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A Mixed Methods Program Evaluation of Participant Perceptions of the Residency Portfolio Component of the Education Doctorate at Marshall University

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**A MIXED METHODS PROGRAM EVALUATION OF PARTICIPANT PERCEPTIONS
OF THE RESIDENCY PORTFOLIO COMPONENT OF THE EDUCATION
DOCTORATE AT MARSHALL UNIVERSITY**

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Doctor of Education
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Approved by
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APPROVAL OF THESIS

We, the faculty supervising the work of Ashley Stephens, affirm that the dissertation, A Mixed Methods Program Evaluation of Participant Perceptions of the Residency Portfolio Component of the Education Doctorate at Marshall University, meets the high academic standards for original scholarship and creative work established by the Curriculum & Instruction Program and the College of Education and Professional Development. This work also conforms to the editorial standards of our discipline and the Graduate College of Marshall University. With our signatures, we approve the manuscript for publication.

Dr. Lisa A. Hearon, Committee Chairperson   10/31/16 Date

Dr. Ron Childress, Committee Member   10/31/16 Date

Dr. Sue Hollandsworth, Committee Member   10/31/16 Date

Dr. Edna Meisel, Committee Member   10/31/16 Date

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DEDICATION

During the first meeting of my first official doctoral class with Dr. Eagle in LS 719, we were asked to describe ourselves using an alliteration of our first name. As nonacademic and silly as it seemed at the time, I described myself as "Attached Ashley." At that point in my life, the people I shared my world with were the most important things to me, and I knew that this doctoral process was likely to change that in some ways. I was right.

Coursework, portfolio projects, and the six-year writing process have taken me away from my family and friends more evenings and weekends than I can count. The doctoral program, however, has given me a true appreciation of those who supported my dream even though they didn't share or always understand it. I end this journey just as I began it, as "Attached Ashley," only now with a deeper gratitude for the love I've been shown as others accompanied me during this 10-year journey. For this reason, this work is dedicated to my tribe:

- To God, thank you for giving me the right skills and the right people at the right times to make this dream a reality. I promise to do my best with the gifts You've given me;
- To my grandmothers who set the stage for all of my academic success by making learning fun;
- To my parents who set high standards for me and never let me be satisfied with less than my best;
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And, Daddy, now you can tell your friends you have a son who is a lawyer and a daughter who is a doctor. #braggingrights

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To Dr. Teresa Eagle, it seems only fitting that we end this journey the same way we began it: together. I think the world of you. Thank you for investing so much time and attention in me.

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ABSTRACT

This mixed-methods study explored student, graduate, and faculty perceptions of the residency portfolio process in Marshall University's Ed.D. Program and the degree to which the portfolio met the stated goals of the program. Data was collected via online surveys, student/graduate focus groups, and individual faculty interviews. One hundred eighteen students/graduates and 14 faculty members completed the survey. Eleven students/graduates participated in the two focus groups, and eight faculty members participated in individual interviews.

The seven stated program goals were further divided into 21 indicators. The survey asked participants to rate the degree to which the residency portfolio developed students' abilities to achieve each of the 21 indicators using a Likert scale. Participants indicated that all seven program goals were met "to a great extent" (5), the highest distinction available. Few statistically significant differences were found based upon demographics such as sex, age, program, role, cohort involvement, stage in the program, completion year, vocation, job change, motivation, or faculty years of experience with the portfolio. Focus group and faculty interviews offered confirmation of survey findings and additional examples and anecdotes to support and explain the survey data. The study offers an example of portfolios functioning as a qualifying assessment in a doctoral program for other universities considering alternatives to comprehensive examinations.

CHAPTER 1: INTRODUCTION

Since the inception of the doctoral degree, students have been assessed through the use of a residency requirement, coursework, comprehensive exams, a dissertation and an oral examination (Anderson, Krauskof, Rogers, & Neal, 1984; Thyer, 2003). The coursework – residency - comprehensive exam - dissertation structure of doctoral programs has persisted largely unchanged and unstudied until recent years when alternatives to comprehensive examinations have been added by some programs (Peterson & Bowman, 1992). Some such alternatives include portfolios, papers, and various types of projects like internships and presentations (Estrem & Lucas, 2003; Thyer, 2003). Additionally, alternatives to the traditional residency requirement have been adopted in some programs where traditional residency, requiring full-time enrollment, and involvement on-campus is no longer appropriate for some students as they maintain regular, full-time employment. While alternatives to residency requirements and comprehensive examinations vary greatly across programs, and are not widely utilized, their existence merits examination and evaluation (Anderson, Krauskopf, Rogers & Neal, 1984; Thyer, 2003).

BACKGROUND

The first doctoral program in the United States was a Doctor of Philosophy (Ph.D.) degree conferred at Yale University in 1861 (Rudolph, 1965; Yale, 2011). Traditional doctoral degrees are research-based and designed to offer students the tools and skills needed to perform research as independent scholars. Though primarily viewed as academic in nature, doctoral degrees also offer vocational benefits, preparing graduates for future careers (Issac, Quinlan, & Walker, 1992). The Doctor of Education (Ed.D.) degree specifically prepares students to become practitioners in the field of education. The degree calls on students to apply existing

knowledge to current situations rather than to produce new research like that of a Ph.D. (University of Washington, 2011).

In the academic year 2013-2014, 175,038 doctoral degrees were granted at 951 institutions. These are classified as Ph.D.s, Ed.D.s, M.D.s, D.D.S.s, and J.D.s. Of those, 10,572 were degrees in education from the 402 institutions conferring doctoral education degrees (Digest of Educational Statistics, *Degrees*, 2014). In the United States, approximately 3,703,000 individuals hold doctoral degrees and comprise around 1.8% of the non-institutionalized population 25 years and older (United States Census Bureau, *Educational 25*, 2014). According to the United States Census Bureau, individuals with doctorates earn on average 147% more than those with only a high school education, 49% more than those with a bachelor's degree, and 22% more than those with a master's degree (Julian & Kominski, 2014). Individuals holding a doctoral degree experience an average unemployment rate of 2.2% compared to 7.5% for those with a high school education or less (Bureau of Labor Statistics, 2014). Over the course of their lifetimes, individuals holding doctoral degrees can expect to earn 268% more than the national average income of Americans aged 25 to 65 (Bureau of Labor Statistics, 2011). Common intentions for employment after attaining a doctoral degree include research and development, teaching, management or administration and professional services (Digest of Educational Statistics, *Statistical,* 2014).

Traditional Comprehensive Examinations

Though some ambiguity exists about the purposes of comprehensive examinations, literature shows that comprehensive examinations aim to provide opportunities for student learning with regard to critical thinking, expert knowledge, research ability, and teaching ability. Comprehensive examinations also provide a rite of passage for students and ensure the quality of

students who pass. Comprehensive examinations traditionally exist in the form of essay tests in both a student's major and minor areas of study and are typically administered over a few days between the completion of coursework and the beginning of the dissertation phase of the doctoral program. Comprehensive exams may also be presented as oral examinations in which the student discusses and defends themes pertinent to his or her field of research. These exams are typically graded by professors in the student's areas of study (Anderson, 1993; Anderson, Krauskopf, Rogers & Neal, 1984; Anderson & Swazey, 1998; Burck & Peterson, 1983; Brooks, 2012; Cassuto, 2012; Estrem & Lucas, 2003; Jako, 1974; Loughead, 1997; Merenda, 1974; Peterson & Bowman, 1992; Schafer, 2008; Wolensky, 1979).

Though the ultimate goal is passing the comprehensive examination and moving on to the dissertation phase of the doctorate, the effort put into preparing for and completing this assessment often leaves students with additional benefits (Brooks, 2012). Some students state that they enjoy the act of preparing for comprehensive examinations. Others mention that potential courses or dissertation topics emerge from their research. An additional benefit for some is the change from short-term assessments like those found in coursework to more long-term projects like that of the dissertation. Brooks also noted that still others mentioned the psychological benefits of achievement, and changing their self-image to that of a life-long learner. While these widely-utilized assessments may offer additional benefits over simply progressing to the dissertation phase, they are also commonly criticized. The criticisms fall into five categories: assessment is unnecessary, causes undue stress, does not test what it should, objectives are unclear and the testing method is too costly (Anderson, Krauskopf, Rogers & Neal, 1984; Cassuto, 2012; Estrem & Lucas, 2003; Hallstein, Kiparsky, & Short, 2009;

Loughead, 1997; North, et al, 2000; Peterson & Bowman, 1992; Rogers, 1968; Schafer, 2008; Wolensky, 1979; Ziolkowski, 1990).

Portfolio Assessment

Portfolios have long been used to showcase a person's abilities and experiences in tangible ways in areas such as music, art, architecture, etc. Portfolios offer individuals the opportunity to present their skills and products from different types of tasks to show diversity of ability over time. Because portfolios are not confined to assessing a singular skill like research and writing ability at a specific time, they offer more flexibility and an opportunity to show a more complete picture of what an individual can do than traditional comprehensive examinations (Estrem & Lucas, 2003). Portfolios involve a purposeful collection of various artifacts to demonstrate the style, breadth and depth of work the student is capable of producing.

An academic portfolio blends the artistic portfolio and the career portfolio in which students demonstrate their learning and skills for career advancement purposes and track personal growth (Seldin & Miller, 2009). Recently, this approach has been adopted by academic institutions to assess their students and faculty for various purposes. For the purposes of this study, the definition of academic portfolios is "a reflective, evidence-based collection of materials that documents teaching, research and service performance" (p. 2). Portfolios are used to highlight important projects, products, and experiences of the individual. Portfolios are not comprehensive lists of every experience, publication, or course. Even the decision of what to include in a portfolio is a reflective process and reveals information about its creator (Seldin & Miller, 2009).

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Marshall University Alternative Assessment of Doctoral Students

Marshall University's Ed.D. Program offers specializations in Curriculum & Instruction and Educational Leadership. Student goals (Ed.D. Student/Faculty Handbook, 2015) for the program are as follows:

- Collaboration—Collaborate and interact with faculty through coursework, co-teaching, co-publishing and/or co-presenting.

- Depth of Understanding—Apply and integrate learning experiences and knowledge in the field including theoretical models, concepts and research.

- Reflection—Evidence reflection, critical thought, synthesis of material and learning experiences.

- Scholarship—Exhibit evidence of scholarship in the field through presentations, publications, course completion, submission and/or acceptance of publication in a scholarly journal or presentation at a regional or national conference.

- Communication—Demonstrate composure, professionalism, and poise in writing, speaking, and presentation in a variety of experiences; polish organizational skills; demonstrate a working knowledge of multimedia; and adapt quickly and smoothly to change.

- Ethical Research—Understand and utilize ethical research processes; analyzing and synthesizing information and data from course experiences and collaborative research activities.

- Practitioners—Pursue professional and scholarly endeavors and thus enhance learning communities. (pp. 11-12)

The program operated as a collaborative arrangement between Marshall University, West Virginia Graduate College, and West Virginia University from 1980 to 1997 when Marshall University and the West Virginia Graduate College merged. The collaborative arrangement continued between Marshall University Graduate College and West Virginia University until 2002 during which time traditional comprehensive examinations were used. Upon becoming an independent program offered solely through Marshall University, program faculty examined the program and felt that the traditional residency and comprehensive examination model did not fit the needs of their student demographic. Because the Ed.D. is a practitioner's degree, an alternative was developed that would allow students to gain more experience in learning practice and that could be assessed in a way that traditional comprehensive examinations could not. As such, the residency requirement was coupled with an assessment that took the place of the comprehensive examination. This assessment is called the residency portfolio (Eagle, personal communication, September 8, 2010; Ed.D. student/faculty handbook, 2015).

Adopted in 2004, the residency portfolio requires students to participate in learning projects with faculty members during the coursework phase of the degree. These learning projects include either co-authoring and presenting at a regional academic conference or co-authoring and submitting a paper for publication and two of the following: co-teaching, completing an internship, co-developing a course, or another activity approved by the student's dissertation committee. After the completion of coursework and learning projects, the residency portfolio requires a reflective paper and portfolio product presented to a student's committee outlining those experiences and subsequent learning and change that resulted from those experiences (Eagle, personal communication, September 8, 2010; Ed.D. student/faculty handbook, 2015; Doctoral programs, 2014).

PROBLEM STATEMENT

In 2004 Marshall University adopted a residency portfolio to take the place of traditional comprehensive exams to satisfy the requirements for admission to candidacy in the Ed.D. Program. Since the inception of the program, 305 students have completed or are in the process of completing residency portfolios. Limited anecdotal and student and faculty perceptual data are available regarding the residency portfolio; however, no formal studies have been completed about this form of assessment.

PURPOSE OF THE STUDY

This study assessed student, graduate, and faculty perceptions regarding the residency portfolio and, secondarily, determined the extent to which students and faculty perceived the residency portfolio developed students' abilities to achieve the stated objectives of Marshall University's Ed.D. Program.

RESEARCH QUESTIONS

In order to better understand Marshall University's Ed.D. Program's residency portfolio, the following questions were explored:

1. To what extent do participants believe the residency portfolio develops students' abilities related to the Ed.D. program goals?

2. Using selected demographic variables (e.g. program, participant's role), what, if any, are the differences in participants' perceptions of the degree to which the residency portfolio is currently demonstrating each program goal?

3. What are the perceptions of participants regarding strengths and personal benefits of the residency portfolio?

4. What are the perceptions of participants regarding weaknesses and personal challenges of the residency portfolio?

OPERATIONAL DEFINITIONS

For the purpose of this study, the following terms are defined:

Program Goals—The program goals of the Ed.D. program at Marshall University are collaboration, depth of understanding, reflection, scholarship, communication, ethical research, and practitioner skills. In this study, the degree to which participants felt that the residency portfolio developed students' abilities to perform the program goals was measured by responses to self-report questions 12-15 on the *Stephens Residency Portfolio Survey* (Appendix B). A five-point Likert scale where one is not at all, three is somewhat, and five is to a great extent was used to rate three program indicators associated with each of the seven program goals. Additional data related to program goals was collected through student/graduate focus groups (Appendix H) and faculty interviews (Appendix I).

Demographics—In this study 12 demographics were measured by responses to self-report questions 1-11 and 20 on the *Stephens Residency Portfolio Survey* (Appendix B).

- Sex—Students, graduates and faculty indicated their sex from the following categories: male or female.

- Age—Students, graduates and faculty indicated their current age from the following categories: less than 34, 35-44, 45-54, or 55 or older.

- Program—Students, graduates, and faculty identified their program affiliation from the following categories: Curriculum & Instruction or Leadership Studies.

- Role—Students, graduates, and faculty identified their program roles from the following categories: Ed.D. program student/graduate or Ed.D. program faculty with doctoral faculty status.

- Cohort Involvement—Students and graduates indicated whether they were part of one of the two doctoral cohorts or part of the traditional doctoral program by responding: yes or no.

- Stage in Program—Students and graduates identified their current stage in the doctoral program by selecting from the following categories: began coursework, but no portfolio elements; began coursework and portfolio components, but have not completed portfolio defense; completed coursework, but still working on portfolio components; completed coursework and portfolio defense—admitted to candidacy; working on prospectus/dissertation; or graduated program—attained Ed.D. degree.

- Completion Year—Students and graduates identified their year of program completion or expected year of program completion from the following categories: 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, or 2018.

- Vocation—Students and graduates identified their primary, current vocation from the following categories: K-12 instructor, K-12 administrator, higher education instructor, higher education administrator, other educational agency, professional sector, or unemployed.

- Changed Positions—Students and graduates indicated whether they had changed positions during their doctoral program by indicating: yes or no.

- Motivation—Students and graduates selected the descriptor that best indicated their motivation for completing the Ed.D. from the following categories: career advancement, change in field of study, unable to find desired employment, increase in my knowledge base, pay increase, or other.

- Faculty Years of Involvement—Faculty members were asked to indicate how many years they had been involved with the residency portfolio since its inception in 2004.

- Qualifying Assessment Preference—Students, graduates, and faculty selected which qualifying assessment they thought was the best for students from the options: comprehensive written/oral examinations or residency portfolio.

Strengths and Personal Benefits—Strengths of the residency portfolio program and personal benefits experienced as a result of participation in the residency portfolio were measured by subject responses to self-report questions 16 and 17 on the *Stephens Residency Portfolio Survey* (Appendix B). Additional data related to strengths and personal benefits was collected through student/graduate focus groups (Appendix H) and faculty interviews (Appendix I).

Weaknesses and Personal Challenges—Weaknesses of the residency portfolio program and personal challenges experienced as a result of participation in the residency portfolio were measured by subject responses to self-report questions 18 and 19 on the *Stephens Residency Portfolio Survey* (Appendix B). Additional data related to weaknesses and personal challenges was collected through student/graduate focus groups (Appendix H) and faculty interviews (Appendix I).

SIGNIFICANCE OF THE STUDY

The residency portfolio serves as an alternative assessment that takes the place of traditional comprehensive examinations to achieve the goals of the Ed.D. program. As such, it is important to know the degree to which the residency portfolio achieves the stated program goals based upon the perceptions of the participants involved. The data may be used to create an accurate understanding of the program as it currently stands as well as identify suggestions for improvement. Additionally, this data may allow current and upcoming doctoral students to learn from the experiences, perceptions and suggestions of their peers in the program as presented in the findings.

Furthermore, programs at other universities contemplating the use of doctoral residency portfolios may benefit from the description and perceptions of participants in Marshall University's College of Education and Professional Development. This study provides a detailed description of the makeup of Marshall's doctoral residency portfolio process and could be used along with the results to help shape a similar program elsewhere. Very little literature exists about doctoral residency portfolios, so this study may offer another option to programs interested in alternatives to traditional testing of doctoral students.

DELIMITATIONS AND LIMITATIONS OF THE STUDY

The primary delimitation of this study is that it is solely focused on the Marshall University College of Education and Professional Development's Ed.D. Program. Within the program, it is further delimited to those students who have experienced the residency portfolio since its inception in 2004. Students involved with the program before that time or who dropped out are not included.

Some important limitations of this study include the possible bias of self-reported data. While participants were encouraged to be open and honest with their responses, pressure to respond in ways they feel will be pleasing to others must be taken into consideration. In an attempt to limit this pressure, participants were given an anonymous online survey. Separate focus groups were held for students of the two separate program specializations so they would be speaking among peers and away from faculty members who may have influenced their experiences in the program. All current faculty members with doctoral faculty status who had chaired at least one student to the completion of the residency portfolio were asked to participate in an interview and their results were kept anonymous to alleviate personal or political pressure. These steps were taken in an effort to ensure that all participants were free to respond as honestly and candidly as possible.

Other limits included the availability of student contact information. This study relied on contact information provided by the student to the university. Some graduates may not be included due to out-of-date or unavailable contact information.

SUMMARY

Since 2004, Marshall University's Ed.D. Program has utilized a residency portfolio as the qualifying assessment for doctoral students to be admitted to candidacy. The residency portfolio offers students the opportunity to demonstrate their learning through experiences, sharing written assignments, and collaborating with professors and other students. These portfolios are created during the entire coursework phase of study and are presented before students begin the dissertation. This study assessed student and faculty perceptions regarding selected elements of the residency portfolio and, secondarily, determined the extent to which students and faculty perceived the residency portfolio developed students' abilities to achieve the stated objectives of

the Marshall University's Ed.D. Program including collaboration, depth of understanding,

reflection, scholarship, communication, ethical research, and practitioner skills.

CHAPTER 2: LITERATURE REVIEW

The literature review considers aspects of traditional comprehensive examinations, including history, purposes, types, benefits and criticisms. It also outlines literature related to the use of portfolios, including definitions, history, purposes, types, contents, benefits, criticisms and suggestions for implementation. The literature review concludes with an overview of Marshall University's Residency Portfolio required for candidates completing the Doctor of Education (Ed.D.) degree within the College of Education and Professional Development.

TRADITIONAL COMPREHENSIVE EXAMINATIONS

Doctoral programs have typically followed the formula of course work, comprehensive examinations, then dissertation. The doctoral residency portfolio was adopted by Marshall University's Ed.D. Program to replace comprehensive examinations because the faculty felt it would be a better fit for their students and program (Eagle, personal communication, September 8, 2010). In order to understand how doctoral residency portfolios fit into this formula as a replacement for the comprehensive examinations, it is important to first understand the examinations, their purposes, and the benefits and drawbacks of these traditional assessments.

History

The doctoral degree has gone through many phases of change over its relatively long span of development. From the inception of the degree at Yale University in 1860, it has undergone various modifications to meet the needs of students and universities (Anderson, Krauskopf, Rogers, & Neal, 1984; Loughead, 1997; Peterson & Bowman, 1992). Early doctoral programs required two years of course work, a dissertation and a final examination (Anderson, Krauskopf, Rogers, & Neal, 1984). An understanding of languages such as Latin, Greek, German and French was also included in the examination due to the fact that many studies were

conducted in other languages. Researchers needed to understand the language in which the research was written in order to make use of the body of knowledge on various subjects (Anderson, Krauskopf, Rogers, & Neal, 1984; Estrem & Lucas, 2003).

In 1900, the Association of American Universities began efforts to standardize doctoral requirements, but this effort dealt primarily with admissions standards rather than elements of the degree itself. The 1920s and 1930s saw huge increases in the numbers of Ph.D. students enrolled, but programs could still accommodate more students (Cassuto, 2012; Estrem & Lucas, 2003). Graduate admissions began to be restricted at schools like Harvard in 1930 and by 1937 the Graduate Record Examination (GRE) gave all graduate programs a means to assess candidates and control admissions (Estrem, H., 2004).

Student enrollment ballooned after the passage of the GI Bill in the 1960s, and the comprehensive exam was moved to an earlier stage of the student's doctoral experience to help control the number of students admitted to candidacy. The comprehensive exam became an evaluative norm administered upon the completion of coursework to test whether or not students were prepared to move on to the dissertation phase of study. This was done in part to decrease attrition rates since only those who passed were considered for candidacy and included in attrition calculations (Estrem & Lucas, 2003). Though the exams have existed for many years, little published material exists on the topic of comprehensive examinations (Loughead, 1997).

Purpose

Endeavoring to find written purposes for comprehensive examinations is not an easy task. In many cases, the purposes are either unstated or unclear (Anderson & Swazey, 1998; Estrem & Lucas, 2003). As a matter of fact, a study conducted by Peterson and Bowman (1992) found that 37% of the counseling Ph.D. programs they surveyed did not have a written purpose statement

for comprehensive exams. It is no wonder that these tests are used in so many different ways to accomplish such varied goals. When programs do list the purposes of comprehensive examinations, those purposes tend to fall into three main categories: to serve as an assurance of student quality, to serve as a rite of passage for students, and to provide opportunities for student learning (Anderson, 1993; Anderson, Krauskopf, Rogers, & Neal, 1984; Anderson & Swazey, 1998; Brooks, 2012; Burck & Peterson, 1983; Cassuto, 2012; Estrem & Lucas, 2003; Jako, 1974; Loughead, 1997; Merenda, 1974; Peterson & Bowman, 1992; Schafer, 2008; Wolensky, 1979).

Quality Assurance

Traditional comprehensive examinations are also often viewed as a gatekeeper of the doctoral program. Theoretically, those who pass this assessment are ready for the tasks associated with writing the dissertation. This is a time when doctoral programs can weed out those who may have performed well enough to pass the coursework without having the attributes needed to be successful in the next stage of doctoral work. For this reason comprehensive examinations are seen as a type of assessment that screens for basic knowledge and ability (Anderson, Krauskopf, Rogers, & Neal, 1984; Anderson & Swazey, 1998; Cassuto, 2012; Estrem & Lucas, 2003; Loughead, 1997; Peterson & Bowman, 1992; Schafer, 2008; Wolensky, 1979).

Nerad and Cerny (1999) asserted that the dissertation itself is not the challenge that most often causes doctoral students to leave the program, but that "the majority of the graduate students who failed to earn their doctorates left the program before the advancement to candidacy, not after" (p. 1533). While many factors contribute to a student's decision not to complete a doctoral degree, the comprehensive exam is certainly an important consideration. "The comprehensive exam not only comes at a crucial point in the student's graduate career but

is also imbued with a sense of institutional and programmatic selection conjoined with high rates of attrition" (Estrem, 2004, p. 400). Students who pass the comprehensive exams are seen as those who possess both the ability and knowledge to be successful doctoral candidates. Therefore, these exams offer an assurance of quality of doctoral students who persist (Anderson, 1994; Cassuto, 2012; Loughead, 1997).

