluation, research, and methodologies to contemporary educational and social problems.
- 4) Experiences in applying evaluation, quantitative and qualitative methodology, and measurement skills and competencies in diverse social and organizational settings.

Graduate Assistantships

Assistantships (10 or 20 hours with stipends and tuition) are awarded to students on a competitive basis. In the past students in the ESM program have worked in GA positions in the following capacities:

Graduate Assistant Positions

- Center for Educational Leadership
- Department of Educational Psychology and Counseling
- Department of Engineering
- FUTURE Postsecondary Education Program
- Graduate School of Medicine - Medical Education, Research, and Design
- National Institute for Mathematical and Biological Synthesis
- Office of Institutional Research and Assessment
- Office of Research Support

Internships

Each ESM student is required to complete at least two (though many do more) 100-hour internships (3 credit hours each) during their graduate program. During these internships students gain relevant and practical experience in the areas of evaluation, applied research methodology, and/or measurement. Students have conducted their internships in a variety of educational and community settings. Some recent examples include:

University of Tennessee, Knoxville

- Center for Transportation Research
- Division of Student Affairs
- Office of Institutional Research and Assessment
- Office of the Provost
- TN Teaching and Learning Center

Non-UT Knoxville Sites

- Centers for Disease Control
- Knoxville Family Justice Center
- Oak Ridge Institute for Science Education
- Pellissippi State Community College
- Tennessee Board of Regents
- Tennessee Colleges of Applied Technology
- University of Tennessee - Chattanooga
- US Department of State - Foreign Service Institute



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Curriculum

Basic Concentration (21 hours)

EDPY 601 Professional Seminar
EDPY 682 Educational Research Methods
EDPY 533 Program Evaluation I
EDPY 559 Intro to Qualitative Research
EDPY 577 Statistics in Applied Fields I
EDPY 677 Statistics in Applied Fields II
EDPY 660 ESM Seminar (5 semesters)

Advanced Concentration (18 hours)

EDPY 651 Advanced Seminar in Evaluation I
EDPY 652 Advanced Seminar in Evaluation II
EDPY 534 Program Evaluation II
EDPY 670 Internship (2 semesters)
EDPY 678 Statistics in Applied Fields III

Research (15 hours)

EDPY 581 Classroom Measurement
EDPY 583 Survey Research
Choose any other 3 research courses in evaluation, applied research methodology, or measurement.

Cognate (6 hours)

Electives (6 hours)

Dissertation (24 hours)

*Most courses offered on weekdays after 5:00pm as well as flexible offerings during summer sessions.

Application Information

Deadlines: January 15 & April 15

Applicants are encouraged to meet the January deadline. Applications received after January 15, but meeting the April 15 final deadline will only be reviewed if space is available for the next academic year. Specific [application requirements](http://epc.utk.edu/?p=1768) (<http://epc.utk.edu/?p=1768>) can be found on the website.