

A Summative Evaluation: Intensive Workshop for Doctoral Students in Educational Administration According to the Memorandum of Agreement Between KKU & WSU

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Abstract

This paper reports on a summative evaluation of intensive workshops for pioneer doctoral students in educational administration at Khon Kaen University, Thailand. The purpose was to evaluate the efficiency, effectiveness and by-products of the workshops in order to facilitate decision making about the continuation of cross-institutional arrangements, especially with Washington State University (WSU) and donors. The evaluation was based on documentation, notational records, photographs and expert advice.

The results indicate that the workshops were efficiently conducted despite shortage of funding. The main objectives were achieved through grants from Khon Kaen University and the Thailand-USA Fulbright Foundation. The effectiveness of the program was evident in improved English scores which were higher than average attainments of other doctoral student groups. Students also acknowledged beneficial inputs by a visiting American professor, a unique feature of this program. The intensive workshop arrangements also facilitated academic intervisitations, four joint research projects and cooperation with other universities.

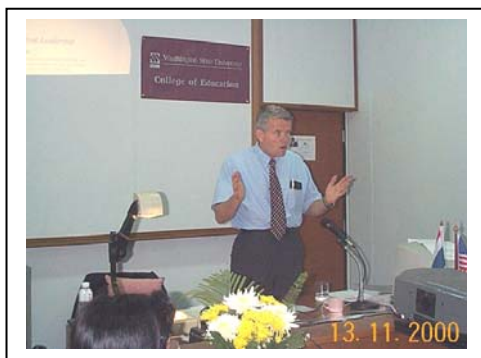
Several recommendations emerged from the evaluation. The intensive workshops should be provided for the next group of doctoral students and continuously developed. The problem of conflict of interest should be reviewed regarding the policy unit on government. Most of the administrators who had a focus on curriculum were not competent in English; this was seen as a matter to be addressed more rigorously at enrolment. It was seen as desirable to increase the opportunity for cooperation with other universities both inside and outside the country, especially under the UPAL project led by Professor Dr. Forrest W. Parkay. Further efforts should be made to alleviate funding shortages for the intensive workshop management both through fees from students and other sources.

Keywords: Summative evaluation, Intensive workshop, Doctoral students,

Background

An Intensive Workshop held for doctoral students in Educational Administration was one of many activities as determined in Memorandum of Agreement (MOA) between Khon Kaen University and Washington State University, the United State of America

which was signed on the fifth of January, 2002. The intensive workshop was activity based on participation and cooperation from everyone and every part related person, especially the curriculum administration committee and college professor of curriculum, especially the curriculum administration committee including Associate Professor Dr. Wirot Sanrattana as Chairman, Associate Professor Dr. Kingfa Sintuvongse, Associate Professor Dr. Yajai Pongboriboon, Associate Professor Dr. Kongsak Tattong, Assistant Professor Dr. Taweechai Boonterm, Assistant Professor Dr. Paisan Suwannoi as the committee, Associate Professor Dr. Wallapa Areerat as a committee and secretary, Associate Professor Dr. Nit Bungamongkon as a committee and assistant secretary. The Dean and Associate Dean in Academic Affair were consultants. During the former time, every person dedicated their time and effort as best as they can in order to completely gain the efficiency and effectiveness of activities.



**Professor Dr. Forrest W Parkay
Director of the intensive workshop**

According to the conference between the curriculum administration committee and two of Professors from the Washington State University: Professor Dr. Forrest W. Parkay (Director of the intensive workshop – see the picture) and Professor Dr. Merrill M. Oaks on the 16th of May, 2000 after the allowance from Khon Kaen University Assembly on the 26th of April, 2000. The Intensive Workshop Plan for Doctoral Students in Educational Administration, the first cohort, was planned four sessions as follows:

- The first session, second semester, 2000 academic year, during November to December 2000, two weeks duration, on the topics of "Fundamentals of Educational Administration" and " Educational Human Resource Management" by Professor Dr. Forrest W. Parkay.
- The second session, first semester, during May to June 2001, four weeks duration, on the topics of "Curriculum and Instruction Management" and "Research Methods in Educational Administration" by Professor Dr. Merrill M. Oaks, on the topics of "English for Educational Leaders" and "Theories in Educational Administration" by Professor Dr. Forrest W. Parkay
- The third session, second semester, 2001 academic year, two weeks duration, on the topics of " Dissertation Proposal Preparation" and "Leadership in Educational Administration" by Professor Dr. Forrest W. Parkay and Associate Professor Dr. Michael S. Trevisan.
- The fourth session, first semester, 2001 academic year, four week duration, on the topic of "Doctoral Dissertation Proposal" by Professor Dr. Forrest W. Parkay and Professor Dr. Dennis W Warner. The first two weeks were arranged in group, the last two weeks were in individual.

For the intensive workshop implementation according to planning, the evaluator as the Chair of the Curriculum Administration Committee whom assigned responsible for both as coordinator with college professor from the Washington State University and administration manager of the intensive workshop of each workshop efficiently and effectively. There were photograph taking, notice recording, exhibition, problem and obstacle analysis, presentation to the Curriculum Administration Committee to consider and improve periodically. Besides, there was an formative evaluation in the first semester and presented to the public by publishing in the Journal of Education, Vol. 25, No. 2, October 2001 to January 2002, on the topic of "A Collaborative Doctoral Program in Educational Administration between KKU and WSU: from Curriculum and Memorandum of Agreement into Practice" and from progress evaluation of the third semester, on the topic of "What We Have Done in a Collaborative Doctoral Program in Educational Administration between KKU and WSU". This was presented to the conference on the project "University Partners for Academic Leadership (UPAL) in action research in order to determine strategy of cooperative development between nine universities of Thailand and two universities of the United State of America. at Washington State University, the United State of America on the 30th of May, 2002

In accordance with implementation of any projects, an evaluation of performance as well as problem and obstacle, and periodically improvement guideline was important and necessary, especially the project related to quality improvement of learners and related to the high expectation both from organization and society such as doctoral program. As a result, the evaluator paid attention to performance recording periodically by written paper, picture, and others. For this evaluation was the same: focused on aware of performance problem and obstacle, and improvement guideline for the last of implementation based on intensive workshop plan. For the overall performance of evaluation, it would be useful for weakness improvement and strength promotion which was result from the implementation of the first cohort of students for the second cohort in order to be more effective and efficient.

Objective

The implementation evaluation objective was to present data, fact, or empirical phenomenon with referenced document that would lead to an analysis study in order to know the strength, weakness, opportunity and threatening from the former implementation, information feedback, a lesson, and suggestion for the next cohort.

Framework

In order to achieve the above goal, the evaluator would study and analyze the efficiency, effectiveness, students' reflection and by-product of the intensive workshop. For person who studied the performance evaluation could perceive and understand the condition and atmosphere of intensive workshop activity implementation more clearly, the evaluator would also show pictures both in documentary form and CD ROM in full paper. The evaluator believed that pictures would be situation communicator and reflector of fact as well as data from analysis and would be representative of real situation for evaluation.

Methodology

According to intensive workshop arrangement evaluation, evaluator used documentary analysis technique and reference document in numerical data, and viewpoints of students. Later on, it was concluded discussed, and suggested. Professors and students were target group for activity management of intensive workshop, the total 14 persons. They were expert who investigated content focusing on concurrent validity or real phenomenon both the results were brought and suggested individually and focus group discussion.

Findings

- **Efficiency**

“Efficiency” of administration and management refers to the capacity of seeking and using resource savely and worthwhilely in order to be well achieved according to Peter Drucker’s definition (cited in Wirot Sanrattana, 2002), it may be concluded that four intensive workshop arrangement were efficient – could achieved goal four times even in duration of budget shortage (see financial condition analysis below) by spending economically, focusing on worthwhile usefulness, whereas also finding supporting fund from many sources, which were supported from the Academic Affair, Khon Kaen University, and from the Thailand – U.S. Educational Foundation (Fulbright) as air fare and stipend for Professor Dr. Forrest W. Parkay as the U.S. Fulbright Senior Specialist during the third and fourth intensive workshop