Rite of Passage

The idea that comprehensive examinations mark the end of the coursework phase and serve as a kind of ritualistic hurdle before beginning the dissertation phase of doctoral programs is a prevalent one. The literature explains this crossing over as a rite of passage (Anderson, Krauskopf, Rogers, & Neal, 1984; Brooks, 2012; Estrem & Lucas, 2003; Loughead, 1997; Schafer, 2008). Certainly it is another hurdle and, under the current structure where comprehensive exams often determine one's approval to begin dissertation work, serves as an important stepping stone on the way to graduation. This is the last check and balance that students must satisfy before they enter the dissertation phase, which may be the most significant rite of passage in academia. Sometimes this transition is expressed in positive terms, like "transformative", expressing the idea that students are proud of their struggles and have earned a spot among those permitted to reach the next level (Brooks, 2012). In other literature, the rite of passage is explained as a "ritual gauntlet" (Schafer, 2008, p. 282) required to make students go through "what we went through" (Estrem & Lucas, 2003, p. 401). Whether seen in a positive or negative light, service as a rite of passage is commonly accepted as one of the major purposes of traditional comprehensive examinations.

Student Learning

The final and most extensive purpose of traditional comprehensive examinations is providing an opportunity for student learning. Within the framework of student learning, more specific purposes emerge. These include critical thinking abilities, acquisition of professional knowledge, and the development of research and other skill sets. These skill sets are related to the specific degree, for instance, establishing counseling skills for students in counseling programs or teaching skills for those in a teaching program. It stands to reason that preparing for general and content specific exams would certainly help students attain more knowledge of their fields of study. "The central goal of the oral [comprehensive] exam is to find the limits of your knowledge" (Hallstein, Kiparsky, & Short, 2009, ¶32). It is often said that you are never as up to date in your field as you are right before your comprehensive exams.

Critical Thinking

With the amount students are asked to read, synthesize and write about for comprehensive examinations, critical thinking skills are paramount. Some programs concentrate on the ability to make connections between texts (Estrem & Lucas, 2003; Loughead, 1997; Schafer, 2008). Others see critical thinking as the ability to reason critically and creatively (Estrem & Lucas, 2003; Peterson & Bowman, 1992). Finally, it is viewed as the ability to contribute to critical, scholarly dialogue (Estrem & Lucas, 2003).

Professional Knowledge

What a person knows is obviously an important part of assessing a student's ability and readiness for the dissertation phase of a doctoral program. Therefore an assessment of a student's content knowledge is often cited as an important goal of traditional comprehensive examinations (Brooks, 2012; Hallstein & Kiparsky, 2009; Peterson & Bowman, 1992; Schafer,

2008; Wolensky, 1979). This professional knowledge can be broken down into the categories of theories and theorists and relevant literature. Preparing for traditional comprehensive exams theoretically causes students to spend a good deal of time studying pertinent theories and theorists in their field. Therefore having an understanding of what those theories are and how they can be applied is important (Estrem & Lucas, 2003). Beyond a study of theory, students should also have a command of pertinent, current literature related to their field (Brooks, 2012; Estrem & Lucas, 2003; Loughead, 1997; Schafer, 2008).

Research/Skills

This goal measures not what a person knows, but what a person knows how to do. What skills do they possess? Understanding that comprehensive examinations are the final step before dissertation research, it makes sense that much of the emphasis is placed on a student's ability to perform scholarly research (Estrem & Lucas, 2003; Peterson & Bowman, 1992; Schafer, 2008). Other literature specifically cites preparation for dissertation research as a goal (Cassuto, 2012; Estrem & Lucas, 2003; Schafer, 2008; Wolensky, 1979). Because of the vast amount of reading that goes into preparation for comprehensive examinations, the literature also presents the ability to integrate and synthesize large amounts of information (Anderson, Krauskopf, Rogers, & Neal, 1984; Estrem & Lucas, 2003; Loughead, 1997). While some comprehensive examinations are given orally, most are still written, therefore a student's ability to convey ideas through writing is also assessed (Estrem & Lucas, 2003; Peterson & Bowman, 1992). Finally, program-specific skills are assessed (Estrem & Lucas, 2003; Peterson & Bowman, 1992).

Other

While most stated objectives of comprehensive examinations fall into the three main categories listed above, the literature reveals other less common objectives. These include:

- limiting graduates who enter the workforce (Schafer, 2008)

- identifying talent (Brooks, 2012)

- helping students make good professional decisions (Loughead, 1997)

- making ethical decisions (Peterson & Bowman, 1992)

Additionally, some programs indicate that the comprehensive examinations they administer are for the purpose of evaluating the objectives of their specific programs, but those objectives are not expressly stated (Peterson & Bowman, 1992).

Types

Though they originated as exams during the dissertation phase, modern comprehensive examinations are typically essay and/or oral tests administered before students enter the dissertation phase of their doctoral programs. According to a study by Peterson and Bowman (1992), 80% of counseling programs they studied administered the exams prior to allowing students to proceed with developing a dissertation proposal. Commonly, comprehensive examinations are given on-site at the university over the course of two or three days. There are nearly always general content exams; specialty exams in a student's major or area of emphasis are becoming more common. Oral examinations may either stand alone or be given in addition to, or in place of, a student's written examination (Cassuto, L, 2012; Hallstein, Kiparsky, & Short, 2009).

As programs develop, additional components or alternatives have taken the place of the most traditional forms of the exams. For instance, some programs ask students to complete research papers or proposals to satisfy requirements of comprehensive exams. Others include experiential exercises (Peterson & Bowman, 1992).

One reason for this change is explained by looking at the typical doctoral student. According to Anderson, Krauskopf, Rogers, and Neal (1984), the types of individuals enrolled in doctoral programs have changed. Rather than generational scholars, we are seeing an increase in individuals who are the first in their families to attain degrees at this level. There are also more doctoral students than before, which has opened the pool to different types of students who are comfortable questioning the status quo. As programs have changed their residency requirements to accommodate students who work full time, the concept of questioning and changing tradition has become more accepted. This has led to challenging and changing the composition and role of comprehensive exams as well (Peterson & Bowman, 1992).

Benefits

Though the ultimate goal is passing the comprehensive examinations and moving on to the dissertation phase of the doctorate, the effort put into preparing for and completing this assessment often leaves students with additional benefits (Brooks, 2012).

Enjoyable/Fulfilling Experience

Some students state that they enjoy the act of preparing for comprehensive examinations. A student in Brooks' (2012) study savored the experience of reading "important, new, or classic works in my fields" (p. D7). Studying for comprehensive examinations compared to completing a paper for a course, often allows students to approach the information with more of a long-term view. Oral comprehensive examinations were "most enjoyable and singularly transformative part of the whole experience…I felt as if I were talking my way into a new peer group" (p. D7).

Other students mentioned psychological benefits of achievement, and changing their self-image to that of a life-long learner. "The biggest [benefit] was psychological…it helped me to imagine myself as a teacher as well as a lifelong student" (Brooks, 2012, p. D8). Those who

have completed comprehensive examinations often describe essay time with nostalgia and pride (Brooks, 2012).

Application for Future

An additional benefit for some is the change from short-term assessments like those found in coursework to more long-term projects like that of the dissertation. "Identifying the pertinent literature, grappling with and grouping the major arguments, imagining new interpretations and new courses, and experience this exercise in sheer discipline" (Brooks, 2012, p. D8) helps prepare students for future work on his or her dissertation. In this way, preparation for comprehensive exams mirrors the independent, research-laden tasks that doctoral students face after completion of the comprehensive exams (Brooks, 2012).

Criticisms

While Brooks (2012) points out benefits of traditional comprehensive examinations, many, many other authors are quick to cite drawbacks. The criticisms fall into five different categories: assessment is unnecessary, causes undue stress, does not test what it should, objectives are unclear, and it is too costly (Anderson, Krauskopf, Rogers, & Neal, 1984; Cassuto, 2012; Estrem & Lucas, 2003; Hallstein & Kiparsky, 2009; Loughead, 1997; North, et al, 2000; Peterson & Bowman, 1992; Rogers, 1968; Schafer, 2008; Wolensky, 1979; Ziolkowski, 1990).

Unnecessary

Traditional comprehensive examinations are intended to provide opportunities for student learning, but some feel that they do not achieve anything that the coursework does not already provide (Cassuto, 2012). Comprehensive exams are often seen as a hoop to jump through simply because those who came before were assessed in this way; a way to earn one's stripes and go through what other doctoral students have gone through (Anderson, Krauskopf, Rogers, & Neal,

1984; Estrem & Lucas, 2003). Furthermore, some feel that there are better options available to assess students (North, et al, 2000). These options will be discussed later.

Emotionally Distressful

Students often mention emotional distress as a bedfellow of traditional comprehensive examinations. These exams have been described as "an ordeal, a trial by fire, an intellectual torture inflicted by the gowned and hooded inquisitors upon the hapless student" (Anderson, Krauskopf, Rogers, & Neal, 1984, p. 80). "It is like standing in front of a firing squad. Your executioners are four professors who are experts in their fields. You writhe before them as they take turns posing questions almost beyond your grasp. The threat hangs constantly over your head: Fail to satisfy them, and your graduate career will end" (Hallstein, Kiparsky, & Short, 2009, ¶2). While not all authors are quite so dramatic, the topic of emotional turmoil does appear frequently in research about comprehensive examinations (Cassuto, 2012; Estrem & Lucas, 2003; Hallstein & Kiparsky, 2009; Loughead, 1997; Peterson & Bowman, 1992; Rogers, 1968; Schafer, 2008; Wolensky, 1979; Ziolkowski, 1990).

The anxiety some students feel in anticipation of comprehensive examinations can only be described as "crippling." Wasley (2008) noted a bottleneck in the history department's graduate program at the University of Kansas as students put off taking comprehensive examinations, sometimes for years. They complained that they never truly felt prepared for the assessments because the body of literature was too large to ever master. Students and faculty alike have cited the anxiety related to taking comprehensive examinations as a main reason for dissatisfaction (Cobia, Carney, Buckhalt, Middleton, Shannon, Trippany, & Kunkle, 2005).

After months of preparation, some students report feelings of a letdown and a sense of "is that all?" upon completing the examinations (Cassuto, 2012; Schafer, 2008). The emotional toll

can have an effect on further study as it leads to burn out and perhaps high attrition rates (Estrem & Lucas, 2003; Hallstein & Kiparsky, 2009; Rogers, 1968; Wolensky, 1979; Zoilkowsky, 1990). Even Albert Einstein was quoted as stating: "After I had passed the final examination, I found the consideration of any problem distasteful for an entire year" (Rogers, 1968, p. 693). Furthermore, the emotional toll can carry over into a student's professional life by creating a false sense of knowing everything, or a damaged self-image as students realize that knowing enough to reach closure is an unattainable goal (Schafer, 2008; Wolensky, 1979).

Unclear Objectives

As discussed previously, it is difficult to find stated objectives that comprehensive examinations are intended to accomplish. This in and of itself is an issue of concern. The goals of comprehensive examinations are not always expressly stated, which can lead to confusion and frustration on the student's part as he or she attempts to meet what feels like fluid expectations. Furthermore, because of the subjective nature of these tests, they are often cited as being unfairly graded or needing to be scored based upon rubrics (Fiedler & Baumbach, 2005).

If programs cannot clearly state the goals of an assessment, how can students know what is being asked of them and how to prepare? The literature says that they cannot. "Too often, no one explains to graduate students what to expect of their comprehensive exams" (Hallstein, Kiparsky, & Short, 2009, ¶1). Comprehensive examination has a "vagueness of purpose…and lack of systematic information on how best to prepare for it" (Anderson, Krauskopf, Rogers, & Neal, 1984, p. 80) This lack of clarity coupled with inconsistencies between programs and grading within programs are sources of major concern for students (Anderson, Krauskopf, Rogers, & Neal, 1984; Anderson & Swazey, 1998; Brooks, 2012; Estrem & Lucas, 2003; Hallstein & Kiparsky, 2009; Loughead, 1997; Peterson & Bowman, 1992; Schafer, 2008).

Assesses the Wrong Things

Perhaps because of their unclear objectives, traditional comprehensive examinations often do not assess what they should. Sometimes this allows weak students to pass through that do not have the skills necessary to complete the dissertation phase of a doctoral program (Cassuto, 2012). Because traditional comprehensive examinations look at what you know rather than what you can do, they are seen as looking backwards whereas dissertation research looks forward, thus comprehensive examinations fail to prepare students effectively for what is to come in their programs (Cassuto, 2012; Wolensky, 1979). These types of assessments often only assess knowledge or other lower-level thinking skills rather than more advanced skills as indicated in Bloom's Taxonomy (Anderson, Krauskopf, Rogers, & Neal, 1984; Loughead, 1997; Schafer, 2008). Furthermore, it is difficult for traditional exams to assess a student's ability to perform the duties required for a practitioner in his or her field. For example, counseling students are not given a venue to show their counseling skills nor are teachers able to show their teaching abilities through traditional comprehensive examinations (Peterson & Bowman, 1992).

Demonstrates Lower-Order Thinking Skills

Additionally, debate exists as to whether or not traditional comprehensive examinations employ higher order thinking skills according to Bloom's Taxonomy of Educational Objectives (Loughead, 1997). It has been suggested that these types of assessments produce examples of lower-order skills such as knowledge acquisition rather than asking students to think of principles together, thus demonstrating higher-order thinking skills like application, analysis, synthesis, and evaluation (Anderson, 1993; Anderson, Krauskopf, Rogers, & Neal, 1984; Loughead, 1997). Smith (in Wasley, 2008) states that comprehensive exams may demonstrate a strong understanding of material, but not professional development. While some argument exists

that comprehensive examinations do allow students to perform tasks at all levels of Bloom's Taxonomy (Loughead, 1997), more sources point to these tasks as being lower level existing primarily in knowledge, comprehension and application.

Rather than being viewed as a means by which students could showcase their best work, it was seen as a "data dump" that did not allow students to shine. Eve Levin, associate professor in the University of Kansas' history department remarked: "The kinds of essays students seem to write when they were put into a room like undergraduates were essays that were like undergraduate essays. In many cases they certainly didn't represent the students' best work" (Wasley, 2008, p. A8).

Not In-line with Practice

Common complaints exist about the costly nature of the examination, whether or not it actually measures the stated outcomes of doctoral programs, and to what degree it advances student learning (Anderson, Krauskopf, Rogers, & Neal, 1984; Bearden, Ellen, & Netemeyer, 2000; Beck & Becker, 1969; Jako, 1974; Peterson & Bowman, 1992; Wolensky, 1979). Wasley (2008) remarks that for students seeking a history degree, for instance, that an assessment calling for a deadline of mere hours without access to outside research is rare in the lives of historians, thus rendering it an unappealing way in which to evaluate students. She also cites assistant professor Jonathan C. Smith, "After you do that last one [comprehensive exam], in your professional life you're never called on to do that again" (p. A8).

After the completion of the comprehensive examination, students are never again asked to produce essays or speeches about educational topics without preparation or resources. While this holds true for all doctoral programs, it is especially important to note that Ed.D. Programs in particular are tasked with preparing practitioners. This type of assessment is not in-line with

what they will be asked to do as teachers, faculty members seeking tenure, or in any discipline in the professional realm. This disconnect is another reason why the comprehensive exam is being replaced or supplemented in many programs (Cobia, Carney, Buckhalt, Middleton, Shannon, Trippany, & Kunkle, 2005; Wasley, 2008). As one faculty member stated, "You have two weeks of exams where you end up writing 100 some pages, and in the end you're left with a bunch of writing that is almost useless and doesn't really advance you in any way. It creates needless anxiety that should be channeled into other things" (Wasley, 2008, p. 4). Cobia et al (2005) go on to say that the program they studied found traditional comprehensive examinations to be at odds with the "philosophical underpinnings, theoretical foundations of the university's mission statement, and the curricular offerings of the program…making it difficult, if not impossible, to use student performance on these assessments to make meaningful changes in programs" (p. 244).

It appears that comprehensive examinations do not accomplish preparing students for the dissertation by employing research skills that will be needed after the comprehensive exams are complete. Comprehensive exams should help students look forward to the dissertation rather than revisiting what they have already covered in coursework (Cassuto, 2012).

Body of Knowledge Too Large

Furthermore, Robert Wolensky (1979) asserts that comprehensive examinations are dangerous because the idea that a student can truly have a comprehensive understanding of his or her area of study is a myth. He states that "students *should* learn that knowledge accrues through a continuous process of idea development: it is not an intellectual condition one finally 'arrives at'" (p. 278). With this understanding, the very concept of a comprehensive examination, and

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the process of aiming to achieve mastery over such assessments, is harmful to the student and the educational community at large.

Costly

Assuming that none of these other shortcomings existed, some authors still argue that they are not good options because of how much administering these exams costs. These costs are both financial and intangible. Financially, administering comprehensive exams costs universities greatly in terms of the number of hours faculty members spend in professional development learning how to write and score exams and also actually grading them. The intangible costs are assessed in terms of the effort, time and damage sometimes done to a student's confidence and self-image (Anderson, Krauskopf, Rogers, & Neal, 1984; Loughead, 1997; Peterson & Bowman, 1992; Wolensky, 1979).

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PORTFOLIOS

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While traditional comprehensive exams persist, alternatives are being utilized in the form of position papers, smaller exams that are more subject-specific than broadly-based and comprehensive, research-based requirements, and portfolios (Anderson, Krauskopf, Rogers, & Neal, 1984). Portfolios are purposeful collections of artifacts detailing an individual's experiences and achievements. Evidence of these achievements is selected by the creator of the portfolio to show growth, diversity and depth. Portfolios are intended to be created over the course of an individual's entire experience. Therefore, thought and reflection go into every step of the process from the selection of experiences to be incorporated into the portfolio, to the completion of the actual experiences themselves, to the discussion of portfolio elements. The creator learns not only from the experiences, but also from the process of reflecting on the learning that resulted from them. The portfolio process creates a situation where improvement

occurs organically as the creator participates in experiences and utilizes self-reflection about those experiences when creating artifacts for the portfolio (Seldin & Miller, 2009).

Portfolios also typically have a collaborative element as they are designed and components determined with some sort of outside guidance. Though often considered to be used primarily by the arts, portfolios of different styles are utilized in other disciplines and at various levels of study. Because of the various purposes served by portfolios, there are endless configurations of components that can make up a portfolio, including components such as reflective papers, articles submitted for publication, literature reviews that may later be used for dissertations, goal statements, presentations for conferences or courses, and samples of coursework (Wasley, 2008). Despite the different goals and styles, portfolios tend to fall into the following types: working, showcase, and assessment (Arter & Spandel, 1992; Danielson & Abrutyn, 1997).

Definitions

Portfolios have long been used in the areas of music, art, and architecture to showcase a person's abilities and experiences in tangible ways. Recently this approach has been adopted by academic institutions to assess their students and faculty for various purposes. For the purposes of this study, portfolios are "a reflective, evidence-based collection of materials that documents teaching, research and service performance" (Seldin & Miller, 2009, p. 2). They are used to highlight important projects, products, and experiences of the individual. They are not comprehensive lists of every experience, publication, or course. Even the decision of what to include in a portfolio is a reflective process and reveals information about its creator.

Portfolios are considered to be collections of artifacts to achieve a given purpose. They are both formative and summative in nature (Johnson, Mim-Cox, & Doyle-Nichols, 2010;

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Paulson, Paulson, & Meyer, 1991; Seldin & Miller, 2009; Shulman, 1998; Snavely & Wright, 2003). According to Meeus, Van Petegem, and Engles (2009), "portfolios exist in different formats for varying purposes. The concept 'portfolio' has a degree of generality analogous to the concepts of 'file' or 'assignment'" (p. 402). Wolf and Siu-Runyan (1996) found academic portfolios to be selective collections of student work and records of progress that contain diverse information, show development over time, are reflective and collaborative, and aim to advance student learning. Zubizarreta (2009) adds that portfolios should not merely be a collection of artifacts but should be put together in a way that is reflective, intentional, and shaped around a specific purpose. Keeping end goals in mind, a portfolio can be an effective and authentic means of demonstrating growth.

History

Originally portfolios were used as a means to showcase work in the fields of art and architecture. Performance-based fields do not lend themselves to evaluation based upon test scores or resumes. Fields like this demand that creators show what they can do in order to obtain jobs, promotions, or be evaluated in authentic ways. From these beginnings, other areas have seen value in the portfolio approach and have adapted portfolios to fit their individual needs. The teaching portfolio itself was introduced to the academic world officially when the Canadian Association of University Teacher's published a guide in 1986 entitled "The Teaching Dossier" as a way to allow teachers to document their own teaching to assist with personnel decisions. The author then described the teaching portfolio as a way for teachers to showcase their best work, much like a professor would showcase publications, grants, and awards. Rather than a list of accolades, it would involve proof and examples of exceptionally effective instruction (Cleary & Stuhldreher, 1997; Shore, 1986).

Since then, the teaching portfolio has gained favor with both researchers and practitioners as a method to identify, promote, and evaluate teaching effectiveness (Seldin, Miller, & Seldin, 2010). Colleges of Education have widely used portfolios with undergraduates as a means to evaluate their readiness to enter into the teaching field, with professors as a way to determine who receives teaching awards, and with faculty who are being evaluated for tenure and promotion (Shulman, 1998). Because portfolios seemed to fulfill a need in the realm of teacher education, they were quickly implemented on the national, statewide, and local levels. Wolf and Siu-Runyan (1996) go on to say that various settings and purposes have resulted in various styles of portfolios. Those various forms achieve different purposes based upon their design and the aim of their implementations.

Changes to Education

There are multiple reasons why the implementation of portfolios in the teaching field has been both quick and widespread. The rising costs of tuition coupled with budgetary cuts to colleges and universities has made students more selective and demanding about the quality of programs they select. Furthermore, students have the option to be more selective because more programs are available to them due to advancements in educational technology and online learning. This has increased competition and created a push for more accountability and proof of quality teaching. The teaching portfolio has therefore become an important tool to document and evaluate teacher effectiveness (Seldin, Miller, & Seldin, 2010).

The aforementioned budgetary cuts have impacted not only student selection, but also faculty behavior. Traditionally, professors were required to teach but were largely evaluated based upon the research they produced. While research still holds an important place in a professor's duties, instruction is being stressed more and more. The portfolio offers faculty a

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means of documenting instruction, showing how it relates to research accomplishments, and tying it to the goals of the university as a whole. This makes the evaluation more complex and complete than simply having curriculum vitae, lists of publications, and stacks of student evaluations (Cleary & Stuhldreher, 1997; Wolf & Siu-Runyan, 1996).

The inclusion of academic portfolios as a means of assessment of doctoral students is a relatively new development. The structure of traditional doctoral programs has long been course work, comprehensive examinations, and dissertation. For decades this pattern went unchanged and unchallenged. A look at doctoral studies in 2002 by Jody Nyquist resulted in the discovery that doctoral studies may not be meeting the current needs of students and employers. The landscape of academia is changing; likewise, doctoral programs are changing.

The primary shift appears to be toward changing the ways in which doctoral students are assessed. By beginning with the end in mind, programs are able to change opportunities for student learning, which is the ultimate goal of any academic program. Once programs know what graduates should be able to do, they can more easily craft experiences to help students acquire the skills needed for future employment, research, and personal fulfillment. The Assessment of Doctoral Education: Emerging Criteria and New Models for Improving Outcomes focuses heavily on these changes of assessment policies and the resulting changes in program organization and student learning (Maki & Borkowski, 2006).

Additionally, the Carnegie Initiative on the Doctorate works with individual departments to improve doctoral programs. With regard to changes needed, in the early 2000s it asked programs to evaluate the purpose of the doctoral program, the rationale and educational purpose of each element of the program, and the evidence of learning displayed by the assessment of doctoral students. This type of self-reflection often only came during periods of academic crisis

or as administrative requirements. By making the program evaluate itself in such a manner, a more outcomes-based view began to form (Golde & Walker, 2006).

Traditional doctoral assessments are changing as the needs of doctoral students/graduates change. The course work + comprehensive examination + dissertation model does not hold up well in the outcomes-based environment in which doctoral students now find themselves. Doctoral students are entering programs with intentions of becoming practitioners rather than academics and many work full-time jobs while attaining the degree. Because of this, students' motivations, needs and expectations of doctoral programs have changed. This changing demographic of doctoral students among other influencers is causing doctoral programs to take a more introspective look at their own program goals and the ways in which they assess those goals.

Finally, it appears that universities were looking for an alternative way to evaluate themselves and students because they felt that standardized tests did not meet their needs (Wolf, Bixby, Glenn, & Gardner, 1991). When their article was published in 1996, Wolf and Siu-Runyan stated that standardized, multiple choice tests were being heavily criticized, the emphasis on testing was "narrowing the curriculum, distorting teaching, undermining student motivation, and misrepresenting student achievement" (p. 31). Nearly 10 years later, those concerns still exist. The portfolio has emerged as a way to broaden the idea of how learning is assessed.

The field of education is not the only area that is changing how it views knowledge and assessment. Research in the field of sociology has shown that universities are not the sole creators of knowledge. Bourner, Bowden, and Laing (2001) describe two modes of knowledge. Mode 1 Knowledge (knowledge disseminated by an academic authority) is no longer seen as the ultimate authority as compared to Mode 2 Knowledge (knowledge produced through practice).