For the financial status, the administration of Doctoral Program in Educational Administration offered in special curriculum based on the students' enrollment as the main source.. In the recent time, every student would pay their intuition-fee as total-paid 29,500 bath/semester. This sum of money would be subtracted as different kinds of maintenance for University, Graduate School, and the Faculty Graduate Study. The net for doctoral program was about 50% or 14,750 bath/person/semester. For 14 students, there was budget for administration and management in program about 206,500 bath/semester. This sum of money would be spent as an expense about three courses/semester. Each course would be spent 30,000 bath, the total of 90,000 bath. The money was about 116,500 bath left.(Notice: For the second group students would increase the tuition fee from 29,500 bath to 35,500 bath/semester, money for the program 50% about 17,750 bath/person or about 266,250 bath/15students, subtracted expense 90,000 bath and there was about 176,250 bath left).

For each time of intensive workshop management, it would be an expense for lecturer from Washington State University for one person as follows: air-fare one round ticket about 40,000 bath, the two-week accommodation about 10,000 bath, two-week stipend 20,000 bath (a friendly rate), food and others about 20,000 bath. The total was about 90,000 bath. (in case of four-week workshop, there would be more expense about 40,000 bath). According to the sum of money left, (about 116,500 bath) would be sufficient for only one lecturer (In case of Professor Dr. Forrest W. Parkay, he always pays for accommodation, and food himself for saving money of the program)

However, the former intensive workshop management, during the second, the third, and the fourth time, two lectures/time. But it could be managed because the Academic Affair, Khon Kaen University supported the second and the third time 50,000 bath/time. For the third and the fourth time, we received money for travelling and stipend from the Thailand – U.S. Educational Foundation (Fulbright) for a professor as mentioned above. (by the suggestion of Professor Dr. Forrest W. Parkay)

For the implementation of second cohort students, which would develop new cycle in the second semester, 2002 academic year. Considering new tuition-fee rate, we received money for the program approximate 266,250 bath/semester. Money was about 176,250 bath/semester after expense was subtracted, there was only a little sum of money left. If the Thailand – U.S. Educational Foundation (Fulbright) still continuously supported for four times, the program could arrange an intensive workshop activity by two lecturers/a time. If do not offer supporting, problem may occur which solution should be found. (Notice: the Thailand – U.S. Educational Foundation (Fulbright) allowed support Professor Dr. Forrest W. Parkay as a U.S. Fulbright Senior Specialist for six times. He used to be supported for two times, only four times left for the second cohort students. However, for the supporting which was not stable. It might be cancelled any time if many institutes asked for this kind of grant and the foundation also wanted to spread the opportunity to those institutes.)

The solution, if the Thailand – U.S. Educational Foundation (Fulbright) did not offer continuous supporting, it might be let students to cooperate continuously-- for example fee collecting for an intensive workshop in especially according to appropriateness rate (for having sense of belonging) or lecturer from the Washington State University only one lecturer each time (even only one lecturer, or even two lecturers supported from the Thailand – U.S. Educational Foundation (Fulbright) , the fee might be also collected because based on the above financial analysis, the only little money for other activity arrangement, except those arrangements would invite only one lecturer from the Thailand – U.S. Educational Foundation (Fulbright)). Besides, the duration would be determined every two weeks per semester (Notice: four weeks arrangement for special program students who are official governments would cause problem of long duration absence even the project offered only from Wednesday to Sunday).

- **Effectiveness**

For the effectiveness, the scholar's definition refers to goal attainment. Even there were no indices clarifying obvious achievement level. But, comparing some data, it may be concluded that intensive workshop arrangement might be one important variable supported the students' developmental effect - based on comparison of English examination score between the entrance score (September 2000) and the first test of English competency (March 2002) it found that almost all students gained better score in English test. There was only one student got lower score (from the high level of entrance examination score) As data from table below:

The Table of Students' English Test Score

No. of student	entrance score	the first test	difference (%)
1	51	55.5	8.82
2	51	75	47.08
3	50	71.5	44.00
4	47	73	53.19
5	45	44	-2.22
6	43	67	55.81
7	36	45	25.00
8	32	43.5	35.94
9	31	44.5	43.55
10	30	44.5	48.33
11	27	41	51.85
12	23	53	130.43
13	23	41	78.26
14	21	39.5	88.09

Besides, according to analysis of English test score of doctoral students from 15 fields of study (source of data: printed document from Graduate School, 2002) it found the Educational Administration students who "passed" had mean score as 71.00 which was the fourth of the total field of study, and higher than average score of 65.00. In case of students ,who 'failed" the exam, had average score of 45.00, which was the fourth (there were two fields of study) and higher than average score of 43.00.

Considering other points, it found that after the fourth intensive workshop, every student could specify dissertation topic and arrange concept paper to be proposal in the first semester, 2002 because of the practice oriented of the fourth workshop, by consulting with professor from Washington State University, advisers, and students both in group and individual style.

Considering the curriculum objective also specified universal capacity development of students, it could be assumed that intensive workshop arrangement was activity served to such goal very well. According to analysis of time spending in learning activity, it found that students spent their time with this activity as much as 360 hours (do not include overtime and field trip) which almost equal to time spending in the overall courses, 450 hours (see analysis table below). Therefore, intensive workshop arrangement would be an opportunity for students to develop their capacity to be universal, especially verbal using for communication and learning. Besides, it also was an opportunity arrangement for sharing Western and Oriental perspectives in Oriental contexts.

The Table of Comparison of the Students' Time Spending for Learning

<i>Order of semester</i>	Intensive workshop	coursework
1	2 weeks = 60 hours	2 courses = 90 hours
2	4 weeks = 120 hours	3 courses = 135 hours
3	2 weeks = 60 hours	3 courses = 135 hours
4	4 weeks = 120 hours	2 courses = 60 hours
total	12 weeks = 360 ours	10 courses = 450 hours

- **Students' reflections**

There are some reflections from students. They are:

“...for overall, there were highly efficient activities both in interaction with lecturer and peer students, the curriculum included flexibility and provided opportunity for suggestion from students. It could make confidence in studying each course...”

“...the learned topics and self development were: English skills (listening, speaking, reading, and writing), theoretical administration information such as organizational behavior; school leadership, etc., concept paper forming from research; comparative study of educational administration in the United State of America and Thailand, conducting research with the professors. ... “

“... students could have self-development in conducting their dissertation. They could have dissertation title earlier. Their topic and concept paper were accepted from the professor from WSU which were universal. ...“

“... studying with foreign university professor (WSU) they could have self improvement, teaching process, and working in each workshop session, and English communication improvement. ...“

“... it could be strength of Educational Administration field, Department of Educational Administration, Khon Kaen University, comparing to other universities in Thailand, doctoral degree level in Educational Administration for an intensive workshop arrangement in content of semester. ...“

“... for intensive workshop of each semester, it was highly effective activity. Students had opportunity to interact with the guest speaker and foreign students. The obvious benefits were as follows: they could learn and understand in the Educational Administration clearly and confidently, they could improve their English competency, they could approach to universal educational stage in the future, they would be perspective and conceptual framework for dissertation development. ...”

- **By-Product**

The intensive workshop activity arrangement would cause the Washington State University and the Lecturers of Khon Kaen University have an opportunity of sharing their opinion frequently. The other kinds of tasks would be followed such as :

1. Five research joint projects :

- Toward Collaborative School Leadership in Thailand: The Relationship between Thai Cultural Identity and Teacher-Administrator Interactions which published in International Journal of Educational Reform, Vol. 10, No. 1 / January 2001.