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Portfolios offer creators an opportunity to showcase not only what they have learned or taught academically, but the knowledge they have constructed in practice. This makes it an especially good fit for programs like Marshall University's Doctor of Education (Ed.D.) since it aims to produce competent practitioners.

As of 2000, in the United States, approximately 90% of teacher education programs used portfolios to assess teacher candidates and 40% used the portfolio in some way to grant licenses and certifications (Strickland, Salzman & Harris, 2000). While there are some critics to this approach, the widespread use of teaching portfolios indicates that they are achieving important purposes for educational programs. Joseph Heathcott, an associate professor of Urban Studies at the New School's Eugene Lang College oversaw a shift from traditional means of evaluation to the use of a teaching portfolio. He remarked that "The portfolio system is not just an exam alternative. It really is a cultural shift" (Wasley, 2008, p. A8).

Portfolios involve students in their own learning because they are actively involved in planning, developing and showcasing artifacts that demonstrate their growth and progress. They foster relationships between students and faculty members who take on the roles of mentors in portfolio development. They allow programs to evaluate themselves as these products are aligned with program goals and objectives. They force students to be reflective of their own learning processes and take ownership for weak areas. They offer consistent feedback as both formative and summative assessments. They also prepare doctoral students for the ways in which they will likely be assessed in the work world.

Purposes

Within the academic community, portfolios are used for student teachers to showcase their teaching experiences, trials, and challenges; for graduate students to prepare themselves to

join the workforce; for professors to demonstrate their readiness for promotion or tenure; for all academic professionals as they seek new employment; for professors anticipating retirement to leave a written legacy for those who will fill their positions; and colleges and universities to share their achievements with outside entities such as government agencies, boards of trustees, alumni, the general public and advocacy groups (Cambridge, 2008; Cleary & Stuhldreher, 1997; Johnson, Mims-Cox, Doyle & Nichols, 2010; Seldin & Miller, 2009; Snavely & Wright, 2003; Tucker, Stronge, & Gareis, 2003; Wolf & Siu-Runyan, 1996). Estrem (2004) expands on the idea of using portfolios for more than proof of learning within the academic community and emphasizes the importance of portfolios in assessment, stating: "If we do not want assessment to mean only testing, we need to consider how portfolios might realistically both encapsulate social, multifaceted student selves and create a picture of learning that is understandable to audiences beyond our classrooms" (p. 127).

Evaluation and Assessment

As previously mentioned, portfolios can be used for both evaluation and assessment. An understanding of the distinction between these two is important to seeing the breadth and depth of which the portfolio is capable. The term assessment is used to refer to

> …observing the ongoing, developmental process of growth and change. It refers to the formative, progressive nature of determining one's growth in a particular skill or area. Evaluation, on the other hand, is used to describe the final or summative process of determining overall progress in attaining minimal standards in a skill or field of study. (Johnson, Mims-Cox, & Doyle-Nichols, 2010, p. 32).

Portfolios can be used to achieve the aims of both. Perhaps the most important objective portfolios can achieve is examining the interplay between teaching and learning in ways that

neither standardized evaluation nor assessment can do alone. Traditional methods do not take into account the impact that instructional practices have on student learning (Cerbin, 1994). Portfolios, when used for the combined purposes of assessment and evaluation, help learners achieve higher level thinking through inquiry and reflection.

According to Johnson, Mims-Cox, and Doyle-Nichols (2010), inquiry learning is not merely the act of collecting and describing evidence, but involves working with it more extensively as one analyzes and evaluates the evidence of learning and ties it to the stated goals. Johnson, et al go on to assert that portfolio experiences are a type of personal action research that involves ongoing reflection, sorting, questioning and learning as the student works to improve his or her personal teaching practices by seeking authentic examples within his or her own practice. Action research allows an individual to review his own practices in an effort to improve himself by understanding his own practice (what he does), the practice of practitioners (why they do what they do) and the improvement of the situation (how to improve what they do).

With regard to evaluation, the portfolio is more in line with professional evaluation that leaners will face in the work world after graduation. As practitioners, professors, or other professionals, it is not likely that Ed.D. graduates will be asked to complete another comprehensive examination. Instead, it is more likely that they will be asked to create portfolios, collaborate with colleagues, engage in self-reflection and related activities (Nichols-Casebolt & Huber, 2001).

As an assessment procedure, portfolios place emphasis on both the experiences of learning as well as the outcomes produced. While evaluation emphasizes the end results, assessment aims to understand how those results are made in order to enact change that can improve outcomes. Assessment looks at the experience of the learner regarding the curricula,

teaching and individual effort invested. Knowing how learning is experienced along the way can help improve the process, thereby improving the outcomes (AAHE Assessment Forum, 2002).

Portfolio assessment is considered authentic assessment because it examines the actual performance of students as they complete real academic endeavors (Wiggins, 1990). This differs from more traditional means of assessment because the learning tasks are not scripted or rehearsed. Rather than rewarding good test takers, authentic assessment rewards those with effective analytical skills who can integrate new learning with old to address the needs of new problems. It also examines the process as well as the product, unlike summative, traditional forms of evaluation (Seldin & Miller, 2009; Wiggins, 1990).

Learning Tools

Because of this constant process of assessment, reflection and modification of practice, portfolios offer opportunities for learning. Bourner, Bowden, and Laing (2001) have identified two modes of knowledge. Mode One Knowledge is academy-based (in the instance of this study the academy describes the university). It involves the knower as a spectator, emphasizes knowing what rather than how, and knowledge for its own sake. Often we associate this type of knowledge with traditional teacher-centered education and evaluation procedures. Mode Two Knowledge is created by practitioners rather than the academy. It is transdisciplinary and involves knowing through action, knowing how, and knowledge as a reflection of practice. Portfolios create Mode Two Knowledge, which is more in line with the needs of a practitioner-based degree like an Ed.D. than the traditional more research-related needs of a Ph.D. graduate (Maxwell, 2002). "Mode Two is essentially important in teacher education since it takes into account those aspects of knowledge production that are characterized by the realities of professional workplaces" (p. 2).

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This type of knowledge production is why portfolios represent a constructivist approach to learning (Butler, 2006). This is evident in both theoretical and physical terms, as learners build upon previous knowledge to construct their own understanding and build a physical representation of that process in the actual portfolio product. By learning through doing, portfolios also present learning as a social process as Vygotsky (1978) asserted. Portfolios always involve a collaborative element both within the experiences represented in them and with regard to the portfolio creation itself. Vygotsky argued that learning is primarily a social process. Wolf and Siu-Runyan (1996) added to that argument stating that cooperative learning can increase learning by the individual.

Types

There are many types of portfolios to meet the various needs of their creators. According to Seldin and Miller (2009), there are three major categories of portfolios: working portfolios, display portfolios, and assessment portfolios.

Working

Working portfolios allow creators to organize their learning as they go. These are behind-the-scenes collections of work from various stages of a project. They show work and growth over time. They may include various types of artifacts that show how an individual has improved his or her work to reach the current state. Not all artifacts in a documentation portfolio are polished, final pieces because the goal is to show growth, not perfection. These are called "working portfolios" because individuals keep track of their work until final drafts are completed. These are generally kept to the creator, and may be shared with an advisor, but are not published or shared the way a showcase portfolio would be (Danielson & Abrutyn, 1997).

Display

Display or showcase portfolios are the most common and highlight the very best a person has to offer. These are created to show what one has accomplished. These are portfolios that one would publish, bring to a job interview, or display for the public (Danielson & Abrutyn, 1997). Artists, engineers, writers and others create portfolios to keep a running account of their accomplishments, chart growth, and find weaknesses to work toward strengthening as they develop their crafts.

Assessment

Assessment portfolios are created for the specific purpose of fulfilling the requirements of an assessment. These portfolios allow the creator less input on what types of artifacts to include, but he or she still chooses what to include in order to satisfy the various goals of the assessment. These can be used in various subjects and all levels of education. Employment portfolios are a specific type of assessment portfolio designed to showcase an employee's abilities and achievements based upon criteria important to the employer (Arter & Spandel, 1992; Danielson & Abrutyn, 1997). Portfolios are unique forms of assessment because they bring together skills that are typically evaluated by different methods and allow for a singular assessment strategy. Portfolios can be used as both formative and summative assessments (Ryan & Kuhs, 1993). They assess one's growth and self-reflection when used formatively, and are scored against a rubric upon completion as a summative assessment. Additionally, because portfolios typically contain a self-reflective element, they can be scored qualitatively based upon the reflective component and quantitatively based upon the rubric score. They can be used to assess one's quality and quantity of work. Because of this, portfolio assessment has applications in many situations (Arter & Spandel, 1992).

For this study, the portfolio discussed is an assessment portfolio. With regard to the body of portfolio literature, the portfolio used in this study also fits into the categories of academic portfolio, teaching portfolio, professional development portfolio, improvement portfolio, and in some cases, electronic portfolio. While each type or style has some differences, components of all of these types are included.

Academic portfolios are collections of a student or professor's works to show achievement, growth, collaboration, research, and any other pertinent skills related to his or her position (Seldin, Miller, & Seldin, 2010). Teaching portfolios are further defined to include evidence of teaching and learning. They work by connecting teaching to assessment, which creates better teaching and learning for both the instructor and the student (Cerbin, 1994; Meeus, VanPetegem, & Engles, 2009; Seldin, Miller, & Seldin, 2010). Professional development portfolios differ from evaluation portfolios because they do not assess teaching performance, but rather the learning process of the teacher. Their assessment is twofold as it examines how the learner teaches *and* learns (Wolf, Lichtenstein, & Stevenson, 1997). Improvement portfolios document progress and successes as well as frustrations and setbacks in teaching. They provide a starting point from which teachers can improve and develop their skills within the structure of the portfolio process (Seldin, Miller, & Seldin, 2010). Electronic portfolios, or e-portfolios, are simply portfolios of the aforementioned types that are presented in a digital format (Granburg, 2010). In this study, some of the portfolios addressed are e-portfolios, but the means of presentation has little bearing on the participant's perceptions of the portfolio as a whole.

Contents

As purposes and types of portfolios vary, so do the contents. According to Snavely and Wright (2003), the content of a portfolio should be tailored to meet specific goals. Once goals

are defined, artifacts can be selected that are appropriate for the discipline, level, and ability of each student. These should include, but are not limited to, goal statements, descriptive captions or written components to accompany each artifact, and reflective statements about the creation, implementation, or experience of each activity. The elements described by Snavely and Wright are labeled "artifacts" in this study. These are the physical products that represent the learning activities presented in the portfolio. For instance, if a student co-teaches a course, an appropriate accompanying artifact might be a course evaluation report based upon student responses. The artifacts, organization, and presentation mode of the portfolio are as varied as the students and teachers who create them. These differences are encouraged and help to create portfolios that fit the needs of the creators and assessors. Standardization can stifle the creativity of the portfolio process and result in weak, superficial results (Snavely & Wright, 2003).

Benefits

Dissatisfaction with the status quo has allowed portfolios to emerge as either a complement or replacement of traditional comprehensive examinations in many programs. Fiedler and Bambach (2005) state that there is "a natural relationship between the summative nature of a well-crafted independent, student evaluation portfolio and the intent of the traditional comprehensive examination. Students can design their comprehensive portfolio to document competence in all program standards with relevant artifacts and reflections" (p. 1).

The portfolio offers several benefits mentioned in the literature. These include, but are not limited to:

- serving as a learning opportunity (Banta, 2003; Cambridge, 2008; Dutt-Doner & Gilman, 1998; LaBoskey, 2000; Snavely & Wright, 2003; Johnson, Mims-Cox, & Doyle-Nichols, 2010; McColgan & Blackwood, 2009; Wolf & Siu-Runyan, 1996).

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- creating a sense of ownership for the learner over his/her learning (Ayan & Seferoglu, 2011; Beck, Livne, & Bear, 2005; Estrem, 2004).

- putting an emphasis on reflection (Banta, 2003; Cambridge, 2008; Johnson, Mims-Cox, & Doyle-Nichols, 2010; LaBoskey, 2000; McColgan & Blackwood, 2009; Seldin & Miller, 2009; Snavely & Wright, 2003; Wolf & Siu-Runyan, 1996).

- offering opportunities for collaboration (Johnson, Mims-Cox, & Doyle-Nichols, 2010; LaBoskey, 2000; Seldin & Miller, 2009; Wasley, 2008; Wolf & Siu-Runyan, 1996).

- assessing more complex skills and allowing for assessment of higher-order thinking (Banta, 2003; Cobia, Carney, Buckhalt, Middleton, Shannon, Trippany, & Kunkel, 2005; Dutt-Doner & Gilman, 1998; Maxwell, 2002).

- representing expectations individuals will face after graduation (Banta, 2003; Maxwell, 2002; Wasley, 2008).

Student Learning

Perhaps the most significant benefit of the portfolio, especially as compared to traditional comprehensive examinations, is the opportunity for student learning. Portfolios allow individuals to make meaning of their learning through the experiences, collaboration, and creation of the portfolio (Banta, 2003; Cambridge, 2008; Cleary & Stuhldreher, 1997; Dutt-Doner & Gilman, 1998; Johnson, Mims-Cox, & Doyle-Nichols, 2010; LaBoskey, 2000; McColgan & Blackwood, 2009; Seldin, Miller, & Seldin, 2010; Snavely & Wright, 2003; Wolf & Siu-Runyan, 1996). Beck, Livne, and Bear (2005) call the learning process of creating portfolios "powerful and transforming" (p. 10).

The learning experience is unique in that it allows students to see how their learning changes over time. Much of the literature centers on this unique perspective (Beck, Livne, &

Bear, 2005; Tombari & Borchi, 1999). Wolf and Siu-Runyan (1996) describe this as a "textured picture of learning as it unfolds over time" (p. 31).

In addition to seeing how one's learning changes over time, the portfolio also allows students to see the interplay of teaching and learning. Oftentimes assessments concentrate on what the student has learned, but do not allow the student to see how he or she changed based upon his or her own learning and growth. This vantage point is due in part to the reflective nature of portfolios, but also is encouraged through the various types of artifacts included in the portfolio (Cambridge, 2008; Cleary & Stuhldreher, 1997; Seldin, Miller, & Seldin, 2010; Snavely & Wright, 2003).

As students learn to view their learning differently, they are also provided with opportunities to change the way others see their teaching and learning. Seldin, Miller, and Seldin (2010) explain that "it makes good sense to document teaching activities with the same care and accuracy as he or she uses to document research and scholarship. Portfolios are a step towards a more public, professional view of teaching and reflect teaching as a scholarly activity" (p. 5). In these ways, portfolios help establish legitimacy as a practice and also offer opportunities to further legitimize teaching responsibilities and not simply research publications.

Ownership

In addition to documenting student learning, portfolios help students to internalize and take ownership of their own learning (Ayan & Seferoglu, 2011). This investment often enhances student engagement and motivation in positive ways (Beck, Livne, & Bear, 2005; Estrem, 2004; Seldin & Miller, 2009; Snavely & Wright, 2003).

Collaboration

Research indicates that a product improves when it is created in cooperation with others, whether the mentors are peers, faculty, or both. Through collaboration, not only is a portfolio product improved, but the learning experience, networking opportunities, and perhaps even university culture are improved as well (Cambridge, 2008; Cobia, Carney, Buckhalt, Middleton, Shannon, Trippany, & Kunkel, 2005; Dutt-Doner & Gilman, 1998; Johnson, Mims-Cox, & Doyle-Nichols, 2010; LaBoskey, 2000; Seldin & Miller, 2009; Seldin, Miller, & Seldin, 2010; Wasley, 2008; Wolf & Siu-Runyan, 1996). When considering the potential of student-faculty collaboration, Cobia, et al (2005) indicate:

> Student-faculty relationships and interactions have the potential to change in positive
>
> ways. Faculty and students have formal opportunities, outside of class time, for engaging
>
> in reflection and discussion about students' goals, progress toward goals, and mutual
>
> responsibilities for meeting those professional goals. Once these types of interactions
>
> become routine, a shift from faculty-centered instruction and evaluation to a culture in
>
> which faculty and students are co-creators or constructors of meaningful learning
>
> experiences may result. (p. 253)

Demonstrates Higher-Order Thinking Skills

Unlike standardized tests or even essay exams like traditional comprehensive finals, portfolios create opportunities for students to engage in higher-order thinking. The reflective nature of the portfolio also makes more complex learning tasks more applicable to the individual (Cambridge, 2008; Maxwell & Kupczyk-Romanczuk, 2009; Seldin & Miller, 2009; Seldin, Miller, & Seldin, 2010; Shulman, 1998; Snadden & Thomas, 1998). This helps offset some of the costs associated with portfolio creation, according to Wolf and Siu-Runyan (1996):

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"Although portfolios can be time-consuming to construct and cumbersome to review, they also can capture the complexities of professional practice in ways that no other approach can" (p. 34).

Reflection

This sense of ownership ties in well with the reflective nature of the portfolio. Examining one's own work is key to improvement, and portfolios, when properly executed, provide excellent opportunities for students not only to reflect but also to learn from mentors how to reflect on their own work (Ayan & Seferoglu, 2011; Banta, 2003; Beck, Livne, & Bear, 2005; Cambridge, 2008; Cerbin, 1994; Granberg, 2010; Johnson, Mims-Cox, & Doyle-Nichols, 2010; LaBoskey, 2000; McColgan & Blackwood, 2009; Snavely & Wright, 2003; Wolf & Siu-Runyan, 1996). Seldin and Miller (2009) sum it up best by saying, "One of the most significant parts of the portfolio is self-reflection on his or her teaching, research and scholarship, and service…It is individual strategic planning, articulation of philosophy and methodology of work, a road map to past achievements and future goals, and a bank of supporting documentation" (p. 31). Wolf and Siu-Runyan (1996) further elaborate by saying that teachers improve when they reflect on their own teaching experiences. Thinking critically about what works, what does not work, and how to change their existing strategies is crucial to teacher development. Portfolios offer opportunities for teachers to do just that, resulting not only in the product itself but in a learning experience for the teacher creating the portfolio.

In-line with Practice

The ways in which we assess students should not only be beneficial, but should also be in-line with the activities required of their positions. Portfolio creation is much more closely aligned to the process of gaining tenure, applying for promotions or hiring, and other faculty activities. In the professional and faculty realms, individuals are not asked to produce volumes

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of written work without access to research materials like students are asked to do for traditional

comprehensive examinations (Banta, 2003; Cobia, Carney, Buckhalt, Middleton, Shannon,

Trippany & Kunkel, 2005; Fiedler & Baumbach, 2005; Seldin, Miller, & Seldin, 2010; Thyer,

2003; Wasley, 2008). This type of assessment is also more aligned with the lifestyle of today's

students. Maxwell (2002) states that the portfolio product can be aligned to fit busy

professional's needs as they combine their work, professional pursuits, and academia.

Criticisms

Despite the aforementioned benefits, using portfolios in education also faces some

criticism. The most common complaints about their implementation stem from the following

issues (Banta, 2003; Beck, Livne, & Bear, 2005; Cerbin, 1994; Cobia, Carney, Buckhalt,

Middleton, Shannon, Trippany, & Kunkel, 2005; Driessen, 2009; Granberg, 2010; Herman &

Winters, 1994; Johnson, Mims-Cox, & Doyle-Nichols, 2010; McColgan & Blackwood, 2009;

Seldin & Miller, 2009; Thyer, 2003):

- creating and grading portfolios can be time consuming and cumbersome
- scoring is subjective and therefore prone to inconsistencies, which is especially
  concerning given the high-stakes nature of these assessments
- striking a balance between inadequate flexibility, which will not allow the experience
  to be meaningful to the learner, and excessive flexibility, that prohibits the portfolio
  from being purposeful and meeting appropriate standards, can be difficult
- using portfolios in higher education has not been researched enough to allow decision
  makers to feel comfortable with its implementation
- storing and accessing portfolios are practical issues that warrant further consideration

Time-Consuming

The first, and perhaps most serious hindrance to implementation of the portfolio is the sheer amount of work that goes into developing and grading a portfolio as compared to a traditional comprehensive examination. While it is true that grading comprehensive examinations is a time-consuming task, it is one that only exists for a couple of weeks each semester. Collaborating with a student during the development phase of a portfolio is a commitment that can last for years. Grading of the portfolio product can be every bit as time consuming and intensive as grading traditional comprehensive examinations as well as because of the size and depth of the portfolio. This can be especially challenging if the criteria of the portfolio does not limit the size and help students find more concentrated ways to showcase their accomplishments. In addition to the time commitment from faculty, students also face a significant time commitment in the creation phase of the portfolio (Cerbin, 1994; Cobia, Carney, Buckhalt, Middleton, Shannon, Trippany, & Kunkel, 2005; Driessen, 2009; Johnson, Mims-Cox, & Doyle-Nichols, 2010).

Subjective/Inconsistent

The issues surrounding the consistency and fairness of the portfolio come from a variety of perspectives. At a programmatic level, there are inconsistencies in expectations and therefore, in scoring. Granberg (2010) states that there can be a disconnect between departments, teachers, and courses that creates "isolated islands" (p. 314) and lacks important pedagogic discussions. Scorers themselves are also called into question as some evaluators are considered to be tough while others are more lenient, though these challenges are not exclusive to portfolio assessment (Seldin & Miller, 2009). While rubrics do help reduce some of the subjectivity of portfolio scoring, this requires an agreed-upon, universally administered rubric to be used, which is not

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often the case (Johnson, Mims-Cox, & Doyle-Nichols, 2010). It is also important that gaining

points on a rubric does not become a quantitative game of collecting more artifacts rather than

those of higher quality (Seldin & Miller, 2009). Beck, Livne, and Bear (2005) further argue that

portfolios are too flexible and subjective to be used as a summative assessment and may even

leave themselves open to legal challenges.

Too Flexible

One of the most appealing attributes of portfolios is that they can be adapted to the

individual learner to showcase his/her strengths and accomplishments. But how much

customization is enough? When does it become too much? Striking the balance between

making standards flexible enough for the experiences to be value-added to students and rigid

enough to hold students to a high standard that can be universally upheld is a difficult task to

accomplish. Driessen (2009) says that when the rules are rigidly applied that the content and

format can make students feel as though they are simply jumping through hoops rather than truly

benefiting from the experience. Furthermore, this can cause students to amass extensive

portfolios that have little cohesion or meaning to the student or the assessor. Much of the advice

in the literature involves making the portfolio "lean" in order to preserve its impact.

Unproven

While portfolio use is becoming common in undergraduate programs and is gaining

popularity in higher degrees, it is still somewhat uncharted, or at least unstudied territory.

Granberg (2010) states that e-portfolios have not yet been proven in teacher education.

McColgan and Blackwood (2009) assert that further systematic review is necessary to

understand the effectiveness of portfolio assessment. Herman and Winters (1994) agree that

empirical evidence surrounding student portfolios is lacking in the literature. Because of these

concerns, Cerbin (1994) says that faculty members often take this type of assessment less seriously because it is not tied to any existing reward structures and can be perceived as simply extra work on their long list of responsibilities, indicating that portfolios are still trying to gain legitimacy.

Storage and Maintenance

Finally, provided that all the above concerns are addressed and lean, meaningful portfolios are produced, what do universities do with them? Storage of digital and physical portfolios poses problems because of their size. In order to integrate them successfully, a system of storage, organization and easy retrieval must be developed (Banta, 2003).

Understanding and addressing these concerns are important for successful implementation of portfolios. Driessen (2009) says "Yes, portfolios are susceptible to many threats, but we can identify and remedy these, if we listen to the critics. There is evidence that, if we acknowledge potential weaknesses and concentrate on the strengths, success is within our grasp" (p. 318).

Suggestions for Implementation

Not surprisingly, the literature surrounding successful portfolio implementation centers on enhancing the benefits and resolving the criticisms of portfolios (Beck, Livne, & Bear 2005; Burch & Seggie, 2008; Cerbin, 1994; Cobia, Carney, Buckhalt, Middleton, Shannon, Trippany, & Kunkle, 2005; Devanas, 2006; Driessen, 2009; Hrisos, Illing, & Burford, 2008; Johnson, Mim-Cox, Doyle-Nichols, 2010; Maxwell & Kupczyk-Romanczuk, 2009; Meeus, Van Petegem, & Engles, 2009; Seldin & Miller, 2009; Seldin, Miller, & Seldin, 2010; Snavely & Wright, 2003). Research suggests that in order to be most effective portfolios should be selective while remaining flexible enough to cater to individual students' needs. They need to be collaborative,

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reflective, and integrated into the rest of the program with clear expectations. They also need to be rated consistently, perhaps by multiple assessors. Portfolios may provide data for improving program effectiveness, but they require a high level of buy-in from both faculty and students to be successful.

Selective

The literature consistently describes effective portfolio content as "lean" (Burch & Seggie, 2008; Driessen, 2009; Hrisos, Illing & Burford, 2008). Seldin, Miller, and Seldin (2010) indicated that portfolios should not be a "huge repository of indiscriminate documentation, but rather a judicious, critical, purposeful analysis of performance, evidence, and goals" (p. 4-5). This allows the creator to more clearly speak and showcase his or her growth through the pieces selected so that the message does not get lost in volumes of artifacts.

Flexible

In addition to being selective about the artifacts included, it is important that requirements are flexible enough to allow individuals to customize portfolios around their personal strengths and goals so that the experiences and artifacts represent meaningful activities rather than arbitrary hoops through which students have jumped (Driessen, 2009; Seldin & Miller, 2009). This allows for student learning and incorporation of personal interests and emerging trends (Cobia, Carney, Buckhalt, Middleton, Shannon, Trippany, & Kunkle, 2005). Meeus, Van Petegram, and Engles (2009) warn that too much standardization can be harmful to the portfolio.

Collaborative

The team behind the content is also of great importance. One of the benefits of portfolios is collaboration, so much of the literature surrounding effective implementation of portfolios

discusses the importance of the collaborative relationship between the student and mentor during the creation process (Driessen, 2009). The mentor may be either another student farther along in the process or a faculty member. Seldin and Miller (2009) suggest that the creator should work with a mentor, either within or outside his/her discipline, in order to gain different insights. Devanas (2006) suggests that good mentors must be encouragers and critics, as they push students to create the best portfolio possible. Seldin, Miller, and Seldin (2010) suggest that the mentoring relationship in creating the portfolio mirrors that of a doctoral dissertation, which reflects the work and insight of both the student creator and the faculty mentor.

Reflective

Self-assessment and reflection are other important parts of the portfolio. Cobia, Carney, Buckhalt, Middleton, Shannon, Trippany, and Kunkel (2005) say that portfolios should be used as learning tools that are driven by student reflection that focuses on developing greater understanding and improving practice. This type of reflection is mirrored in comments by Seldin, Miller, and Seldin (2010), Beck, Livne, and Bear (2005), and Snavely and Wright (2003). Seldin and Miller (2009) go on to describe the portfolio as work that is "reasoned and reflective…demonstrating expertise in making choices" (p. 48). Creating and coaching opportunities for reflection are cornerstones to successful portfolio implementation.

Integrated

Concerns exist about the portfolio being additional work or another hoop to jump through for faculty and students. In order to avoid this feeling and to tie the portfolio to learning experiences already happening in the program, it is important to integrate the portfolio as seamlessly into the program as possible (Cobia, Carney, Buckhalt, Middleton, Shannon, Trippany, & Kunkle, 2005; Johnson, Mim-Cox, & Doyle-Nichols, 2010). This may mean that it

serves in place of prior requirements or works into courses and activities in meaningful ways.

Cerbin (1994) states it best in saying that "the portfolio should develop out of and in conjunction

with the work that [they] already do in planning, preparing, teaching, and revising a course. The

portfolio is merely a more systematic way to examine, revise, and represent teaching and

learning" (p. 101). Integration can also be seen in the ways in which the portfolio is tied together

through a thesis, linking paper, or reflective paper (Maxwell & Kupczyk-Romanczuk, 2009).

Expectations Clearly Communicated

Once the delicate balance of flexibility and rigidity of standards has been struck, those

expectations need to be communicated in a way that is clear and straightforward to students

(Cobia, Carney, Buckhalt, Middleton, Shannon, Trippany, & Kunkel, 2005; Driessen, 2009).

Snavely and Wright (2003) suggest meeting with students to clearly explain the elements,

processes, procedures, and mechanisms of feedback that are associated with the portfolio. They

further emphasize the importance of clarity of guidelines for performance criteria, grading, and

assessment.

Consistently/Fairly Scored

In addition to having expectations explained clearly, they also must be assessed in a

consistent and fair manner. Suggestions to achieve this involve interrater reliability training and

varied assessors (Cobia, Carney, Buckhalt, Middleton, Shannon, Trippany, & Kunkle, 2005;

Meeus, VanPetegem, & Engles, 2009). It cannot be assumed that simply because raters are

given a rubric that they will score the same portfolios consistently. Attention and training must

be given to achieve this goal (Driessen, 2009; Seldin, & Miller, 2009).

Ownership

The importance of buy-in cannot be overstated (Cobia, Carney, Buckhalt, Middleton, Shannon, Trippany, & Kunkel, 2005; Seldin & Miller, 2009). Snavely and Wright (2003) state that it is the most critical factor to successful portfolio implementation. Fostering the viewpoint of portfolio creation as the beginning of an "ongoing, valuable tool for career growth and advancement" (Johnson, Mims-Cox, & Doyle-Nichols, 2010, p. 11) also helps get participants on board.

Use for Program Evaluation

When the portfolio is aligned with program goals and integrated into program activities, it lends itself easily to being used for program evaluation. Certainly its primary goal is that of student learning and assessment, but it can and should also be used as a tool by which the program can be evaluated. This allows for revision and refinement of program activities (Cobia, Carney, Buckhalt, Middleton, Shannon, Trippany, & Kunkle, 2005).

MARSHALL UNIVERSITY ED.D. PROGRAM RESIDENCY PORTFOLIO

While Marshall University's Ed.D. Program existed as a cooperative program with West Virginia University, traditional comprehensive examinations were used between students' course work and dissertation phases to evaluate readiness to move on to the dissertation. These essay exams were administered over two days on-site at the university and included both general and content-specific examinations. Exams were scored by faculty members and students either passed and were allowed to move on to the dissertation or failed and were asked to retake the exam within a specified period of time (T. Eagle, personal communication, February 22, 2012).

Doctoral Program Goals

　　Marshall University's Ed.D. Program utilized coursework, the residency portfolio, and dissertation writing to help students meet the goals of the program. The major goals of the program are collaboration, depth of understanding, reflection, scholarship, communication, ethical research, and practitioner skills. Specific indicators associated with these goals are included in Table 1 (Kolsun, 2011).

Table 1 Marshall University's Ed.D. Program Goals

Goal	Description	Indicators
Collaboration	Students collaborate and interact with faculty through course work, co-teaching, co-publishing, and/or co-presenting	Engage in scholarship/ research with a faculty member
		Collaborate effectively through activities such as course work, co-teaching, co-publishing, and/or co-presenting
		Engage in scholarship/ research with fellow students
Depth of Understanding	Students apply and integrate learning experiences and knowledge in the field including theoretical models, concepts and research	Meaningfully apply content from the program of study in practice
		Analyze and evaluate a diverse range of educational research/ literature
		Demonstrate depth of understanding of a diverse range of major theories/ theorists
Reflection	Students evidence reflection, critical thought and synthesis of material and learning experiences	Engage in reflective practice Think critically
		Put theory and learning experiences into practice within the discipline
Scholarship	Students exhibit evidence of scholarship in the field through presentations, publications and course completion, submission and/or acceptance of publication in a	Practice scholarly writing in course work
		Present to professional organizations
		Contribute to literature base through publication

Goal	Description	Indicators
	scholarly journal or presentation at a regional or national conference	
Communication	Students demonstrate composure, professionalism and poise in writing, speaking and presentation in a variety of experiences; polish organizational skills; demonstrate a working knowledge of multimedia; and adapt quickly and smoothly to change	Demonstrate effective written communication Demonstrate effective verbal communication Use technology to facilitate effective communication
Ethical Research	Students understand and utilize the research process; analyze and synthesize information and date from course experiences and collaborative research activities.	Become an ethical researcher by effectively utilizing the IRB process Conduct effective qualitative research Conduct effective quantitative research
Practitioners	Students pursue professional and scholarly endeavors and thus enhance learning communities	Pursue professional opportunities to submit research to publication and present at conferences Pursue professional opportunities to engage in instructional practices Take on a leadership role within the field

Portfolio Experiences

In 2002, when Marshall University's Ed.D. Program broke away from the cooperative

program and began to grant its own degrees, one change faculty felt was necessary was to

modify the traditional comprehensive examination procedure. According to the Ed.D.

Student/Faculty Handbook (2015), under the new system, students were required to complete a

portfolio including at least one element of scholarship such as:

- Co-authoring a proposal for submission and co-presenting at a regional or national

    conference in collaboration with a faculty member

- Co-authoring and submitting for publication a manuscript to a peer reviewed/refereed journal, a book, or a book chapter, in collaboration with a faculty member (p. 10)

Students were also required to complete two additional activities in the category of Other Professional Pursuits, such as:

- Co-teaching a course with a faculty member

- Serving an appropriate internship involving an outside mentor (not associated with the university) and a faculty member

- Developing a course in collaboration with a faculty member

- Collaborating with a faculty member in another activity, approved in advance by the student's (dissertation) committee (p. 10)

Rather than waiting until the end of course work to begin work on this assessment, students are asked to complete the portfolio experiences as they progress through the coursework. Additionally, all of these portfolio activities involve working closely with a member of the faculty and often with other students for the purpose of promoting collaboration.

Portfolio Product

Upon completion of these portfolio tasks, students produce a portfolio product showcasing their experiences. When the program began, these products were nearly always in the form of three-ring binders. Artifacts were likely to include programs from conferences where students presented, copies of letters of acceptance for publication, or other physical artifacts associated with students' portfolio experiences. In recent years, however, the format of these portfolio products has evolved. Students often opt for more technologically-dependent presentations of their portfolio experiences in the form of digital portfolios created with PowerPoint, hosted on websites, or written in blogs (T. Eagle, personal communication,

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September 8, 2010). Whether on paper or online the product is evaluated by the student's

dissertation chair and committee members (Ed.D. Student/Faculty Handbook, 2015).

Reflective Paper

In addition to the portfolio, students write a reflective paper discussing their personal and

academic growth during the portfolio/coursework phase of the program. In this paper, students

highlight their growth in the areas of collaboration, depth of understanding, reflection,

scholarship, communication, and research.   These papers are typically 10-15 pages in length and

chronicle not only the student's experiences, but the ways in which the experiences changed and

shaped their understanding.   These papers are also evaluated by the student's dissertation chair

and committee members (Ed.D. Student/Faculty Handbook, 2015).

Oral Defense

The culminating event of the portfolio is the oral defense. Here, students present their

portfolio and paper to their dissertation committee as well as any other interested faculty and

students. These presentations are announced ahead of time and members of the doctoral

program community are encouraged to attend. At the close of the student's presentation, faculty

members ask the student questions to clarify their presentation and to determine what they have

learned during the entire doctoral process up to this point (Ed.D. Student/Faculty Handbook,

2015). While each oral defense is different, students are commonly asked questions such as:

- In what ways has your thinking about education changed since you started the

  doctoral program?

- With which theorists do your views of education align?

- Have your portfolio experiences influenced your professional life? If so, in what

  ways?

- If you could change anything about your doctoral program experiences what would it be? Why? (L. Heaton, personal communication, September, 2009)

The portfolio, presentation, and student responses are evaluated using a rubric (Appendix A). The student either passes this portfolio stage and advances to candidacy or is asked to do additional revisions to the portfolio (Ed.D. student/faculty handbook, 2015).

Customization

One inherent characteristic of the portfolio process is the opportunity for customization. Because students are choosing, and in some cases creating, opportunities to include in their portfolio experiences, they are given the latitude to choose activities that are meaningful to them (Wolf & Siu-Runyan, 1996). Students work carefully with their committee chair and committee members to craft a portfolio of experiences that fits their needs as a current professional or prepare them for responsibilities they will have after graduating with their Ed.D. (T. Eagle, personal communication, September 8, 2010). This opportunity for customization does not exist within the structure of traditional comprehensive exams, though some customization of writing prompts is present in content-specific tests.

SUMMARY

Comprehensive Examinations

Comprehensive examinations have long been utilized as the qualifying assessment for Ed.D. and Ph.D. degrees. The purposes of comprehensive examinations are to serve as a rite of passage, to assure the quality of candidates entering the dissertation phase of the degree, as an opportunity for student learning, to offer opportunities for critical thinking, to increase professional knowledge, and to improve students' research skills. Comprehensive examinations may be given orally, written, or as a combination of both. Benefits of comprehensive

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examinations are that some students report it to be an enjoyable or fulfilling experience and that

it has applications for the future. Criticisms of comprehensive examinations are that the test is

unnecessary, emotionally distressful, has unclear objectives, assesses the wrong things,

demonstrates lower-order thinking skills, is not in-line with practice, and that the body of

knowledge is too large to effectively master.

Portfolios

Portfolios are purposeful collections of artifacts detailing an individual's experiences and

achievements. Portfolios began as a means of assessing and showcasing achievement in the

fields of art, music, and architecture. Portfolios typically have a collaborative element as well as

an emphasis on reflection. The purposes of portfolios are education and evaluation and to create

opportunities for student learning. There are three types of portfolios: working, display, and

assessment. Benefits include serving as a learning opportunity, creating a sense of ownership,

offering opportunities for reflection, offering opportunities for collaboration, assessing higher-

order thinking skills, and being in-line with practice. Criticisms of portfolios are that

implementation is time-consuming, subjective/inconsistent, too flexible, unproven, and that

storage and maintenance pose challenges.

Marshall University's Ed.D. Program

The goals of the Marshall University Ed.D. Program are collaboration, depth of

understanding, reflection, scholarship, communication, ethical research, and creating

practitioners. One of the ways these goals are achieved is through the completion of a residency

portfolio. The residency portfolio serves in place of the comprehensive examinations

traditionally utilized as the qualifying assessment. It includes the completion of a series of

portfolio experiences, the creation of a portfolio product, a reflective paper, and an oral defense.

CHAPTER 3: METHODS

RESEARCH DESIGN

When conducting program evaluation research it is important to determine not only how a program exists and is being experienced by participants, but why. For this reason, a mixed-methods approach that incorporates not only quantitative, but also qualitative measures was used for this study (Rossi, Lipsey & Freeman, 2004). This strategy provided methodological triangulation, giving more information than either form alone (Patton, 2001). The *Stephens Residency Portfolio Survey* (see Appendix B) included items related to demographics as well as quantitative and qualitative questions to determine the perceptions of participants regarding the doctoral residency portfolio. Individual interviews and focus groups were also used to collect data for this study.

POPULATION & SAMPLE

The population for this study included all current and graduated students and experienced doctoral faculty members in Marshall University's Ed.D. Program who participated with the residency portfolio between 2004 and 2015. The decision was made to survey the entire population of students, graduates, and faculty rather than sampling, because the population was relatively small, in order to eliminate errors associated with sampling and researcher bias. By including graduates, current students, and faculty members with doctoral faculty status who have chaired at least one student to completion of the residency portfolio, a more accurate picture of the residency portfolio may be created because it is being constructed from various points of view (Fink, 2003).

Three hundred and five students have experienced the doctoral residency portfolio since its inception. Because contact information on file with the university was used to communicate

with participants, this population was further limited to those with up-to-date email addresses on file with the university. There are currently 13 faculty members who are chairing or have chaired doctoral students to completion of the residency portfolio.

At the end of the survey, participants were asked to send an email to volunteer to participate in student/graduate focus groups and faculty interviews. This was available to all participants. Additionally, emails were sent to the participant list requesting participation in student/graduate focus groups. Personal emails were sent to faculty members requesting participation in faculty interviews.

In addition to the *Stephens Residency Portfolio Survey* (Appendix B), two focus groups were conducted with students. The Marshall University Ed.D. Program consists of two areas of study: Curriculum and Instruction and Leadership Studies. Because of the difference in the courses, structure, faculty member involvement, and other attributes between the two programs, these populations were interviewed separately so any similarities and differences, if present, could be identified.

All participants were asked to volunteer to participate in student/graduate focus groups or faculty interviews by responding to a prompt on the survey. From those student and graduate volunteers, focus groups of between six and eight students/graduates were created to form a convenience sample (Ferber, 1977). These focus groups served as the secondary means of data collection because they allowed the researcher to ask more detailed questions. The results of the survey were used to help shape the topics addressed during the focus groups. The focus groups aimed to find out why certain patterns appeared in the quantitative data from the survey and offered a deeper understanding than the survey alone could provide (Marshall & Rossman, 1999).

In addition to the *Stephens Residency Portfolio Survey* and the two focus group interviews, eight personal interviews were conducted with doctoral faculty members who had chaired at least one student to the completion of the residency portfolio. An understanding of the perspectives of these individuals was essential in helping explain the current state of the doctoral residency portfolio as well as discovering ways in which it can be improved.

INSTRUMENTATION

This study utilized the *Stephens Residency Portfolio Survey* (Appendix B), a mixed-methods, researcher-created survey developed in accordance with current literature regarding the program goals of the Marshall University Ed.D. Program, goals of comprehensive examinations, and attributes of portfolio assessments. This survey contains three distinct parts. The first section requests demographic information applicable to the population such as age, sex, vocation, motivation for attaining the degree, etc. The second section is quantitative in nature and consists of Likert scale items addressing the degree to which participants feel the residency portfolio demonstrates student achievement of the stated goals of Marshall University's Ed.D. Program where 1 = not at all and 5 = to a great extent. The final section consists of open-ended qualitative questions assessing participants' perceptions of the program at large including program strengths and weaknesses, costs and benefits to student participants, and advice participants would offer to students and faculty members regarding the residency portfolio.

The *Stephens Residency Portfolio Survey* (Appendix B) was administered via SurveyMonkey, an online, electronic survey website. This method was chosen over a more traditional paper and pencil survey because it is easily accessible to all members of the population regardless of their current enrollment status or time spent on campus.

Additionally, SurveyMonkey offers the researcher the opportunity to ensure confidentiality of online results, easily send various types of notifications to participants, and is compatible with the Statistical Package for Social Sciences (SPSS) software for the quantitative aspects of the survey. Surveys conducted on SurveyMonkey are afforded additional levels of security as opposed to emailed surveys because SurveyMonkey software includes session cookies to record encrypted authentication information for each session (SurveyMonkey, 2012).

Student/graduate focus groups were conducted after survey results had been analyzed. Questions were developed for the Student/Graduate Focus Group Guide (Appendix H) based upon survey results with the intention of offering triangulation to survey data. Additionally, the focus group guide asked for real life examples, clarification, and further discussion of survey findings. Questions not on the survey but related to pertinent literature in the areas of comprehensive examinations and portfolios were added.

Faculty interviews were conducted after survey results had been analyzed. Questions were developed for the Faculty Interview Guide (Appendix I) based upon survey results with the intention of offering triangulation to survey data. Additionally, the faculty interview guide asked for real life examples, clarification, and further discussion of survey findings. Additional questions not on the survey but related to pertinent literature in the areas of comprehensive examinations and portfolios were included.

VALIDATION

The *Stephens Residency Portfolio Survey* was validated by a panel of experts consisting of doctoral faculty members and current students in Marshall University's Ed.D. Program. The panel of experts was asked to assess the instrument for clarity and ease of use. The panel was provided with a list of questions (Appendix C) by which to assess the survey for content validity

based upon the work of Dillman (1978). The panel of experts also reviewed focus group

interview and individual faculty interview questions before they were administered.

Cronbach's Alpha was used to assess the internal consistency of items in Part B of

Stephens Residency Portfolio Survey. This section was designed to assess participants'

perceptions of the extent to which the residency portfolio develops the ability of students to

accomplish the Ed.D. Program Goals based on 21 indicators. The alpha coefficients for

indicators related to each program goal were all above the desired benchmark of .70 or higher

(see Table 2), including (from lowest to highest): Scholarship (.758), Ethical Research (.785),

Depth of Understanding (.831), Collaboration (.832), Practitioners (.835), Communication

(.856), and Reflection (.866). The alpha coefficient across all 21 indicators was .949, which

indicates a high level of internal consistency for the scale with this sample.

Table 2 Cronbach's Alpha Coefficient for Instrument Reliability: Teachers' Perceptions of Student Preparedness

Categories	Internal Consistency Scale Statistics			
	N Scale Items	M	SD	Alpha Coefficient
Collaboration	3	12.77	2.46	.832
Depth of Understanding	3	12.32	2.76	.831
Reflection	3	13.03	2.76	.866
Scholarship	3	12.66	2.49	.758
Communication	3	12.98	2.62	.856
Ethical Research	3	11.77	3.18	.785
Practitioners	3	12.36	3.05	.835
Total	21	87.83	16.09	.949

DATA COLLECTION PROCEDURES

The data collection phase of this study was broken into three distinct parts: the survey,

student/graduate focus groups, and individual faculty interviews. The survey was distributed to

all participants through email and was available over a three-week period from January 30, 2016

to February 18, 2016. In order to encourage participation and interest in the survey, an email

introduction was sent from Dr. Teresa Eagle, Dean of the Marshall University College of

Education and Professional Development on January 28, 2016 encouraging participants to

complete the survey (see Appendix G). Because participants are involved with the institution

being studied, it is easier for them to see the importance of their responses to the organization

and feel more invested and inclined to participate (Dillman, 1978).

An email was sent to all participants on January 30, 2016 asking for their participation in

the survey. The email included a message introducing the study (Appendix D) as an opening to

the electronic survey itself. Keeping in accordance with Dillman's (1978) Total Design Method

for survey implementation, an additional email was sent on February 8, 2016 to remind

participants who had not completed the survey that they had one week remaining (see Appendix

E). A final message was sent on February 18, 2016 to non-responders alerting them that the

survey window closed on February 18, 2016 and petitioned for their participation (see Appendix

F).

Based upon the results of the survey, questions were adapted for two focus groups to be

completed by student and graduate participants in the Curriculum and Instruction program of

study and the Leadership Studies program of study. These focus groups were conducted on

campus during the month of March, 2016. All students from Curriculum and Instruction and

Leadership Studies were invited to participate with their respective groups during two separate

sessions. Focus group questions were based upon the questions on the Focus Group Guide

(Appendix H).

Based upon the results of both the survey and focus groups, a Faculty Interview Guide

(Appendix I) was developed and used with eight doctoral faculty members deemed as key

informants of the doctoral residency portfolio due to their experience, history, involvement, or perspective. These personal faculty interviews were conducted in March, 2016.

Approval from the Marshall University Institutional Review Board (IRB) was obtained to collect and analyze the results of the *Stephens Residency Portfolio Survey*, focus group interviews, and personal faculty interviews. IRB Approval may be found in Appendix J.

DATA ANALYSIS PROCEDURES

Quantitative data based upon Likert scale questions regarding participant perceptions of the degree to which the residency portfolio develops students' abilities to achieve the goals of the Ed.D. program (Research Question 1) was analyzed using the SPSS software. Means, modes, and standard deviations of ratings of participant perceptions as reported on the S*tephens Residency Portfolio Survey* (Appendix B) were compared. Open-ended questions about the strengths and benefits of the residency portfolio (Research Question 3) and weaknesses and costs to student participants (Research Question 4) were analyzed by identifying recurrent themes presented in the open-ended questions. Responses to these questions were sorted and coded to identify emergent themes and were then compared with demographic data to look for any significant similarities or differences based upon participant responses to other sections of the survey (Patton, 2001).   Finally, t-tests, ANOVAs, and Tukey's HSD were used to determine whether significant differences existed between different demographic variables (Research Question 2) and responses given regarding perceptions from Research Question 1.

For Research Questions 2 and 3, open-ended survey results were coded to reveal emergent themes. Additionally, interviews were transcribed and coded to reveal emergent themes. These results were used together to answer the research questions.

Recordings of focus group interviews were transcribed and coded to reveal emergent themes. Results were analyzed based upon demographic attributes. Recordings of the personal faculty interviews were transcribed and coded to reveal emergent themes as well. The aim of the focus groups and faculty interviews was to qualitatively explain more of the how and why behind the quantitative survey results. As the phases of data collection progressed and narrowed, the specific questions that needed to be asked came into focus.

CHAPTER 4: FINDINGS

The purpose of this study was to examine the perceptions of faculty, students, and

graduates of the Ed.D. program at Marshall University regarding participants' experiences with

the residency portfolio. Participant perceptions were analyzed using both quantitative and

qualitative data obtained using the researcher-designed survey, *Stephens Residency Portfolio*

Survey (see Appendix B), student focus groups, and individual faculty interviews. This chapter

presents details of the survey, student/graduate focus groups, and faculty interviews and their

implementations. It then explains the population and sample demographics. Then major

findings are presented as related to the research questions. Finally, ancillary findings are

discussed.

Survey

The survey consisted of three parts: demographics, quantitative ratings regarding

program goals, and qualitative open-ended questions. Findings presented in this chapter are

organized into the following sections: population and sample, participant demographics, major

findings, ancillary findings, and a summary.

The demographics section of the *Stephens Residency Portfolio Survey* consisted of 11

questions to identify various attributes of the participants, their histories, and their roles in the

program. Demographic questions involved a skip logic so that Questions One through Four were

given to all participants, Questions Five through Ten were given to students and graduates only,

and Question 11 was given to faculty only. Questions One through Four asked sex, age,

program, and role (student/graduate or faculty). Answers to Question Four were used to apply

skip logic and send participants to the next appropriate question. For students and graduates,

Questions Five through Ten asked about being members of a cohort, current status in the

program, year of portfolio completion, primary vocation, if he/she had switched positions since beginning the doctoral program, and primary motivations to attain the Ed.D. degree. Question 11 asked faculty how long they had been involved with the residency portfolio since its inception in 2004.