- Facilitating Cross-National Research and Doctoral-Level Program Development Via the Internet: A Case Study of Online Collaboration between the U.S. and Thailand. They presented in the annual meeting of the American Educational Research Association at Seattle, the United State of America, 2001 and published in the Journal of Education, Vol. 26, No.2 September-November 2002
 - Beginning Primary-School Principals in Thailand: A National Survey of Their Priorities and Concerns.
 - The Induction of Beginning Elementary Principals for the interactive Symposium Titled: “Leader for a Global Western and Eastern Perspectives on the Professional Induction of Beginning elementary Principals.
 - University Partners for Academic Leadership (UPAL): A Cross-National Model for Facilitating Higher Education Reform in Developing Countries.
2. The field trips and co-meeting with related lecturers at the Washington State University of the Dean and the Chair of Curriculum Committee as well as joint presentation at Seattle during April 2001.
 3. The international conference arrangement at the Washington State University during April 2003. The Dean, Chair of curriculum committee, lectures, and doctoral students would be also invited to present their academic paper (For the Dean, Chair of curriculum committee would have a meeting with associated lecturers to determine operational plan based on the Memorandum of Agreement for further occasion). Then, the students would be invited to present their research findings at Chicago during the 21-25th April 2003 as well as field trip to other universities.
 4. The joint program between KKU & WSU supported project of Universities Partners for Academic Leadership: UPAL proposed by Professor Dr. Forrest W. Parkay et all. with research grant from the Federal of the United State of America which implemented according to the project during the 9th – 31st May 2002 at the Washington State University together with nine Thai Universities and two United State universities. The results from implementation of UPAL project would affect academic work of presentation to the American Educational Research Association at Chicago during the 21st - 25th April 2003.
 5. The opportunity of cooperation broadened from collaboration between Khon Kaen University and the Washington Sate University only two universities to nine universities in Thailand and two universities from the U.S.A. due to implementation of UPAL project.

Conclusion and Recommendations

- **Strength**

According to the above analysis study, it can be seen that an intensive workshop arrangement for doctoral students in Educational Administration during the former time showing prominent point that would be an opportunity arrangement for students expression stage and potential development of universality especially in language for communication and learning, could sharing ideas with each others in one's own Thai socio-cultural context. This would cause learning process both students, professors from the Washington State University, and Khon Kaen University, many kinds of academic performance development such as co-research, a cross-cultural study, international seminar arrangement, and presentation of collaborative academic performance etc. Besides, it also was the starting point of broadening perspectives and developing a project for a variety universities collaboration in the future. So, an intensive workshop activity should be arranged continuously and better quality development.

- **Weakness**

The issue would possibly be weakness of the program was conflict of interest between expectation to have students, and toward their language competency as high level of universal (they had to pass their criterion before graduation) and the existing condition of target group in which most of them seldom had good English basic knowledge (considering from their English score of the entrance exam) except those who used to have their majoring in English since they studied for their Bachelor's Degree or Master Degree. But, they were only a few. As a result, Educational and School Administrators' opportunity to further their education was less. So, it was the issue to consider in policy level that how was the measure in order to make both points be congruent.

- **Opportunity**

The implementation according to Memorandum of Agreement between Khon Kaen University and Washington State University in all aspects including an intensive workshop arrangement had opportunity to broadening the extent of collaboration toward other universities both in our country and foreign countries. Promotion of collaboration between national institute in the style of resource exchanging or helping with each other, joint academic activity, and creation of an organization network for development in higher level than curriculum administration would be possible opportunity in condition of University Partners for Academic leadership (UPAL) project which the administrators – President and Vice president from nine universities in Thailand and two universities in U.S.A. had a conference for determining strategy for developing. Therefore, it should have follow-up and an attempt to participate in an activity arrangement according to the UPAL project continuously and also having role of major partners.

- **Threaten**

However, for internal administration of its own project there was one point of financial condition that would be the weak point to be aware of and to find prevention techniques in order to proceed the task effectively, be self-reliant, and not to cause unbalanced state between debit and credit. The possible and appropriate guidelines was the students' sharing an intensive workshop fee in reasonable rate because it was extra-curricular activity whereas it should reduce duration from four weeks to two weeks. In the former case, it caused problem for students because they had to be absent from official work for a long period of time continuously. In the same time, it would lower expense in some level. (except being supported from the Thailand – U.S. Educational Foundation (Fulbright) which supported four weeks per session and the students could manage their time) But reducing number of lecturer to one person every session, content appropriateness and usefulness for students in any case, and the desire of professor from the Washington State University in each time should be considered.

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