Questions 12 through 15 consisted of a qualitative ranking section asking participants to indicate the degree to which the residency portfolio developed the ability for students to perform the 21 indicators related to the program goals of the Ed.D. program at Marshall University using a five-point Likert scale where 1 = Not at All and 5 = To a Great Extent. These questions were asked to all participants. Items were developed based upon performance indicators associated with the program goals. They were grouped into five questions with each assessing five to six performance indicators. Question 12 focused on collaboration and depth of understanding. Question 13 focused on depth of understanding, scholarship, and reflection. Question 14 focused on scholarship, communication, and research. Question 15 focused on ethical research and practitioner skills.

Questions 16 through 23 were all open-ended qualitative questions with the exception of Question 20. Question 16 asked about strengths of the residency portfolio. These questions were asked to all participants. Question 17 asked about personal benefits participants received from the residency portfolio. Question 18 asked about weaknesses of the portfolio. Question 19 asked about personal challenges participants experienced from the residency portfolio. Question 20 asked whether the residency portfolio or comprehensive exams were best for students. Question 21 asked what piece of advice participants would give to students. Question 22 asked what piece of advice participants would give to faculty. Question 23 offered participants an opportunity to make any additional comments regarding the residency portfolio.

Student/Graduate Focus Groups

An interview guide for student/graduate focus groups (Appendix H) was developed based upon the results of the survey. The intention was to clarify any curiosities presented in the survey results as well as collect evidence and examples of these concepts in practice. There were few significant differences or unexpected results in the survey results, so the interview guide primarily served as a means of triangulation of information and added personal examples of participant experiences.

Question One asked participants to explain the purpose of the residency portfolio. Question Two was a seven-part question asking participants if the residency portfolio process developed their abilities to achieve the goals of the Ed.D. program. Each of the seven goals was discussed separately. Answering this question took the bulk of the interview time. Question Three asked how the residency portfolio process could be improved to better develop students' abilities to perform the goals of the program. Question Four asked about strengths of the residency portfolio. Question Five asked about personal benefits gained from participation in the residency portfolio process. Question Six asked about weaknesses of the residency portfolio. Question Seven asked about personal challenges experienced from participation in the residency portfolio process. Question Eight revealed the survey results of advice for students and asked if these aligned with participants' personal experiences. Question Nine revealed the survey results of advice for faculty and asked if these aligned with participants' personal experiences. Question 10 asked if residency portfolio expectations were clearly communicated. Question 11 asked if the residency portfolio offered students a sense of ownership over their learning. Question 12 asked if the residency portfolio offered personal growth and development opportunities. Question 13 asked if there was anything else participants would like to share.

Personal Faculty Interviews

An interview guide for faculty interviews (Appendix I) was developed based upon the results of the survey. The intention was to clarify any curiosities presented in the survey results as well as collect evidence and examples of these concepts in practice. There were few significant differences or unexpected results in the survey results, so the interview guide primarily served as a means of triangulation of information and offered personal examples of participant experiences.

Question One asked participants to explain the purpose of the residency portfolio. Question Two asked if the residency portfolio should serve as a tool for program evaluation. Question Three was a seven-part question asking participants if the residency portfolio process developed students' abilities to achieve the goals of the Ed.D. program. Each of the seven goals was discussed separately. Answering this question took the bulk of the interview time. Question Four asked how the residency portfolio process could be improved to better develop students' abilities to perform the goals of the program. Question Five asked about strengths of the residency portfolio. Question Six asked about personal benefits gained from participation in the residency portfolio process. Question Seven asked about weaknesses of the residency portfolio. Question Eight asked about personal challenges experienced from participation in the residency portfolio process. Question Nine revealed the survey results of advice for students and asked if these aligned with participants' personal experiences. Question 10 revealed the survey results of advice for faculty and asked if these aligned with participants' personal experiences. Question 11 asked if residency portfolio expectations were clearly communicated. Question 12 asked if the residency portfolio offered personal growth and development opportunities. Question 13 asked what impact the residency portfolio had on the culture of the Ed.D. program. Question 14

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asked what changes the residency portfolio had on the relationship among faculty, between faculty and students, and among students. Question 15 asked if and how the residency portfolio had any impact on faculty's approach to instruction. Question 16 asked if there was anything else participants would like to share.

POPULATION AND DEMOGRAPHICS

Survey

Of the 305 surveys distributed by email to participants (students, graduates, and faculty) of the Ed.D. program, a total of 132 responses were received, providing a return rate of 43% for a 99% confidence level with an 8.4% margin of error or a 95% confidence level with a 6.4% margin of error, according to the random-sample calculator at http://www.custominsight.com. The *Stephens Residency Portfolio Survey* included 11 questions to determine participants' demographics and attributes.

Faculty, students, and graduates were asked their sex, age, with which program they were most closely associated, and their role in the program (Table 3). Twenty-four percent of respondents were male and 76% were female. Ten percent were 34 years of age or younger, 32% were between 35 and 44 years of age, 35% were between 45 and 54 years of age, and 23% were 55 years of age or older. Fifty-five percent were associated most closely with the Curriculum and Instruction program and 45% were most closely associated with the Leadership Studies program. Eighty-nine percent of respondents were students or graduates and 11% were faculty members.

Table 3 Faculty, Student, and Graduate Demographics

Faculty, Student, and Graduate Characteristic	n	f	%
Sex	132		
Male		32	24.24
Female		100	75.76
Age	132		
<34		13	9.85
35-44		42	31.82
45-54		46	34.85
55 and above		31	23.48
Program	132		
Curriculum & Instruction		73	55.30
Leadership Studies		59	44.70
Role	132		
Ed.D. Student or Graduate		118	89.39
Ed.D. Faculty with Doctoral Status		14	10.61

Students and graduates were asked whether or not they were members of a cohort, their current stage in the Ed.D. program, and in which year they completed or intended to complete the residency portfolio (Table 4). Seventy-four percent were not members of a cohort and 26% were members of a cohort. Seven percent had begun coursework, but had not begun portfolio components; 11% had begun coursework and portfolio components, but had not completed the portfolio; four percent had completed coursework, but were still working on portfolio components; four percent had completed coursework and the portfolio defense and were admitted to candidacy; 24% were working on the prospectus/dissertation; and 41% had graduated and attained the Ed.D. degree. No students completed the residency portfolio in 2004, one percent completed the residency portfolio in 2005, two percent completed the residency portfolio in 2006, two percent completed the residency portfolio in 2007, four percent completed the residency portfolio in 2008, five percent completed the residency portfolio in 2009, six percent completed the residency portfolio in 2010, six percent completed the residency portfolio in 2011, 15% completed the residency portfolio in 2012, eight percent completed the residency

portfolio in 2013, 12% completed the residency portfolio in 2014, 15% completed the residency

portfolio in 2015, 13% have completed or will complete the residency portfolio in 2016, five

percent expected to complete the residency portfolio in 2017, and six percent expected to

complete the residency portfolio in 2018.

Table 4 Student/Graduate Program Experiences

Student and Graduate Characteristic	n	*f*	%
Member of a Cohort	112		
Yes		29	25.86
No		83	74.11
Current Stage in Ed.D. Program	117		
Began coursework, but no portfolio components		8	6.84
Began coursework and portfolio components, but have not completed portfolio		13	11.11
Completed coursework, but still working on portfolio components		5	4.27
Completed coursework and portfolio defense—Admitted to candidacy		5	4.27
Working on prospectus/dissertation		38	23.48
Graduated program—attained Ed.D. degree		48	41.03
Completion Year of Residency Portfolio	110		
2004		0	0.00
2005		1	.91
2006		2	1.82
2007		2	1.82
2008		4	3.64
2009		6	5.45
2010		7	6.36
2011		7	6.36
2012		17	15.45
2013		9	8.18
2014		13	11.82
2015		17	15.45
2016		14	12.73
2017		5	4.55
2018		6	5.45

Students and graduates were asked about their primary vocation, whether or not they

changed positions since beginning the Ed.D. program, and their main motivation to attain the

Ed.D. degree (Table 5). Twelve percent of students and graduates were K-12 instructors, 21%

were K-12 administrators, 24% were higher education instructors, 27% were higher education

administrators, six percent worked for other educational agencies, seven percent worked in the

professional sector, and three percent were unemployed. Fifty-five percent of students and

graduates indicated changing positions since enrolling in the Ed.D. program and 45% indicated

not changing positions since enrolling. Fifty-seven percent of students and graduates indicated

that their main motivation for attaining the Ed.D. degree was career advancement, four percent

indicated that it was to change their field of study, zero responded that being unable to find

desired employment was their main motivation, 36% indicated that an increase in personal

knowledge base was their main motivation, and three percent indicated that their main

motivation was an increase in pay.

Table 5 Student/Graduate Vocation and Motivation

Student and Graduate Characteristic	n	*f*	%
Vocation	112		
K-12 Instructor		13	11.61
K-12 Administrator		24	21.43
Higher Education Instructor		27	24.11
Higher Education Administrator		30	26.79
Other Educational Agency		7	6.25
Professional Sector		8	7.14
Unemployed		3	2.68
Changed Positions Since Enrolling in the Ed.D. Program	117		
Yes		63	54.70
No		53	45.30
Main Motivation to Attain Degree	110		
Career Advancement		63	57.27
Change in Field of Study		4	3.64
Unable to Find Desired Employment		0	0
Increase in my Knowledge Base		40	36.36
Pay Increase		3	2.73

Faculty were asked how many years they had been involved with the residency portfolio (Table 6). Seven percent had been involved for four years, 21% had been involved for five years, seven percent had been involved for six years, seven percent had been involved for seven years, seven percent had been involved for 10 years, seven percent had been involved for 11 years, 36% had been involved for 12 years, and seven percent had been involved for 15 years.

Table 6 Faculty Years of Experience with Residency Portfolio

Faculty Characteristic	n	*f*	%
Years Involved with Residency Portfolio	14		
4		1	7.14
5		3	21.43
6		1	7.14
7		1	7.14
10		1	7.14
11		1	7.14
12		5	35.71
15		1	7.14

Student/Graduate Focus Groups

All students and graduates in the population were asked to participate in focus group interviews. Students and graduates were divided into two focus groups based upon program. Three students and four graduates participated in the Curriculum and Instruction focus group and three students and one graduate participated in the Leadership Studies focus group.

Personal Faculty Interviews

All faculty members with doctoral status who had served as a committee chair for at least one student who had completed the residency portfolio were asked to participate in personal interviews. Eight out of 13 faculty members agreed to be interviewed. Two faculty members were associated with both Curriculum and Instruction and Leadership Studies programs. Three

faculty members were associated with the Curriculum and Instruction program and three were associated with the Leadership Studies program.

MAJOR FINDINGS

Research Question 1: Program Goals

Research Question One asked "To what extent do participants believe the residency portfolio develops students' abilities related to the goals of the Ed.D. program?" In order to answer this question the survey, student focus groups, and individual faculty interviews were utilized. Twenty-one indicators related to the seven program goals were rated. All but three indicators had a mode of five (to a great extent). The other three were conduct effective qualitative research, conduct effective quantitative research, and contribute to the literature base through publication. All three had modes of four.

Table 7 Program Goal Ratings with Indicators

Program Goal Indicators	n	1	2	3	4	5	Mean	SD	Mode
Engage in reflective practice	123		1%	8%	20%	71%	4.61	0.67	5
Demonstrate effective written communication	123		2%	7%	26%	66%	4.56	0.69	5
Pursue professional opportunities to submit research to publication and present at conferences	122	1%	1%	7%	30%	62%	4.50	0.74	5
Practice scholarly writing in course work	124		2%	7%	31%	61%	4.50	0.70	5
Demonstrate effective verbal communication	123	1%	2%	8%	27%	63%	4.49	0.78	5
Engage in scholarship/	125		2%	11%	23%	63%	4.47	0.79	5

Program Goal Indicators	n	1	2	3	4	5	Mean	SD	Mode
research with a faculty member									
Think critically	120	1%	1%	8%	33%	58%	4.47	0.74	5
Collaborate effectively through activities such as course work, co-teaching, co-publishing, and/or co-presenting	125	1%	1%	10%	30%	58%	4.44	0.78	5
Present to professional organizations	122	1%	3%	11%	25%	62%	4.43	0.84	5
Meaningfully apply content from the program of study in practice	123		2%	12%	35%	50%	4.33	0.79	5
Put theory and learning experiences into practice within the discipline	122	1%	1%	16%	33%	50%	4.30	0.82	5
Pursue professional opportunities to engage in instructional practices	119	1%	3%	14%	31%	51%	4.29	0.87	5
Become an ethical researcher by effectively utilizing the IRB process	122	3%	3%	16%	23%	56%	4.25	1.02	5
Analyze and evaluate a diverse range of educational research/ literature	124		5%	15%	31%	49%	4.24	0.89	5
Use technology to facilitate effective communication	121		3%	19%	34%	45%	4.21	0.84	5
Conduct effective qualitative research	116	1%	4%	20%	39%	36%	4.05	0.90	4

Program Goal Indicators	n	1	2	3	4	5	Mean	SD	Mode
Take on a leadership role within the field	119	1%	6%	22%	33%	39%	4.03	0.96	5
Conduct effective quantitative research	121	2%	5%	19%	38%	36%	4.02	0.95	4
Demonstrate depth of understanding of a diverse range of major theories/ theorists	123	2%	5%	22%	34%	37%	4.01	0.97	5
Engage in scholarship/ research with fellow students	124	2%	4%	24%	34%	36%	3.99	0.96	5
Contribute to literature base through publication	123		3%	27%	37%	33%	3.99	0.85	4
Program Goal Total	2,564	1%	3%	14%	31%	52%	4.30	0.86	5

Scale: 1 = not at all; 3 = somewhat; 5 = to a great extent

Goal 1: Collaboration

Survey Findings. Across the three indicators of Goal 1: Collaboration (see Table 8), the

majority of participants selected 5 (to a great extent). Over 50% of participants selected to a

great extent for engage in scholarship/research with a faculty member (63%) and collaborate

effectively through activities such as course work, co-teaching, co-publishing, and/or co-

presenting (58%). Thirty-six percent of participants selected to a great extent related to engage

in scholarship/research with fellow students. Overall, the majority of participants (82%) offered

a response closer to "to a great extent" (4 or 5). Only 3% of participants offered a response

closer to "not at all" (1 or 2).

Table 8 Collaboration Goal Ratings

Collaboration Indicators	n	1	2	3	4	5	Mean	SD	Mode
Engage in scholarship/ research with a faculty member	125		2%	11%	23%	63%	4.47	0.79	5
Collaborate effectively through activities such as course work, co-teaching, co-publishing, and/or co-presenting	125	1%	1%	10%	30%	58%	4.44	0.78	5
Engage in scholarship/ research with fellow students	124	2%	4%	24%	34%	36%	3.99	0.96	5
Collaboration Total	374	1%	2%	15%	29%	53%	4.30	0.87	5

Scale: 1 = not at all; 3 = somewhat; 5 = to a great extent

Student Focus Groups. During focus group interviews, students/graduates were asked

whether the residency portfolio developed their abilities to collaborate, one of the program goals

of the Ed.D. program. All students/graduates participating confirmed that the portfolio process

developed their abilities to collaborate. They identified opportunities for collaboration with

faculty, with other students including the cohort for some, and with those outside of the program

(i.e., medical doctors, county school boards, teachers in the state, people at other colleges, and

members of the WV Department of Education). Students/graduates indicated that collaboration

with faculty resulted in an increase in their own confidence and the realization that they had

valuable information to contribute to projects. Some stated that their chairs treated them as peers

because of the collaborative nature of the portfolio process. One graduate commented, "…one of

the valuable things about the collaboration was that it really helped build my confidence.

[Previously] I was so intimidated [by the status of the professors]. I thought, 'I'm not at that

level.' Just as soon as I started working with other professionals it was like wow, I think I do

have a little bit of experience and knowledge to contribute." Examples of collaboration included: organizing the doctoral seminar, writing papers, working together during the research design course, and presenting at conferences.

Faculty Interviews. During faculty interviews, faculty were asked whether the residency portfolio developed students' abilities to collaborate, one of the program goals of the Ed.D. program. All interviewed faculty confirmed that the portfolio process developed students' abilities to collaborate. They cited this as one of the strengths of the residency portfolio. A faculty member involved in the creation and development of the residency portfolio stated that collaborative opportunities were intentionally provided because as a practitioners' degree, the Ed.D. program was intended to prepare students to work with others. "No one works in isolation." Students have many opportunities to collaborate with faculty during portfolio experiences as they co-teach, co-develop courses, co-write for publication, co-research, and co-present at conferences. There are also some opportunities to collaborate with fellow students during those experiences.

Some faculty pointed out that collaborative opportunities do or would exist outside of the framework of the residency portfolio as faculty members work with students in coursework and on research projects, but it would be less structured and less uniformly available to students. One faculty member pointed out a weakness of the collaborative piece of the residency portfolio stating that while students were involved in collaborative experiences, they were not studying collaborative theory or implementation strategies. The faculty member suggested that students should be able to discuss collaborative models and frame collaborative arrangements by the end of the portfolio, but at this point they are unable to do so. While shortcomings do exist, the

response was primarily positive regarding the residency portfolio's ability to develop students' collaborative skills.

Goal 2: Depth of Understanding

Survey Findings. Across the three indicators of Goal 2: Depth of Understanding (see Table 8), nearly half (46%) of participants selected 5 (to a great extent). Half of participants selected to a great extent for meaningfully apply content from the program of study in practice (50%). Less than half of participants selected to a great extent related to analyze and evaluate a diverse range of educational research/literature (49%) and demonstrate depth of understanding of a diverse range of major theories/theorists. Overall, the majority of participants (79%) offered a response closer to "to a great extent" (4 or 5). Only 5% of participants offered a response closer to "not at all" (1 or 2).

Table 9 Depth of Understanding Goal Ratings

Depth of Understanding Indicators	n	1	2	3	4	5	Mean	SD	Mode
Meaningfully apply content from the program of study in practice	123		2%	12%	35%	50%	4.33	0.79	5
Analyze and evaluate a diverse range of educational research/ literature	124		5%	15%	31%	49%	4.24	0.89	5
Demonstrate depth of understanding of a diverse range of major theories/ theorists	123	2%	5%	22%	34%	37%	4.01	0.97	5
Depth of Understanding Total	370	1%	4%	16%	33%	46%	4.19	0.89	5

Scale: 1 = not at all; 3 = somewhat; 5 = to a great extent

Student Focus Groups. During focus group interviews, students/graduates were asked whether the residency portfolio developed their depth of understanding, one of the program goals of the Ed.D. program. All students/graduates confirmed that working on the portfolio deepened their understanding of content material. They identified opportunities for expanding their depth of understanding through coursework, writing for publication, writing the reflective portfolio paper, and building and teaching courses. They stated that the residency portfolio held them to high academic expectations, increased their abilities to think critically, gave them confidence in what they know, helped them understand themselves as learners, made learning real as they put it into practice with portfolio activities, and offered scaffolding and a safe place for them to practice the new skills they were acquiring through the portfolio experiences. One graduate made the following statement regarding portfolio experiences and coursework:

> I liked some better than I liked others, and I felt like I learned a great deal more from some than I learned from others, but there is not one single course that I haven't used information from. And at the time that I had to talk about that during the portfolio [presentation] process, it wasn't as clear to me then as it is now [several years after graduation], and now I can see where I've used all those bits and pieces even from things that I didn't recognize as valuable at the time.

Faculty Interviews. During faculty interviews, faculty were asked whether the residency portfolio developed students' abilities to demonstrate their depth of understanding, one of the program goals of the Ed.D. program. The responses were varied regarding the portfolio process developed students' depth of understanding. While some faculty members said that the residency portfolio did achieve this goal, most noted that this was a weakness of the residency portfolio. In part, the design of the residency portfolio does not offer opportunities to

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demonstrate depth of understanding aside from the portfolio paper and presentation, but generally faculty felt that students' abilities to discuss theories and theorists was weak and/or not readily evident in the residency portfolio process. The assessment was made by one faculty member that the residency portfolio had more potential to address this goal than was being realized at the current time. One explained, "Frankly, [depth of understanding] is one of the places that we probably don't get as good a feel for from some students because they are focused on [what they did] as opposed to what they got out of it and the questions it raised for them…[the residency portfolio] certainly has the potential to do that and some students have handled it beautifully.' Suggestions for improvement included adding specific standards, changing the direction of the reflective paper to be more academic and centered around a student's cognitive growth and change during the program, and structuring portfolio presentation questions to pull out more discussion of theory. Two faculty members did say that this area has improved over time from the inception of the residency portfolio.

Goal 3: Reflection

Survey Findings. Across the three indicators of Goal 3: Reflection (see Table 10), more than half (60%) of participants selected 5 (to a great extent). More than half of participants selected to a great extent for engage in reflective practice (71%) and think critically (58%). Exactly half of participants selected to a great extent related to put theory and learning experience into practice within the discipline (50%). Overall, the majority of participants (88%) offered a response closer to "to a great extent" (4 or 5). Only 2% of participants offered a response closer to "not at all" (1 or 2).

Table 10 Reflection Goal Ratings

Reflection Indicators	n	1	2	3	4	5	Mean	SD	Mode
Engage in reflective practice	123		1%	8%	20%	71%	4.61	0.67	5
Think critically	120	1%	1%	8%	33%	58%	4.47	0.74	5
Put theory and learning experiences into practice within the discipline	122	1%	1%	16%	33%	50%	4.30	0.82	5
Reflection Total	365	1%	1%	10%	28%	60%	4.46	0.76	5

Scale: 1 = not at all; 3 = somewhat; 5 = to a great extent

Student Focus Groups. During focus group interviews, students/graduates were asked whether the residency portfolio developed their abilities to reflect, one of the program goals of the Ed.D. program. All students/graduates confirmed that the portfolio developed their abilities to reflect. They identified opportunities for reflection in course work, when writing the reflective paper, and when building the portfolio. Students stated that the portfolio process helped them to become "reflective practitioners," think about what they know, how to apply it, and how that knowledge changed them. They also stated that the portfolio process helped them to see themselves from other perspectives: part of the bigger picture and in the same way their peers and professors saw them. For these reasons, they stated that the portfolio process changed their self-perception and allowed them to value their experiences (work and academic) that brought them to the point of the portfolio defense. One graduate asserted,

> I had to learn reflection at a deeper level about myself because [in my field] you really reflect on what others are saying, but here [in the portfolio process] the focus is on you and what you brought to the table and how you've changed. And sometimes that's hard for people to talk about publicly.

Faculty Interviews. During faculty interviews, faculty were asked whether the residency portfolio developed students' abilities to reflect, one of the program goals of the Ed.D. program.

All faculty confirmed that the portfolio process developed students' abilities to reflect, but some took exception in the ways in which the reflection was performed. Faculty cited this as an area of the residency portfolio that needed clarification and improvement.

Several faculty members mentioned the reflective paper. One suggested that it should be renamed because it gives the impression that students should be reflecting on their personal experiences rather than their learning. Many added that the expectations of the reflective paper should be clearly defined and shifted in such a way that the reflection is on student learning rather than personal reflection. When discussing this topic nearly all faculty members said that the purpose should be to discuss the ways in which students' thinking was changed and academic and professional growth were achieved as a result of completion of the residency portfolio. Many mentioned that the expectations varied dependent upon who served as the student's chairman. One faculty member pointed out that reflection is a difficult skill to attain and another added that there are no opportunities to coach students through the reflective process leading up to the reflective paper. He/she stated, "We might need more [coaching] with the portfolio activities…after a student presents [at a conference], maybe they should complete a reflective activity and speak to the committee about it. It's not that [reflection] is weak. It's just not ever-present." Many faculty members mentioned that the reflective process has improved since inception but has room for more improvement as the goals are more clearly communicated both between faculty and to students.

Goal 4: Scholarship

Survey Findings. Across the three indicators of Goal 4: Scholarship (see Table 11), more than half (51%) of participants selected 5 (to a great extent). More than half of participants selected to a great extent for practice scholarly writing in course work (61%) and present to

professional organizations (62%). Less than half of participants (33%) selected to a great extent related to contribute to the literature base through publication. Overall, the majority of participants (82%) offered a response closer to "to a great extent" (4 or 5). Only 2% of participants offered a response closer to "not at all" (1 or 2).

Table 11 Scholarship Goal Ratings

Scholarship Indicators	n	1	2	3	4	5	Mean	SD	Mode
Practice scholarly writing in course work	124		2%	7%	31%	61%	4.50	0.70	5
Present to professional organizations	122	1%	3%	11%	25%	62%	4.43	0.84	5
Contribute to literature base through publication	123		3%	27%	37%	33%	3.99	0.85	4
Scholarship Total	369	0%	2%	15%	31%	51%	4.31	0.83	5

Scale: 1 = not at all; 3 = somewhat; 5 = to a great extent

Student Focus Groups. During focus group interviews, students/graduates were asked whether the residency portfolio developed their abilities to perform scholarly activities, one of the program goals of the Ed.D. program. All students/graduates confirmed that the portfolio developed their abilities to perform scholarly work. They identified that development as participation in scholarly work specifically through writing for publication and presenting at conferences. They cited the networking that went on during those endeavors with fellow doctoral students, faculty, and others they met at the conferences as a benefit they continued to experience years later. Many noted that the experiences were difficult and caused them to stretch beyond their comfort zones and the realm of class work expectations but went on to say that these experiences left them feeling proud of themselves and accomplished. The experiences also helped lower the affective filter as students were able to experience higher level scholarly

pursuits with the guidance of a faculty member and sometimes shared the experiences with other students. This allowed them to feel more confident when performing similar tasks in the future and/or on their own. Some students/graduates referenced the pride and fulfillment of scholarly duty by contributing to the body of literature. Several noted the excitement of having others cite their own work in studies. One student said that the emphasis the portfolio places on scholarship caused him to hold his own writing and the writings he reads from others to a higher standard. The experiences have made him a more critical researcher and he has the desire to perform to a higher standard. He went on to say that these experiences and that internal shift would not have happened without the push from the portfolio requirements.

Faculty Interviews. During faculty interviews, faculty were asked whether the residency portfolio developed students' scholarship abilities, one of the program goals of the Ed.D. program. All faculty confirmed that the portfolio process developed students' abilities in the realm of scholarship. Faculty cited this as strength of the residency portfolio. Faculty cited the portfolio experiences as the means by which students develop their scholarship. Students are asked to work with faculty members to teach, develop courses, present at conferences, and write for publication. These are scholarly activities and an integral part of the residency portfolio. One faculty member suggested that this is the strongest area of the residency portfolio because it is the one in which the expectations are most clearly communicated. All of the faculty mentioned that students' experiences in scholarship vary based upon the student's chairman, indicating that the faculty member's dedication to scholarship influences the activities he/she can share with students. One faculty member went on to assert that the individual student's approach to the process and his/her background would make an impact in what he/she got from the experience. This faculty member went on to say that those previously involved in higher

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education may be predisposed to benefit more from this experience than those in a K-12 position because they are already expected to perform these types of scholarly activities.

Goal 5: Communication

Survey Findings. Across the three indicators of Goal 5: Communication (see Table 12), over half (58%) of participants selected 5 (to a great extent). More than half of participants selected to a great extent for demonstrate effective written communication (66%) and demonstrate effective verbal communication (63%). Less than half of participants (45%) selected to a great extent related to use technology to facilitate effective communication. Overall, the majority of participants (87%) offered a response closer to "to a great extent" (4 or 5). Only 2% of participants offered a response closer to "not at all" (1 or 2).

Table 12 Communication Goal Ratings

Communication Indicators	n	1	2	3	4	5	Mean	SD	Mode
Demonstrate effective written communication	123		2%	7%	26%	66%	4.56	0.69	5
Demonstrate effective verbal communication	123	1%	2%	8%	27%	63%	4.49	0.78	5
Use technology to facilitate effective communication	121		3%	19%	34%	45%	4.21	0.84	5
Communication Total	367	0%	2%	11%	29%	58%	4.42	0.78	5

Scale: 1 = not at all; 3 = somewhat; 5 = to a great extent

Student Focus Groups. During focus group interviews, students/graduates were asked whether the residency portfolio developed their abilities to communicate in written and spoken forms, one of the program goals of the Ed.D. program. All students confirmed that the portfolio developed their abilities to communicate effectively. They identified that development in several ways including those that benefitted them in their careers, helped them write for publication, and

helped them speak for presentations. Some specific examples of these developments included becoming effective communicators via email, learning to give and receive constructive criticism well, learning to write rubrics and course content effectively, writing in a more scholarly manner that served them in their careers, writing in ways that were appropriate when working with adult learners, and gaining confidence in speaking and writing for peers in the academic field. With regard to working online with adult learners specifically, one graduate stated, "[The portfolio experience] gave me good practice being very succinct about my feedback: what needed to be improved, and what [students] were doing well. Because I'm an encourager [by nature as an elementary teacher], so I had to find a way to do that effectively with adult learners."

Faculty Interviews. During faculty interviews, faculty were asked whether the residency portfolio developed students' oral and written communication skill, one of the program goals of the Ed.D. program. All faculty confirmed that the portfolio process developed students' oral and written communication skills. Faculty cited this as strength of the residency portfolio because opportunities for oral and written communication exist within the structure of the portfolio process.

Many faculty cited the portfolio experiences as opportunities for students to develop oral and written communication skills: co-teaching, co-developing courses, co-writing for publication, co-researching, and co-presenting at conferences. Some faculty indicated that these skills were not developed enough through the residency portfolio or that they were not developed evenly for all students because students work with different chairmen and on different projects. Not all students write, present, teach, etc., so some may miss out on opportunities to develop oral and written communication skills in ways that other students do based upon their choice of residency portfolio activities. One faculty member discussed the ways in which the writing

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component had been integrated into the residency portfolio and coursework in recent years and

sees improvement in this area. Another faculty member mentioned that oral and written

communication skills attained during the residency portfolio prepare students for the work of the

dissertation.

Goal 6: Ethical Research

Survey Findings. Across the three indicators of Goal 6: Ethical Research (see Table 13),

less than half (43%) of participants selected 5 (to a great extent). More than half of participants

(56%) selected to a great extent for become an ethical researcher by effectively utilizing the IRB

process. Less than half of participants selected to a great extent related to conduct effective

qualitative research (36%) and conduct effective quantitative research (36%). Overall, the

majority of participants (76%) offered a response closer to "to a great extent" (4 or 5). Only 6%

of participants offered a response closer to "not at all" (1 or 2).

Table 13 Ethical Research Goal Ratings

Research Indicators	n	1	2	3	4	5	Mean	SD	Mode
Become an ethical researcher by effectively utilizing the IRB process	122	3%	3%	16%	23%	56%	4.25	1.02	5
Conduct effective qualitative research	116	1%	4%	20%	39%	36%	4.05	0.90	4
Conduct effective quantitative research	121	2%	5%	19%	38%	36%	4.02	0.95	4
Research Total	359	2%	4%	18%	33%	43%	4.11	0.97	5

Scale: 1 = not at all; 3 = somewhat; 5 = to a great extent

Student Focus Groups. During focus group interviews, students were asked whether the

residency portfolio developed their abilities to perform ethical research, one of the program goals

of the Ed.D. program. All students confirmed that the portfolio developed their abilities to

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perform ethical research. They identified that development as participating in course-based research projects, learning about or completing an application through the IRB, and working with faculty on research projects. One graduate said, "It's definitely made me more aware of where ideas come from, how we can generate our own, and when to give credit to previous people."

Faculty Interviews. During faculty interviews, faculty were asked whether the residency portfolio developed students' abilities as ethical researchers, one of the program goals of the Ed.D. program. Some faculty confirmed that the portfolio process developed students' ethical research skills. Others felt that the residency portfolio either did not address this goal or did not address it as fully as it could have. Many faculty members cited exposure to the IRB process through coursework, research, and the CITI training course as steps students take towards becoming ethical researchers. Some mentioned that depending upon a student's chairman and the portfolio experiences he/she chooses, the student may or may not have much experience with the IRB process and research ethics in general. It is important to point out that no faculty mentioned a shortcoming in this area to mean that students were utilizing unethical research practices, simply that students may not have as much exposure to ethical research and discussions as they should. One faculty member said, "One of the things I think is a problem when we rely too much on just thinking of IRB as ethics is that we don't think about things like how accurate our findings are, how balanced our reporting is, to what extent is our report doing harm rather than good. And those kind of things are also very important ethical issues, especially in qualitative research." More than one suggested that requiring a research project that included IRB approval would strengthen the residency portfolio. Regarding CITI training

and experience with the IRB process, one faculty lamented, "I think our intent was good. I think the expectation is there. I'm not sure it's always met."

Goal 7: Practitioner Skills

Survey Findings. Across the three indicators of Goal 7: Practitioner Skills (see Table 14), more than half (51%) of participants selected 5 (to a great extent). More than half of participants selected to a great extent for pursue professional opportunities to submit research for publication and present at conferences (62%) and pursue professional opportunities to engage in instructional practices (51%). Less than half of participants (39%) selected to a great extent related to take on a leadership role within the field. Overall, the majority of participants (82%) offered a response closer to "to a great extent" (4 or 5). Only 4% of participants offered a response closer to "not at all" (1 or 2).

Table 14 Practitioner Skills Goal Ratings

Practitioner Skills Indicators	n	1	2	3	4	5	Mean	SD	Mode
Pursue professional opportunities to submit research to publication and present at conferences	122	1%	1%	7%	30%	62%	4.50	0.74	5
Pursue professional opportunities to engage in instructional practices	119	1%	3%	14%	31%	51%	4.29	0.87	5
Take on a leadership role within the field	119	1%	6%	22%	33%	39%	4.03	0.96	5
Practitioner Skills Total	360	1%	3%	14%	31%	51%	4.28	0.88	5

Scale: 1 = not at all; 3 = somewhat; 5 = to a great extent

Student Focus Groups. During focus group interviews, students/graduates were asked whether the residency portfolio developed their practitioner skills, one of the program goals of the Ed.D. program. All students/graduates confirmed that the portfolio developed their practitioner skills. They identified that development by saying that the portfolio and its associated experiences helped them become more marketable and better able to perform at current and future jobs. Students and graduates cited improved communication skills, shifts of mindset, increased depth of reflection, and more substantial vitas as ways in which the portfolio made them better prepared for work experiences. One stated that her experiences helped her tie together learning in a more holistic way and made her comfortable and aware of the need to reference literature when evaluating programs and processes in her career. Another asserted that her portfolio experiences made her a more desirable candidate and led to her hire at her current position. This graduate stated,

> What made me marketable was the online piece [that I gained through the portfolio process]…Being able to say to a group of people interviewing me, 'Yes, I've built online classes before and I've taught them. Here's what I learned about what to do and not to do.' And that's what got my foot in the door: all the things that I did [while] building those artifacts [for the portfolio].

Faculty Interviews. During faculty interviews, faculty were asked whether the residency portfolio developed students' practitioner skills, one of the program goals of the Ed.D. program. All faculty confirmed that the portfolio process developed students' abilities as educational practitioners. Faculty cited this as a strength of the residency portfolio because opportunities to participate in activities associated with practitioners such as teaching, course development, presenting at conferences, researching, and writing for publication.

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Several faculty members pointed out that the degree to which the residency portfolio prepared a student to be a practitioner depended upon the type of practitioner a students intended to become. The residency portfolio elements that most closely align with practitioner skills are tied to higher education practitioners more so than those in K-12 positions. The expectations closely align with activities one would perform as a part of the tenure process.

One faculty member explained that this goal was deeply engrained in the Ed.D. program because it was designed to be a practitioner's degree. Another mentioned that it was much more impactful to tell prospective employers that a student has completed portfolio experiences like teaching, writing for publication, researching, presenting at conferences, and developing courses than it would be to mention the score a student received on a comprehensive examination. It was also mentioned by more than one faculty member that the residency portfolio exposes students to practitioner skills and gives them some preliminary experience completing various activities but may not produce students who are prepared and competent enough to perform these tasks on their own.

Summary of Program Goals

When indicators were combined to reveal how program goals rated, the results indicated that all program goals were met to a great extent by the residency portfolio as indicated by modes of 5 for each goal (see Table 15). In order from the greatest degree to which the residency portfolio developed students' abilities to the least as indicated by means, the goals are: reflection (4.46), communication (4.42), scholarship (4.31), collaboration (4.30), practitioner skills (4.28), depth of understanding (4.19), and ethical research (4.11).

Table 15 Program Goal Ratings

Program Goal	n	1	2	3	4	5	Mean	SD	Mode
Reflection	365	1%	1%	10%	28%	60%	4.46	0.76	5
Communication	367	0%	2%	11%	29%	58%	4.42	0.78	5
Scholarship	369	0%	2%	15%	31%	51%	4.31	0.83	5
Collaboration	374	1%	2%	15%	29%	53%	4.30	0.87	5
Practitioner Skills	360	1%	3%	14%	31%	51%	4.28	0.88	5
Depth of Understanding	370	1%	4%	16%	33%	46%	4.19	0.89	5
Ethical Research	359	2%	4%	18%	33%	43%	4.11	0.97	5
Program Goal Total	2,564	1%	3%	14%	31%	52%	4.30	0.86	5

Scale: 1 = not at all; 3 = somewhat; 5 = to a great extent

Student/Graduate focus groups and faculty interviews confirmed survey findings and offered further explanations and examples from their own personal experiences. One faculty member explained the importance of the professional skills, collaboration, and written/verbal skills when he/she said, "[The residency portfolio] is a way to get practical experience for the candidate…so [they] have the experience of what a Doctor of Education would do: make presentations, write articles, work with colleagues, and create courses." Another faculty member expanded the idea of collaboration in the residency portfolio to include collaboration among faculty as well by saying that faculty members have more reasons to collaborate because the residency portfolio allows them to work with the same students on different projects so they are more familiar with each other's work and more likely to collaborate, both to help students and themselves. Other faculty members echoed the positive impact the residency portfolio had on the culture of the doctoral program and faculty relationship. Students/Graduates mirrored similar sentiments when recounting the ways in which the portfolio gave them experiences that prepared them for future employment, increased their confidence in written and verbal skills, and allowed

them to participate in experiences with faculty members that they will later be asked to perform independently as practitioners.

Research Question 2: Differences Based on Demographics

Research Question Two asked "Using selected demographic variables (e.g. program, participant's role), what, if any, are the differences in participants' perceptions of the degree to which the residency portfolio is currently demonstrating each program goal?" In order to answer this question, ratings given to each program indicator on the *Stephens Residency Portfolio Survey* were statistically compared based on demographic variables using t-tests and ANOVA.

Sex

In the *Stephens Residency Portfolio Survey*, students, graduates, and faculty were asked to indicate their sex. An independent samples t-test (Table 16) was performed. This test did not reveal any significant differences at p<.05.

Table 16 Males vs. Females t-Test

Program Goals	Males (n = 31) M	SD	Females (n = 94) M	SD	p
Collaborate effectively through activities such as course work, co-teaching, co-publishing and/or co-presenting	4.48	.68	4.43	.81	.718
Engage in scholarship/ research with a faculty mentor	4.55	.68	4.45	.82	.536
Engage in scholarship/ research with fellow students	4.06	.77	3.97	1.02	.628
Meaningfully apply content from the program of study in practice	4.42	.76	4.30	.79	.483
Analyze and evaluate a diverse range of educational research/literature	4.16	.86	4.27	.90	.561
Demonstrate depth of understanding of a diverse range of major theories/theorists	4.30	.79	3.91	1.01	.058
Engage in reflective practice	4.53	.73	4.63	.66	.477
Think critically	4.38	.78	4.49	.74	.470
Put theory and learning experiences into practice within the discipline	4.26	.77	4.32	.84	.725
Practice scholarly writing in course work	4.39	.84	4.54	.65	.305
Present to professional organizations	4.53	.63	4.40	.90	.462
Contribute to literature base through publication	4.00	.77	3.99	.88	.951
Demonstrate effective verbal communication	4.67	.48	4.43	.85	.151

Program Goals	Males (n = 31)		Females (n = 94)		p
	M	SD	M	SD	
Demonstrate effective written communication	4.63	.67	4.54	.70	.512
Use technology to facilitate effective communication	4.29	.81	4.18	.85	.570
Conduct effective qualitative research	4.19	.74	4.01	.95	.383
Conduct effective quantitative research	4.10	.80	4.00	1.00	.620
Become an ethical researcher by effectively utilizing the IRB process	4.30	.84	4.24	1.08	.779
Pursue professional opportunities to submit research to publications and present at conferences	4.39	.67	4.54	.76	.328
Pursue professional opportunities to engage in instructional practices	4.31	.81	4.29	.89	.908
Take on a leadership role within the field	4.00	.90	4.03	.98	.875

*p<.05   Scale: 1 = not at all; 3 = somewhat; 5 = to a great extent

Age

In the *Stephens Residency Portfolio Survey*, faculty, graduates, and students were asked to indicate their ages. Four options were available: less than 34, 35-44, 45-54, 55 or older. A one-way analysis of variance was performed and revealed a significant differences at p<.05 for one indicator: take on a leadership role within the field (0.018).

Table 17 Participants by Age ANOVA

Program Goals	< 34 Years (n = 13)		35-44 Years (n = 42)		45-54 Years (n = 46)		55+ Years (n= 31)		p
	M	SD	M	SD	M	SD	M	SD	
Collaborate effectively through activities such as course work, co-teaching, co-publishing and/or co-presenting	4.42	.51	4.50	.85	4.40	.82	4.43	.73	.943
Engage in scholarship/ research with a faculty mentor	4.25	.62	4.55	.81	4.44	.85	4.50	.73	.701
Engage in scholarship/ research with fellow students	3.92	.67	4.28	.85	3.77	1.13	3.97	.87	.113
Meaningfully apply content from the program of study in practice	4.00	.60	4.35	.86	4.35	.81	4.43	.69	.461

Program Goals	< 34 Years (n = 13)		35-44 Years (n = 42)		45-54 Years (n = 46)		55+ Years (n= 31)		p
	M	SD	M	SD	M	SD	M	SD	
Analyze and evaluate a diverse range of educational research/literature	4.25	.75	4.33	.97	4.16	.90	4.24	.83	.877
Demonstrate depth of understanding of a diverse range of major theories/theorists	3.83	1.11	4.10	1.05	3.83	.88	4.20	.92	.352
Engage in reflective practice	4.33	.78	4.72	.56	4.64	.69	4.53	.73	.321
Think critically	4.45	.69	4.51	.82	4.50	.67	4.36	.78	.842
Put theory and learning experiences into practice within the discipline	4.25	.62	4.33	.89	4.24	.83	4.38	.82	.912
Practice scholarly writing in course work	4.42	.51	4.58	.71	4.43	.70	4.53	.78	.776
Present to professional organizations	4.18	1.17	4.44	.85	4.38	.88	4.60	.62	.515
Contribute to literature base through publication	4.00	.60	4.13	.92	3.90	.88	3.93	.83	.671
Demonstrate effective verbal communication	4.18	.75	4.53	.78	4.43	.91	4.63	.56	.388
Demonstrate effective written communication	4.27	.79	4.60	.71	4.57	.67	4.60	.67	.548
Use technology to facilitate effective communication	4.00	.63	4.34	.91	4.07	.87	4.30	.75	.374
Conduct effective qualitative research	4.00	.77	4.22	.95	3.95	.99	4.00	.75	.608
Conduct effective quantitative research	4.00	.77	4.28	.91	3.81	1.06	4.00	.86	.177
Become an ethical researcher by effectively utilizing the IRB process	4.08	1.16	4.37	.82	4.17	1.15	4.30	1.06	.764
Pursue professional opportunities to submit research to publications and present at conferences	4.42	.67	4.53	.73	4.48	.83	4.53	.68	.960
Pursue professional opportunities to engage in instructional practices	4.33	.65	4.47	.69	4.14	.98	4.26	.98	.399
Take on a leadership role within the field	4.17	.72	4.37	.82	3.70	1.02	3.97	1.02	.018*

*p<.05   Scale: 1 = not at all; 3 = somewhat; 5 = to a great extent

A post-hoc analysis of ages was run using Tukey's HSD to compare each age category (Table 18). This revealed that the significant difference in opinions between ages occurred between individuals 35 to 44 years of age compared to those 45 to 54 years of age. The 35 to 44 year olds offered ratings that were significantly higher (4.37 compared to 3.70) when considering their opportunities to take on a leadership role within the field.

Table 18 Post-Hoc Analysis of Participant by Age

Take on a leadership role within the field	M	SD	*p*
<34 Years	4.17	.72	
35-44 Years	4.37	.82	.914
45-54 Years	3.70	1.02	.428
55 or older	3.97	1.02	.923
35-44 Years	4.37	.82	
45-54 Years	3.70	1.02	.011*
55 or older	3.97	1.02	.301
45-54 Years	3.70	1.02	
55 or older	3.97	1.02	.648

*p< .05

Program: Curriculum and Instruction vs. Leadership Studies

In the *Stephens Residency Portfolio Survey*, faculty, graduates, and students were asked to indicate their program of study within the Ed.D. Two options were available: curriculum & instruction and leadership studies. An independent samples t-test (Table 19) was performed. This test revealed significant differences at p<.05 for five indicators: think critically (0.007), put theory and learning experiences into practice within the discipline (0.043), present to professional organizations (0.003), demonstrate effective verbal communication (0.040), and use technology to facilitate effective communication (0.014). In all instances, regardless of significant differences, those involved in the curriculum & instruction program ranked the portfolio indicators higher than those involved in the leadership studies program.

Table 19 Curriculum and Instruction vs. Leadership Studies t-Test

Program Goals	C&I (n = 70)		LS (n = 55)		p
	M	SD	M	SD	
Collaborate effectively through activities such as course work, co-teaching, co-publishing and/or co-presenting	4.50	.72	4.36	.85	.332
Engage in scholarship/ research with a faculty mentor	4.57	.73	4.35	.84	.112
Engage in scholarship/ research with fellow students	4.13	.87	3.81	1.05	.071
Meaningfully apply content from the program of study in practice	4.36	.79	4.30	.79	.646
Analyze and evaluate a diverse range of educational research/literature	4.38	.84	4.07	.92	.058
Demonstrate depth of understanding of a diverse range of major theories/theorists	4.16	.96	3.81	.95	.050
Engage in reflective practice	4.70	.65	4.50	.69	.110
Think critically	4.63	.67	4.26	.79	.007*
Put theory and learning experiences into practice within the discipline	4.43	.72	4.13	.92	.043*
Practice scholarly writing in course work	4.61	.69	4.36	.70	.054
Present to professional organizations	4.63	.77	4.19	.87	.003*
Contribute to literature base through publication	4.09	.86	3.88	.84	.165
Demonstrate effective verbal communication	4.62	.71	4.33	.84	.040*
Demonstrate effective written communication	4.66	.64	4.44	.74	.072
Use technology to facilitate effective communication	4.37	.76	4.00	.89	.014*
Conduct effective qualitative research	4.12	.93	3.96	.87	.339
Conduct effective quantitative research	4.09	.98	3.94	.92	.407
Become an ethical researcher by effectively utilizing the IRB process	4.28	1.17	4.22	.82	.761
Pursue professional opportunities to submit research to publications and present at conferences	4.56	.76	4.43	.72	.327
Pursue professional opportunities to engage in instructional practices	4.36	.93	4.21	.78	.362
Take on a leadership role within the field	4.07	.99	3.96	.93	.526

*p<.05   Scale: 1 = not at all; 3 = somewhat; 5 = to a great extent

Role: Student/Graduate vs. Faculty

In the *Stephens Residency Portfolio Survey*, faculty, graduates, and students were asked to indicate their role within the Ed.D. program. Three options were available: student, graduate, and faculty. A one-way analysis of variance test was performed and no significant differences were revealed. Categories were then collapsed to represent all students (current and graduated) compared to faculty. An independent samples t-test (Table 20) was performed. This test revealed significant differences at $p<.05$ for two indicators: think critically (0.034) and present to professional organizations (0.046). Responses of students/graduates (4.52) were significantly higher than faculty (4.07) related to thinking critically. Responses of faculty (4.86) were significantly higher than students/graduates (4.38) related to presenting to professional organizations.

Table 20 Student/Graduate vs. Faculty t-Test

Program Goals	Student/Graduate (n = 111)		Faculty (n = 14)		*p*
	M	SD	M	SD	
Collaborate effectively through activities such as course work, co-teaching, co-publishing and/or co-presenting	4.40	.79	4.79	.58	.077
Engage in scholarship/ research with a faculty mentor	4.44	.81	4.71	.61	.224
Engage in scholarship/ research with fellow students	3.96	.97	4.21	.89	.359
Meaningfully apply content from the program of study in practice	4.33	.79	4.33	.78	1.000
Analyze and evaluate a diverse range of educational research/literature	4.28	.87	3.92	1.04	.172
Demonstrate depth of understanding of a diverse range of major theories/theorists	4.02	.97	3.93	1.00	.746
Engage in reflective practice	4.63	.65	4.43	.85	.286
Think critically	4.52	.72	4.07	.83	.034*
Put theory and learning experiences into practice within the discipline	4.31	.82	4.23	.83	.738

Program Goals	Student/ Graduate (n = 111)		Faculty (n = 14)		*p*
	M	SD	M	SD	
Practice scholarly writing in course work	4.52	.67	4.36	.93	.423
Present to professional organizations	4.38	.87	4.86	.36	.046*
Contribute to literature base through publication	4.01	.86	3.86	.86	.533
Demonstrate effective verbal communication	4.47	.81	4.64	.50	.433
Demonstrate effective written communication	4.59	.67	4.36	.84	.243
Use technology to facilitate effective communication	4.19	.85	4.36	.74	.476
Conduct effective qualitative research	4.04	.91	4.17	.83	.643
Conduct effective quantitative research	4.04	.96	3.93	.92	.690
Become an ethical researcher by effectively utilizing the IRB process	4.23	1.05	4.43	.85	.501
Pursue professional opportunities to submit research to publications and present at conferences	4.50	.74	4.50	.76	1.000
Pursue professional opportunities to engage in instructional practices	4.29	.85	4.33	1.07	.870
Take on a leadership role within the field	4.08	.95	3.62	.96	.103

*p<.05   Scale: 1 = not at all; 3 = somewhat; 5 = to a great extent

Cohort

In the *Stephens Residency Portfolio Survey*, graduates and students were asked to

indicate whether or not they participated in a cohort within the Ed.D. program. An independent

samples t-test (Table 21) was performed. This test revealed significant differences at p<.05 for

two indicators: demonstrate depth of understanding of a diverse range of major theories/theorists

(0.004) and take on a leadership role within the field (0.020). Cohort members offered higher

ratings than non-cohort members when considering the extent to which the residency portfolio

allowed them to demonstrate depth of understanding of a diverse range of major

theories/theorists (4.48 compared to 3.87) and related to taking on a leadership role in the field

(4.46 compared to 3.96).

Table 21 Cohort vs. Non-Cohort Student/Graduate t-Test

Program Goals	Cohort (n = 27)		Non-Cohort (n = 81)		p
	M	SD	M	SD	
Collaborate effectively through activities such as course work, co-teaching, co-publishing and/or co-presenting	4.56	.58	4.36	.86	.267
Engage in scholarship/ research with a faculty mentor	4.52	.70	4.43	.84	.630
Engage in scholarship/ research with fellow students	3.93	.83	3.96	1.02	.865
Meaningfully apply content from the program of study in practice	4.37	.74	4.33	.81	.833
Analyze and evaluate a diverse range of educational research/literature	4.52	.75	4.21	.89	.109
Demonstrate depth of understanding of a diverse range of major theories/theorists	4.48	.75	3.87	.99	.004*
Engage in reflective practice	4.63	.63	4.63	.66	.982
Think critically	4.58	.58	4.48	.77	.561
Put theory and learning experiences into practice within the discipline	4.48	.64	4.25	.87	.214
Practice scholarly writing in course work	4.63	.63	4.46	.69	.270
Present to professional organizations	4.44	.93	4.37	.85	.711
Contribute to literature base through publication	4.15	.77	3.95	.88	.297
Demonstrate effective verbal communication	4.67	.55	4.41	.88	.153
Demonstrate effective written communication	4.70	.54	4.54	.71	.291
Use technology to facilitate effective communication	4.37	.69	4.14	.90	.234
Conduct effective qualitative research	4.19	.74	4.01	.97	.403
Conduct effective quantitative research	4.22	.75	3.97	1.02	.249
Become an ethical researcher by effectively utilizing the IRB process	4.37	.97	4.17	1.09	.390
Pursue professional opportunities to submit research to publications and present at conferences	4.59	.57	4.47	.80	.482

Program Goals	Cohort (n = 27)		Non-Cohort (n = 81)		p
	M	SD	M	SD	
Pursue professional opportunities to engage in instructional practices	4.46	.58	4.25	.91	.277
Take on a leadership role within the field	4.46	.81	3.96	.97	.020*

*p<.05   Scale: 1 = not at all; 3 = somewhat; 5 = to a great extent

Stage in Program

In the *Stephens Residency Portfolio Survey*, graduates and students were asked to indicate their current stage of completion in the residency portfolio process. Six options were available. The first three categories identified those who had not completed the portfolio: began coursework, but no portfolio components; began coursework and portfolio components, but have not completed the portfolio defense; and completed coursework, but still working on portfolio components. The remaining three categories identified those who had completed the portfolio: completed coursework and portfolio defense—admitted to candidacy; working on prospectus/dissertation; graduated program—attained Ed.D. degree. A one-way analysis of variance test was performed with all six options and revealed no significant differences at p<.05. Categories were collapsed into the two categories, students who were not finished with the portfolio and those who had finished the portfolio, and an independent samples t-test (Table 22) was performed. This test also did not reveal any significant differences at p<.05.

Table 22 Student/Graduate Pre-Portfolio vs. Post-Portfolio t-Test

Program Goals	Pre-Portfolio (n = 29)		Post-Portfolio (n = 82)		p
	M	SD	M	SD	
Collaborate effectively through activities such as course work, co-teaching, co-publishing and/or co-presenting	4.55	.69	4.34	.82	.219
Engage in scholarship/ research with a faculty mentor	4.52	.69	4.41	.85	.558
Engage in scholarship/ research with fellow students	4.24	.83	3.86	1.00	.071

Program Goals	Pre-Portfolio (n = 29)		Post-Portfolio (n = 82)		p
	M	SD	M	SD	
Meaningfully apply content from the program of study in practice	4.28	.70	4.35	.82	.651
Analyze and evaluate a diverse range of educational research/literature	4.41	.82	4.23	.88	.332
Demonstrate depth of understanding of a diverse range of major theories/theorists	3.89	.97	4.06	.97	.427
Engage in reflective practice	4.59	.64	4.65	.65	.710
Think critically	4.54	.65	4.51	.75	.874
Put theory and learning experiences into practice within the discipline	4.36	.68	4.30	.87	.738
Practice scholarly writing in course work	4.57	.57	4.50	.71	.630
Present to professional organizations	4.41	.93	4.37	.86	.850
Contribute to literature base through publication	4.07	.83	3.99	.87	.652
Demonstrate effective verbal communication	4.54	.64	4.44	.87	.610
Demonstrate effective written communication	4.61	.63	4.58	.69	.856
Use technology to facilitate effective communication	4.44	.75	4.10	.87	.068
Conduct effective qualitative research	4.19	.75	3.99	.96	.323
Conduct effective quantitative research	4.14	.76	4.00	1.03	.502
Become an ethical researcher by effectively utilizing the IRB process	4.44	.75	4.16	1.12	.224
Pursue professional opportunities to submit research to publications and present at conferences	4.59	.64	4.47	.78	.457
Pursue professional opportunities to engage in instructional practices	4.46	.71	4.23	.88	.236
Take on a leadership role within the field	4.40	.82	3.98	.97	.051

*p<.05   Scale: 1 = not at all; 3 = somewhat; 5 = to a great extent

Completion Year

In the *Stephens Residency Portfolio Survey*, graduates and students were asked to indicate the year in which they completed or planned to complete their portfolios. Fourteen options were given and a one-way-analysis was performed which revealed no significant differences. To increase cell sizes, categories were collapsed into two options: 2004-2010 and 2011-2018. An independent samples t-test (Table 23) was performed. This test revealed significant differences

at p<.05 for one indicator: put theory and learning experiences into practice within the discipline

(0.033) with the 2004-2010 group (4.67) offering responses that were significantly higher than

the 2011-2018 group (4.24).

Table 23 Student/Graduate Completers 2004-2010 vs. 2011-2018 t-Test

	2004-2010 (n = 21)		2011-2018 (n = 85)		*P*
Program Goals	M	SD	M	SD	
Collaborate effectively through activities such as course work, co-teaching, co-publishing and/or co-presenting	4.52	.60	4.36	.83	.411
Engage in scholarship/ research with a faculty mentor	4.57	.75	4.40	.82	.385
Engage in scholarship/ research with fellow students	4.05	1.05	3.95	.94	.685
Meaningfully apply content from the program of study in practice	4.52	.68	4.32	.80	.282
Analyze and evaluate a diverse range of educational research/literature	4.29	.85	4.31	.85	.922
Demonstrate depth of understanding of a diverse range of major theories/theorists	4.19	.87	4.00	.99	.424
Engage in reflective practice	4.67	.73	4.64	.61	.879
Think critically	4.57	.68	4.51	.73	.711
Put theory and learning experiences into practice within the discipline	4.67	.48	4.24	.87	.033*
Practice scholarly writing in course work	4.57	.68	4.50	.69	.669
Present to professional organizations	4.57	.68	4.35	.89	.300
Contribute to literature base through publication	4.14	.79	3.95	.87	.362
Demonstrate effective verbal communication	4.62	.59	4.45	.86	.385
Demonstrate effective written communication	4.62	.50	4.57	.72	.752
Use technology to facilitate effective communication	4.33	.73	4.18	.88	.471
Conduct effective qualitative research	3.95	1.03	4.06	.90	.628
Conduct effective quantitative research	3.95	1.08	4.11	.90	.499
Become an ethical researcher by effectively utilizing the IRB process	4.19	1.17	4.22	1.04	.912
Pursue professional opportunities to submit research to publications and present at conferences	4.57	.60	4.49	.77	.646

Program Goals	2004-2010 (n = 21)		2011-2018 (n = 85)		P
	M	SD	M	SD	
Pursue professional opportunities to engage in instructional practices	4.35	.93	4.29	.82	.786
Take on a leadership role within the field	4.10	.94	4.06	.97	.890

*p<.05   Scale: 1 = not at all; 3 = somewhat; 5 = to a great extent

Vocation

In the *Stephens Residency Portfolio Survey*, graduates and students were asked to indicate

their vocation. Seven options were offered. The first two indicated that the respondent was

involved in K-12 education: K-12 instructor or K-12 administrator. The next two indicated that

the respondent was involved with higher education: higher education instructor or higher

education administrator. Two others indicated that respondents were involved in the

professional sector: other educational agency or professional sector. Finally, unemployed and

other were given as options. A one-way analysis of variance test was performed with all seven

options and revealed no significant differences at p<.05. Options were collapsed into the three

categories of K-12 education, higher education, and other professional pursuits and another one-

way analysis of variance test was performed (Table 24). This test also did not reveal any

significant differences at p<.05.

Table 24 Student/Graduate Vocation: K-12 Education vs. Higher Education vs. Other Professional ANOVA

Program Goals	K-12 Education (n = 36)		Higher Education (n = 53)		Other Professional (n = 14)		p
	M	SD	M	SD	M	SD	
Collaborate effectively through activities such as course work, co-teaching, co-publishing and/or co-presenting	4.39	.80	4.34	.83	4.43	.76	.920
Engage in scholarship/ research with a faculty mentor	4.50	.85	4.45	.75	4.14	.95	.360

Program Goals	K-12 Education (n = 36)		Higher Education (n = 53)		Other Professional (n = 14)		
	M	SD	M	SD	M	SD	p
Engage in scholarship/ research with fellow students	4.06	.83	3.79	1.07	3.93	.92	.448
Meaningfully apply content from the program of study in practice	4.25	.87	4.32	.78	4.50	.65	.612
Analyze and evaluate a diverse range of educational research/literature	4.47	.77	4.15	.93	4.14	.86	.203
Demonstrate depth of understanding of a diverse range of major theories/theorists	4.17	.85	3.76	1.07	4.21	.80	.099
Engage in reflective practice	4.56	.61	4.59	.73	4.79	.58	.535
Think critically	4.50	.62	4.44	.84	4.64	.63	.661
Put theory and learning experiences into practice within the discipline	4.33	.79	4.29	.85	4.15	.90	.802
Practice scholarly writing in course work	4.58	.60	4.42	.75	4.50	.65	.563
Present to professional organizations	4.37	.97	4.27	.87	4.57	.76	.540
Contribute to literature base through publication	4.11	.78	3.88	.86	3.86	.95	.415
Demonstrate effective verbal communication	4.54	.85	4.29	.85	4.71	.61	.150
Demonstrate effective written communication	4.57	.74	4.48	.70	4.79	.43	.333
Use technology to facilitate effective communication	4.29	.83	4.02	.86	4.23	.93	.343
Conduct effective qualitative research	4.00	.80	3.87	.99	4.36	.84	.219
Conduct effective quantitative research	4.03	.86	3.90	1.06	4.29	.83	.413
Become an ethical researcher by effectively utilizing the IRB process	4.25	1.11	4.12	1.08	4.43	.94	.613
Pursue professional opportunities to submit research to publications and present at conferences	4.39	.84	4.54	.68	4.50	.85	.661
Pursue professional opportunities to engage in instructional practices	4.33	.86	4.27	.86	4.21	.89	.891
Take on a leadership role within the field	4.26	.92	3.88	.97	4.07	.92	.197

*p<.05   Scale: 1 = not at all; 3 = somewhat; 5 = to a great extent

Changing Positions

In the *Stephens Residency Portfolio Survey*, students and graduates were asked whether or not they have changed positions since enrolling in the Ed.D. program. An independent samples t-test (Table 25) was performed. This test did not reveal any significant differences at p<.05.

Table 25 Job Change vs. No Job Change t-Test

Program Goals	Yes (n = 60)		No (n = 51)		p
	M	SD	M	SD	
Collaborate effectively through activities such as course work, co-teaching, co-publishing and/or co-presenting	4.50	.65	4.27	.92	.134
Engage in scholarship/ research with a faculty mentor	4.52	.70	4.35	.91	.288
Engage in scholarship/ research with fellow students	4.08	.85	3.82	1.08	.156
Meaningfully apply content from the program of study in practice	4.30	.81	4.37	.77	.632
Analyze and evaluate a diverse range of educational research/literature	4.22	.90	4.35	.82	.411
Demonstrate depth of understanding of a diverse range of major theories/theorists	4.00	.96	4.04	.99	.832
Engage in reflective practice	4.66	.69	4.60	.61	.626
Think critically	4.43	.68	4.63	.76	.169
Put theory and learning experiences into practice within the discipline	4.27	.76	4.37	.91	.528
Practice scholarly writing in course work	4.50	.68	4.54	.68	.758
Present to professional organizations	4.45	.79	4.29	.97	.351
Contribute to literature base through publication	4.12	.83	3.88	.88	.147
Demonstrate effective verbal communication	4.57	.67	4.35	.95	.161
Demonstrate effective written communication	4.62	.58	4.55	.77	.613
Use technology to facilitate effective communication	4.25	.78	4.10	.93	.365
Conduct effective qualitative research	3.98	.79	4.11	1.05	.494
Conduct effective quantitative research	4.07	.81	4.00	1.13	.718
Become an ethical researcher by effectively utilizing the IRB process	4.29	.95	4.16	1.16	.540
Pursue professional opportunities to submit research to publications and present at conferences	4.50	.65	4.50	.85	1.000
Pursue professional opportunities to engage in instructional practices	4.20	.80	4.40	.90	.217
Take on a leadership role within the field	4.08	.89	4.07	1.04	.923

*p<.05   Scale: 1 = not at all; 3 = somewhat; 5 = to a great extent

Motivation

In the *Stephens Residency Portfolio Survey*, graduates and students were asked to indicate their primary motivation for completing the Ed.D. Program. Five options were available: career advancement, change in field of study, unable to find desired employment, increase my knowledge base, and pay increase. No respondents selected unable to find desired employment. With the remaining four categories, a one-way analysis of variance was performed but cell sizes were too small for results to be compared. Categories were then collapsed to represent extrinsic motivations (career advancement and pay increase) and intrinsic motivations (increase my knowledge base and change in field of study). An independent samples t-test (Table 26) was performed. This test revealed significant differences at p<.05 for one indicator: demonstrate depth of understanding of a diverse range of major theories/theorists (0.037). Respondents who indicated intrinsic motivations (4.26) offered ratings that were significantly higher than those indicating extrinsic motivations (3.85).

Table 26 Student/Graduate Motivation: Extrinsic vs. Intrinsic t-Test

	Extrinsic (n = 66)		Intrinsic (n = 39)		*p*
Program Goals	M	SD	M	SD	
Collaborate effectively through activities such as course work, co-teaching, co-publishing and/or co-presenting	4.38	.76	4.44	.85	.723
Engage in scholarship/ research with a faculty mentor	4.44	.77	4.46	.88	.893
Engage in scholarship/ research with fellow students	3.95	.96	4.00	1.00	.816
Meaningfully apply content from the program of study in practice	4.29	.78	4.46	.79	.275
Analyze and evaluate a diverse range of educational research/literature	4.24	.88	4.33	.87	.608
Demonstrate depth of understanding of a diverse range of major theories/theorists	3.85	1.03	4.26	.83	.037*
Engage in reflective practice	4.55	.73	4.76	.49	.119
Think critically	4.44	.80	4.62	.59	.244

	Extrinsic (n = 66)		Intrinsic (n = 39)		_p_
Program Goals	M	SD	M	SD	
Put theory and learning experiences into practice within the discipline	4.25	.84	4.41	.82	.344
Practice scholarly writing in course work	4.46	.66	4.59	.72	.356
Present to professional organizations	4.27	.90	4.56	.82	.101
Contribute to literature base through publication	3.89	.83	4.21	.87	.069
Demonstrate effective verbal communication	4.42	.73	4.56	.94	.393
Demonstrate effective written communication	4.55	.66	4.69	.66	.282
Use technology to facilitate effective communication	4.17	.81	4.29	.90	.510
Conduct effective qualitative research	3.92	.94	4.27	.84	.064
Conduct effective quantitative research	4.02	.96	4.13	.98	.570
Become an ethical researcher by effectively utilizing the IRB process	4.13	1.08	4.32	1.04	.383
Pursue professional opportunities to submit research to publications and present at conferences	4.45	.73	4.58	.79	.418
Pursue professional opportunities to engage in instructional practices	4.22	.79	4.39	.97	.334
Take on a leadership role within the field	3.98	.96	4.19	1.00	.311

*p<.05   Scale: 1 = not at all; 3 = somewhat; 5 = to a great extent

Faculty Years of Experience with Residency Portfolio

In the *Stephens Residency Portfolio Survey*, faculty were asked to indicate the number of years they had been involved with the residency portfolio since its inception in 2004. There have been 12 years since the portfolio began, so 12 options were given. Because of the small cell sizes, responses were grouped into those who have worked with residency portfolios for less than 10 years and those who have worked with residency portfolios for longer than 10 years. An independent samples t-test (Table 27) was performed. This test did not reveal any significant differences at p<.05.

Table 27 Faculty <10 Years vs. 10+ Years t-Test

Program Goals	< 10 Years (n = 6)		10+ Years (n = 8)		p
	M	SD	M	SD	
Collaborate effectively through activities such as course work, co-teaching, co-publishing and/or co-presenting	5.00	.00	4.63	.74	.245
Engage in scholarship/ research with a faculty mentor	4.67	.52	4.75	.71	.812
Engage in scholarship/ research with fellow students	4.17	.98	4.25	.89	.871
Meaningfully apply content from the program of study in practice	4.50	.55	4.17	.98	.485
Analyze and evaluate a diverse range of educational research/literature	4.00	1.26	3.86	.90	.817
Demonstrate depth of understanding of a diverse range of major theories/theorists	4.33	.82	3.63	1.06	.200
Engage in reflective practice	4.50	.84	4.38	.92	.798
Think critically	4.33	.52	3.88	.99	.325
Put theory and learning experiences into practice within the discipline	4.17	.75	4.29	.95	.810
Practice scholarly writing in course work	4.83	.41	4.00	1.07	.097
Present to professional organizations	4.83	.41	4.88	.35	.841
Contribute to literature base through publication	4.00	1.10	3.75	.71	.612
Demonstrate effective verbal communication	4.67	.52	4.63	.52	.884
Demonstrate effective written communication	4.50	.84	4.25	.89	.603
Use technology to facilitate effective communication	4.33	.82	4.38	.74	.922
Conduct effective qualitative research	4.20	.84	4.14	.90	.913
Conduct effective quantitative research	4.17	.75	3.75	1.04	.422
Become an ethical researcher by effectively utilizing the IRB process	4.67	.82	4.25	.89	.386
Pursue professional opportunities to submit research to publications and present at conferences	4.50	.84	4.50	.76	1.000
Pursue professional opportunities to engage in instructional practices	4.33	1.03	4.33	1.21	1.000

		< 10 Years (n = 6)		10+ Years (n = 8)		p
Program Goals		M	SD	M	SD	
Take on a leadership role within the field		3.83	.98	3.43	.98	.473

*p<.05   Scale: 1 = not at all; 3 = somewhat; 5 = to a great extent

Research Question 3: Strengths and Personal Benefits

Research Question Three asked "What are the perceptions of participants regarding strengths and personal benefits of the residency portfolio?" In order to answer this question, surveys, student/graduate focus groups, and individual faculty interviews were utilized.

Survey

As a part of the *Stephens Residency Portfolio Survey*, faculty, students, and graduates were asked the open-ended question "What, if anything, do you view as a strength of the residency portfolio?" The most frequently-mentioned strengths were collaboration and reflection. Other, less frequently-mentioned strengths included enjoyment of the portfolio activities and customization opportunities related to the residency portfolio. Participants were later asked "What, if any, personal benefits did you experience while working on the residency portfolio?" The most frequent responses were collaboration and the development of professional skills. Other, less frequently-mentioned personal benefits included the experiences themselves and adding to their curriculum vitae, thus making them more marketable.

Student/Graduate Focus Groups

During student and graduate focus groups, survey results were shared with students and graduates regarding the strengths and personal benefits of the residency portfolio as reported on the *Stephens Residency Portfolio Survey*. The most frequently-mentioned strengths of the

residency portfolio were collaboration and reflection. The most frequently-mentioned personal benefits participants received as a result of the residency portfolio were collaboration and the development of professional skills. Students and graduates were then asked if these were in line with their personal experiences and if anything about the results surprised them. All students and graduates confirmed that the results of the survey were in line with their personal experiences. Students and graduates in one focus group added that they felt that scholarship should have been ranked more highly.

Faculty Interviews

During faculty interviews, survey results were shared with faculty regarding the strengths and personal benefits of the residency portfolio as reported on the *Stephens Residency Portfolio Survey*. The most frequently-mentioned strengths of the residency portfolio were collaboration and reflection. The most frequently-mentioned personal benefits participants received as a result of the residency portfolio were collaboration and the development of professional skills. Faculty were then asked if these were in line with their personal experiences and if anything about the results surprised them. All faculty members confirmed that the results of the survey were in line with their personal experiences. One noted that he/she was surprised to see reflection ranked as highly as it was and had expected to see conference presentations ranked higher. He/she mentioned that there were costs associated with presentations that may offset it as a highly-ranked experience. Another faculty member pointed out that collaboration would exist to some degree without the residency portfolio as faculty and students work together during coursework.

Faculty were also asked about the impact the residency portfolio had on the culture of the doctoral program. All noted that it had a positive impact. They described interactions among faculty, among students, and between faculty and students as "collegial" and "cooperative," and

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noted that working on portfolio activities was the impetus for much interaction and collaboration that may not exist without it.

Faculty were also asked if the residency portfolio offered them opportunities for personal growth and development. They said that it did. One explained, "The part that I've really taken to heart is mentoring students and taking them to conferences, developing panels, and developing papers. Personally, it's been really valuable because my philosophical approach to pedagogy is very facilitative and very peer-driven…The conferences really help me get to know students better, help me think about my own discipline better, and help me identify areas for potential research and growth. They [students] helped me think about my teaching too." Another stated, "I write more. Left to my own devices, I would probably scale way back on my writing so that I could spend more time on [advising responsibilities], but [working with students on portfolio activities] keeps me looking for things to do to give students the opportunities they need."

Additionally, faculty members were asked if the residency portfolio impacted their approach to instruction, as the faculty member mentioned previously. Many said that it did in that they looked for ways to integrate portfolio activities into coursework. One faculty also added "Seeing the different philosophies that students bring in has forced me to think more broadly about curriculum theory and educational philosophy and generally too…it really forced me to focus on the individual needs of specific students."

Research Question 4: Weaknesses and Personal Challenges

Research Question Four asked "What are the perceptions of participants regarding weaknesses and personal challenges of the residency portfolio?" In order to answer this question, surveys, student focus groups, and individual faculty interviews were utilized.

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Survey

As a part of the *Stephens Residency Portfolio Survey*, faculty, students, and graduates were asked the open-ended question "What, if anything, do you view as a weakness of the residency portfolio?" The most frequent response was "nothing." Most respondents said that they perceived no weaknesses in the residency portfolio. The next two most frequently-mentioned weaknesses were varied expectations and issues with faculty. Issues with faculty included comments about lack of faculty buy-in and needing more guidance from faculty than was provided. Other, less frequently-mentioned personal challenges included difficulty finding portfolio activities, lack of rigor of the residency portfolio, and expenses involved in completion of some portfolio elements. Participants were later asked "What, if any, personal challenges did you experience while working on the residency portfolio?" The most frequent responses were time management struggles and personal issues. Personal issues included things like finances, family commitments, and unexpected events that took time and attention away from the residency portfolio. It is interesting to note that "none" was the second most frequent response. Other, less frequently-mentioned personal challenges included learning challenges and content-specific challenges, working in isolation, and issues with faculty.

Student/Graduate Focus Groups

During student and graduate focus group interviews, survey results were shared with students and graduates regarding the weaknesses and personal challenges of the residency portfolio as reported on the *Stephens Residency Portfolio Survey*. The most frequently-mentioned weaknesses of the residency portfolio were varied expectations and issues with faculty. The most frequently-mentioned personal challenges participants experienced as a result of the residency portfolio were time management and personal issues. Students and graduates

were then asked if these were in line with their personal experiences and if anything about the results surprised them. All students and graduates confirmed that the results of the survey were in line with their personal experiences. Students and graduates from one focus group added that varied expectations were not always negative. They viewed them as a way to get a more customized, personalized experience for students.

Faculty Interviews

During faculty interviews, survey results were shared with faculty regarding the weaknesses and personal challenges of the residency portfolio as reported on the *Stephens Residency Portfolio Survey*. The most frequently-mentioned weaknesses of the residency portfolio were varied expectations and issues with faculty. The most frequently-mentioned personal challenges participants experienced as a result of the residency portfolio were time management and personal issues. Faculty were then asked if these were in line with their personal experiences and if anything about the results surprised them. All faculty members confirmed that the results of the survey were in line with their personal experiences. The theme of residency portfolio experiences being "chair-specific" had already been addressed in nearly every interview before this question was asked, so all had organically brought up those shortcomings earlier in the interview. One faculty member explained, "There is some unevenness in terms of what people expect of their advisees…We have some people who do not ask much of their students…[and] we have some people who really give students a lot of good opportunities."

ANCILLARY FINDINGS

This study set out to answer the four aforementioned research questions through survey, focus group, and interview data collection methods, but two additional themes of information

emerged: advice for participants and how personal preference of comprehensive examinations over portfolio affected participants' rating of the degree to which the residency portfolio develops students' abilities to achieve the goals of the Ed.D. program. While these two areas are outside the scope of the research questions, they merit inclusion by adding important information to the study.

Advice for Participants

Student

Students, graduates, and faculty participants on the *Stephens Residency Portfolio Survey* were asked what advice they would give to students. The most frequently-given responses were to start early and to be proactive in contacting faculty. In addition, participants offered practical advice for implementation like tying portfolio experiences to coursework and framing experiences around goals and projects in their careers. Many also offered encouragement.

During student/graduate focus groups and faculty interviews, results of the survey were shared with participants and they were asked if the advice was in line with their personal experiences with the residency portfolio. All confirmed that the advice rang true for them. Additionally, one faculty member suggested that students take time to get to know prospective portfolio chairpersons before selecting one and to make reading a higher priority. The faculty member said that students are pushed to choose a chairperson quickly and sometimes do so before discovering if the person is a good fit or not. The faculty member went on to explain that students should be reading as much as possible about the field and be better able to discuss theory and current events in education. Advice from surveys, student/graduate focus groups, and faculty interviews is outlined in Appendix M.

Faculty

Students, graduates, and faculty participants in the *Stephens Residency Portfolio Survey* were asked what advice they would give to faculty. Interestingly, many participants listed praise or "keep up the good work" kind of encouragement instead of advice for faculty. The most frequently-given advice was to offer portfolio experience opportunities and explain/outline the portfolio process and expectations. In addition, participants suggested that faculty members align expectations, and offer both more support for and more communication with students.

During student/graduate focus groups and faculty interviews, results of the survey were shared with participants and they were asked if the advice was in line with their personal experiences with the residency portfolio. All confirmed that the advice rang true for them. Advice from surveys, student/graduate focus groups, and faculty interviews is outlined in Appendix N.

Program

Students, graduates, and faculty participants in the study were never expressly asked to give programmatic advice about the residency portfolio, but during conversations in student/graduate focus groups and faculty interviews, many pieces of advice emerged when participants were asked "how could the residency portfolio do a better job of…," during conversations about strengths and weaknesses, and in general comments on both the survey and in interviews. The most frequently mentioned pieces of advice that would need to be addressed by the program rather than by students or individual faculty are to align standards so that student experiences vary less based upon who they choose as a chairperson and to communicate expectations more clearly. See the list of programmatic advice in Appendix O.

Qualifying Assessment Preference

In the *Stephens Residency Portfolio Survey*, faculty, graduates, and students were asked to indicate whether portfolios or comprehensive examinations were the best for students. While other demographics and experiences revealed some significant differences, the answer to this question revealed significant differences related to all seven program goals and all 21 indicators. An independent samples t-test (Table 28) was performed. This test revealed significant differences at p<.05 for every indicator. In each instance, those who responded that comprehensive examinations were best for students ranked the achievement of the program indicators lower than those who responded that the portfolio was best for students.

Table 28 Preference of Traditional Comprehensive Examinations vs. Residency Portfolio t-Test

Program Goals	Comp. Exam (n = 9)		Portfolio (n = 112)		*p*
	M	SD	M	SD	
Collaborate effectively through activities such as course work, co-teaching, co-publishing and/or co-presenting	3.11	1.05	4.54	.66	.000*
Engage in scholarship/ research with a faculty mentor	3.33	1.12	4.56	.68	.000*
Engage in scholarship/ research with fellow students	3.00	.76	4.06	.93	.002*
Meaningfully apply content from the program of study in practice	3.11	.93	4.44	.70	.000*
Analyze and evaluate a diverse range of educational research/literature	3.22	.83	4.33	.82	.000*
Demonstrate depth of understanding of a diverse range of major theories/theorists	2.67	1.12	4.12	.86	.000*
Engage in reflective practice	3.67	.87	4.67	.61	.000*
Think critically	3.33	1.41	4.55	.59	.000*
Put theory and learning experiences into practice within the discipline	3.33	1.32	4.39	.72	.000*
Practice scholarly writing in course work	3.44	1.13	4.57	.60	.000*
Present to professional organizations	3.44	1.01	4.53	.76	.000*
Contribute to literature base through publication	2.78	.44	4.10	.79	.000*

Program Goals	Comp. Exam (n = 9)		Portfolio (n = 112)		p
	M	SD	M	SD	
Demonstrate effective verbal communication	3.11	1.05	4.61	.64	.000*
Demonstrate effective written communication	3.11	.78	4.68	.54	.000*
Use technology to facilitate effective communication	3.22	.83	4.28	.80	.000*
Conduct effective qualitative research	2.86	.69	4.15	.84	.000*
Conduct effective quantitative research	2.75	.71	4.15	.89	.000*
Become an ethical researcher by effectively utilizing the IRB process	3.00	1.12	4.35	.96	.000*
Pursue professional opportunities to submit research to publications and present at conferences	3.33	1.22	4.61	.59	.000*
Pursue professional opportunities to engage in instructional practices	2.71	.95	4.40	.76	.000*
Take on a leadership role within the field	2.67	.71	4.13	.90	.000*

*p<.05   Scale: 1 = not at all; 3 = somewhat; 5 = to a great extent

CHAPTER 5: SUMMARY AND DISCUSSION

This chapter presents the summary and discussion of research regarding the residency portfolio component of the Ed.D. program at Marshall University including the degree to which the residency portfolio meets the goals of the Ed.D. program. Strengths and weaknesses as well as personal benefits and challenges experienced because of participation in the residency portfolio are examined. Implications and recommendations for further study derived from the findings of the *Stephens Residency Portfolio Survey* (Appendix B), student/graduate focus groups, and faculty interviews are also presented.

SUMMARY OF PURPOSE

The purpose of this study was to understand student and faculty perceptions regarding the residency portfolio and, secondarily, determine the extent to which students, graduates and faculty perceive the residency portfolio develops students' abilities to achieve the stated objectives of Marshall University's Ed.D. Program including collaboration, depth of understanding, reflection, scholarship, communication, ethical research, and practitioner skills.

SUMMARY OF POPULATION

All students, graduates, and faculty members holding doctoral faculty status in Marshall University's Ed.D. program were invited to participate in the study. This involved sending out 305 surveys, conducting two focus groups with students and graduates, one for those in Curriculum and Instruction and another for those in Leadership Studies, and conducting eight faculty interviews.

Survey respondents were mostly female (76%), between the ages of 35-54 (67%), associated with the Curriculum and Instruction program (55%), and were in the role of students/graduates (89%). Only 26% were involved with a cohort. Seventy-three percent of

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student/graduate participants had already completed the residency portfolio, most of which had also graduated from the Ed.D. program. Forty-eight percent of student/graduate participants had recently completed or intended to complete the residency portfolio soon (between years 2013 and 2018). Thirty-three percent of student/graduate respondents were involved in K-12 education compared to 51% involved in higher education. Fifty-five percent of student/graduate participants had changed positions at least once since beginning the Ed.D. program. Most (57%) student/graduate respondents were motivated to attain the Ed.D. degree for career advancement purposes. Most faculty respondents (56%) had been involved with the residency portfolio for 10 years or more.

SUMMARY, LITERATURE, AND DISCUSSION

Research Question 1: Program Goals

Summary

Research Question One asked "To what extent do participants believe the residency portfolio develops students' abilities related to the goals of the Ed.D. program?" Analysis of the survey, focus group, and interview data reveals that participants feel that the residency portfolio does develop students' abilities related to the goals of the Ed.D. program. In order from highest rating to lowest rating as indicated on the survey, the goals are: reflection, communication, scholarship, collaboration, practitioner skills, depth of understanding, and ethical research. Student/graduate focus groups and faculty interviews further confirmed this finding.

Literature and Discussion

According to the literature, quality assurance and acting as a rite of passage are goals of comprehensive examinations. Portfolio literature includes student evaluation as a goal of portfolios. The residency portfolio acts as a final checkpoint before students begin writing the

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dissertation. As a qualifying assessment, it is seen as a rite of passage in a similar manner to comprehensive examinations. Furthermore, by requiring students to showcase their learning and abilities before they put them into practice during dissertation writing, it serves as a quality assurance and student evaluation measure as well (Anderson, 1993; Anderson, Krauskopf, Rogers, & Neal, 1984; Anderson & Swazey, 1998; Burck & Peterson, 1983; Brooks, 2012; Cassuto, 2012; Estrem & Lucas, 2003; Jako, 1974; Johnson, Mims-Cox, & Doyle-Nichols, 2010; Loughead, 1997; Merenda, 1974; Peterson & Bowman, 1992; Schafer, 2008; Seldin & Miller, 2009; Wiggins, 1990; Wolensky, 1979).

The literature also asserts that student learning is a goal of both portfolios and comprehensive examinations. Furthermore, critical thinking, acquisition of professional knowledge, and development of research and professional skills are among the goals of comprehensive examinations. The residency portfolio achieves these goals through the portfolio activities and the creation and defense of the portfolio. Portfolio activities include research projects, writing for publication, developing and teaching courses, and presenting at conferences. Each of those activities creates opportunities for student learning, requires critical thinking, and develops some combination of research and professional skills/knowledge (Banta, 2003; Brooks, 2012; Cambridge, 2008; Cleary & Stuhldreher, 1997; Dutt-Doner & Gilman, 1998; Estrem & Lucas, 2003; Hallstein & Kiparsky, 2009; Johnson, Mims-Cox, & Doyle-Nichols, 2010; LaBoskey, 2000; Loughead, 1997; McColgan & Blackwood, 2009; Peterson & Bowman, 1992; Seldin, Miller, & Seldin, 2010; Snavely & Wright, 2003; Schafer, 2008; Wolf & Siu-Runyan, 1996; Wolensky, 1979).

The results of the survey, student/graduate focus groups, and faculty interviews indicate that the residency portfolio achieves not only all of the goals of both comprehensive

examinations and portfolios but also the stated goals of the Ed.D. program itself: collaboration, depth of understanding, reflection, scholarship, communication, ethical research, and practitioner skills. All program goals were rated at a five (to a great extent) by the majority of participants and none of the 21 indicators were rated below a four. Student/graduate focus groups and faculty interviews further validated survey findings.

When compared to traditional comprehensive examinations, one student/graduate remarked, "I prepped for comps but dropped out of the program due to personal issues. When I rejoined, the portfolio requirement was in place. I found it a much more valuable learning experience." Another added, "I'm so glad this program uses a portfolio assessment plan. I believe it is far better at developing the student as a true scholar than an exam."

A student/graduate expanded on the comparison to comprehensive examinations and spoke to the sense of ownership developed by participation in the residency portfolio. "I found the portfolio to be much more meaningful than the comprehensive exams I completed during my undergraduate studies. I worked harder and learned more from that portfolio and still consider it one of my best works." A faculty member spoke to the portfolio pieces and its application after graduation, "If you were to ask me, what's special about our doctoral program, I would tell you that it's the portfolio process. The portfolio requirements offer students the opportunity to engage in 'real' projects, building their professional portfolio of experiences while contributing to the field."

A student/graduate added, "If done right, the portfolio gives a much better picture of the student's achievement. I was fortunate to have great instructors who helped me think before I wrote." The idea of thinking critically was extended to include analysis and integration of learning when a participant described the portfolio experience as "Such a meaningful assessment

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tool--if approached as it was intended--to demonstrate relationship of experiences and growth to the curriculum, supported by analysis and artifact---not just a disjointed list of activities." The individualization of experiences was a hallmark of the portfolio for another who stated, "I think the residency portfolio provides rigor to the Ed.D. program. The range of experiences allows students to individualize the program to meet their interests and needs."

Research Question 2: Demographics

Summary

Research Question Two asked "Using select demographic variables (e.g. program, participant's role), what, if any, are the differences in participants' perceptions of the degree to which the residency portfolio is currently demonstrating each program goal?" Survey data revealed a few demographic differences that were of statistical significance including age, program (Curriculum & Instruction or Leadership Studies), role (student/graduate or faculty), cohort involvement, student completion year, and motivation. With regard to the program with which participants were most closely associated, participants in the Curriculum & Instruction program ranked all program indicators higher than those in the Leadership Studies program. Statistically significant differences were found in the rating of the following indicators: think critically, put theory and learning experiences into practice within the discipline, present to professional organizations, demonstrate effective verbal communication, and use technology to facilitate effective communication. With regard to a participant's role (student/graduate or faculty), faculty members ranked think critically significantly lower than students/graduates and students/graduates ranked present to professional organizations significantly lower than faculty. Students/graduates who completed the program as a part of a cohort had significantly different responses for two indicators: demonstrating depth of understanding of a diverse range of major

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theories/theorists and taking on a leadership role within the field. The time in which students/graduates completed the residency portfolio revealed a significant difference regarding putting theory and learning experiences into practice within the discipline. Motivation differences of students/graduates revealed a significant difference in demonstrating depth of understanding of a diverse range of major theories/theorists. Participants' ages revealed one significant difference regarding taking on a leadership role within the field. No significant differences were revealed regarding sex, stage in program, vocation, job change, or faculty years of experience with the portfolio.

Literature and Discussion

Little literature exists explaining the differences in perceptions of different populations regarding participation in either comprehensive examinations or portfolios. It cannot be determined from the literature what factors, if any, influence the type of experiences a participant will have with either assessment method. This study does determine that there are some differences in experiences based upon the following:

Age. Participants 35-44 years of age rate the ways in which the portfolio develops students' abilities to take on a leadership role within the field significantly higher than students, faculty, and graduates 45-54 years old. Because of the relative youth of participants in the 35-44 year old demographic, perhaps they have had fewer opportunities to take on a leadership role within their own fields than those in the 45-54 year old demographic, thus making them more likely to benefit from leadership opportunities offered in the residency portfolio. Also, individuals pursuing doctoral degrees at more advanced ages may have already achieved leadership status on their own and attainment of the degree may be a result of their leadership roles or in order to advance further.

Program. Participants associated with the Leadership Studies program rate the ways in which the portfolio develops students' abilities in all 21 indicators of the seven program goals lower than students associated with the Curriculum and Instruction program. Of those, Leadership Studies students, faculty, and graduates rate the ways in which the portfolio develops students' abilities to think critically, put theory and learning experiences into practice within the discipline, present to professional organization, demonstrate effective verbal communication, and use technology to facilitate effective communication significantly lower than faculty, students, and graduates of the Curriculum and Instruction program. Some differences may be attributed to the differences in course requirements across the two plans of study. For example, doctoral candidates in Curriculum and Instruction complete a technology course, and those in Leadership Studies do not. Furthermore, individuals pursuing Leadership Studies degrees would be expected to have a natural interest and more experiences in leadership roles while those in Curriculum and Instruction are more likely to come from teaching backgrounds. For that reason, some of the opportunities presented in the residency portfolio would be new, different, and more valuable to those who have not been exposed to those experiences before compared to those for whom these experiences are a part of their careers and lives already. For example, a classroom teacher is more likely to enroll in the Curriculum and Instruction program and less likely to have had many experiences in research and writing for publication, therefore the student may rank the portfolio offerings to be more beneficial because those opportunities do not exist outside of the residency portfolio setting.

Role. Faculty rate the ways in which the portfolio develops students' abilities to think critically significantly lower than students. Faculty rate the ways in which the portfolio develops students' abilities to present to professional organizations significantly higher than students.

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Faculty interviews revealed that faculty members feel that the portfolio as a whole and the reflective paper and portfolio defense in particular do not demonstrate or develop students' depth of understanding as adequately as it could or should. Regarding conference presentations, most if not all faculty members attend conferences and would therefore be able to rate that from personal experience whereas some students may not elect to attend conferences and would therefore not rate that as highly because it did not affect them personally.

  Cohort Involvement. Students and graduates who participated in a cohort rate the ways in which the portfolio develops students' abilities to demonstrate depth of understanding of a diverse range of major theories/theorists and take on a leadership role within the field significantly higher than those who were not involved in a cohort. All cohort members completed a merged curriculum that included coursework from Leadership Studies and Curriculum and Instruction. This included taking both Curriculum Theories and Administrative Theories courses whereas non-cohort participants focus on one area or the other. This cross-curricular exposure is the most likely explanation for significant differences in this comparison.

  Student/Graduate Completion Year. Students and graduates who completed the residency portfolio between 2004-2010 rank the ways in which the portfolio develops students' abilities to put theory and learning experiences into practice within the discipline significantly higher than those who completed (or plan to complete) the portfolio from 2011-2018. Inclusion of participants who have not yet completed their portfolio requirements in the 2011-2018 group may have resulted in lower ratings when considering whether the residency portfolio offers opportunities to put theory into practice.

  Motivation. Students and graduates who are extrinsically motivated by factors such as career advancement and pay increases rate the ways in which the portfolio develops students'

abilities to demonstrate depth of understanding of a diverse range of major theories/theorists significantly lower than those who are motivated by intrinsic factors such as increasing one's own knowledge base and a change in field of study. It stands to reason that those who are pursuing the degree for intrinsic reasons are more likely to invest more fully and find more value in experiences than those who are participating because of external pressure.

Research Question 3: Strengths and Personal Benefits

Summary

Research Question Three asked "What are the perceptions of participants regarding strengths and personal benefits of the residency portfolio?" The most frequently reported strengths of the residency portfolio were collaboration and reflection. Student/graduate focus groups and faculty interviews confirmed this finding. The most frequently reported personal benefits received from participation in the residency portfolio were collaboration and the development of professional skills. Student/graduate focus groups and faculty interviews confirmed this finding.

Literature and Discussion

Participants reported positive overall feelings toward the residency portfolio. Many of the benefits they cited are in line with the literature regarding comprehensive examination and portfolio benefits. Literature indicates that comprehensive exams are enjoyable and fulfilling experiences for some (Brooks, 2012). Our study found that was the case with the residency portfolio as well with one student/graduate stating "I loved the experience because of the authentic learning experiences that occurred during the process. I found the experience comfortable and very valuable!!"

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Application for the future was listed as both a strength and a weakness of comprehensive examinations in the literature, interestingly enough. Some stated that they are not in line with practice while others indicated that application for the future was a strength of comprehensive exams. Portfolio literature also mentioned being in line with practice as a strength of portfolios. (Anderson, Krauskopf, Rogers, & Neal, 1984; Banta, 2003; Bearden, Ellen, & Netemeyer, 2000; Beck & Becker, 1969; Cassuto, 2012; Cobia, Carney, Buckhalt, Middleton, Shannon, Trippany, & Kunkle, 2005; Driessen, 2009; Fiedler & Bambach, 2005; Granberg, 2010; Herman & Winters, 1994; Jako, 1974; Johnson, Mims-Cox, Doyle & Nichols, 2010; McColgan & Blackwood, 2009; Peterson & Bowman, 1992; Seldin & Miller, 2009; Thyer, 2003; Wasley, 2008; Wolensky, 1979). Participants indicated that the residency portfolio helped prepare them for the future by allowing them to participate in learning activities with faculty members that they may be expected to complete alone in the future. One participant explained, "Should be a tremendous benefit in seeking professional employment - much more impressive than having passed a comprehensive exam. Offers opportunities to work closely with other students and with faculty on scholarly projects."

Portfolio literature indicates that student learning is an important benefit of portfolio completion. The study found that participants report student learning as a benefit of the residency portfolio as well (Banta, 2003; Cambridge, 2008; Dutt-Doner & Gilman, 1998; LaBoskey, 2000; Snavely & Wright, 2003; Johnson, Mims-Cox, & Doyle-Nichols, 2010; McColgan & Blackwood, 2009; Wolf & Siu-Runyan, 1996). One participant said, "I believe it was a practical application of knowledge and the scholarly activities that went with it were hands on experiences that were valuable." In the same vein, portfolio literature states that portfolios give students more ownership over their learning. This study found that to be true as well.

Students and faculty mentioned ways in which students could cater the portfolio experiences to their personal strengths, interests, and needs thus making it more meaningful and beneficial for them.

Collaboration was one of the most frequently-listed strengths and personal benefits of the residency portfolio. Portfolio literature also indicates that collaboration is a benefit of portfolios in general (Banta, 2003; Cambridge, 2008; Dutt-Doner & Gilman, 1998; LaBoskey, 2000; Snavely & Wright, 2003; Johnson, Mims-Cox, & Doyle-Nichols, 2010; McColgan & Blackwood, 2009; Wolf & Siu-Runyan, 1996). One participants of the study stated, "The collaboration between student and faculty in the field is invaluable. I participated in several fantastic portfolio experiences that I am not sure would have been a possibility with the residency portfolio requirements."

Demonstrating higher order thinking skills was another benefit of the residency portfolio that was also mentioned in portfolio literature Banta, 2003; Cambridge, 2008; Dutt-Doner & Gilman, 1998; LaBoskey, 2000; Snavely & Wright, 2003; Johnson, Mims-Cox, & Doyle-Nichols, 2010; McColgan & Blackwood, 2009; Wolf & Siu-Runyan, 1996). Because portfolio experiences ask participants to put learning into practice, students demonstrate greater depth of understanding than they may on a traditional exam. One graduate stated, "In retrospect, I realized how important it was to examine and think critically about what I had experienced and accomplished in the program."

Reflection was the final strength mentioned in portfolio literature that also appeared in this study. Because of the reflective nature of the portfolio paper, students were asked to formally reflect in ways they may not have done before. One participant said, "The reflective

process is a true strength of the residency portfolio. By reflecting, the student is able to see the path that has been taken as well as plan effectively for future endeavors and tasks."

The results of the survey, student/graduate focus groups and faculty interviews indicate that the residency portfolio offers all of the benefits of both comprehensive examinations and portfolios, in addition to preparing students for the dissertation, helping students build organizational skills, building professional relationships that benefit participants after the portfolio, improving students' writing skills, and fitting in with students' lifestyles.

Research Question 4: Weaknesses and Personal Challenges

Summary

Research Question Four asked "What are the perceptions of participants regarding weaknesses and personal challenges of the residency portfolio?" The most frequently reported weakness of the residency portfolio was "none." Other frequently reported weaknesses were varied expectations and issues with faculty. Student/graduate focus groups and faculty interviews confirmed these findings. The most frequently reported personal challenges experienced while working on the residency portfolio were time management struggles and personal issues. Student/graduate focus groups and faculty interviews also confirmed these findings.

Literature and Discussion

According to the literature regarding comprehensive examinations, the criticisms of comprehensive examinations include that they are unnecessary, not in line with practice, assesses the wrong things, and the body of knowledge is too large to master (Anderson, Krauskopf, Rogers, & Neal, 1984; Cassuto, 2012; Estrem & Lucas, 2003; Hallstein & Kiparsky, 2009; Loughead, 1997; North, et al, 2000; Peterson & Bowman, 1992; Rogers, 1968; Schafer, 2008;

Wolensky, 1979; Ziolkowski, 1990). The only one of these weaknesses shared by the residency portfolio is the idea that it may be unnecessary, just another hoop to jump. One student/graduate remarked, "Not very structured. Faculty were not that into it. Could practically do anything to complete it."

Another criticism of comprehensive examinations that also appeared as a weakness of the residency portfolio in this study is that it is emotionally distressful (Anderson, Krauskopf, Rogers, & Neal, 1984; Cassuto, 2012; Estrem & Lucas, 2003; Hallstein & Kiparsky, 2009; Loughead, 1997; North, et al, 2000; Peterson & Bowman, 1992; Rogers, 1968; Schafer, 2008; Wolensky, 1979; Ziolkowski, 1990). One student/graduate commented, "I think that it is presented as very difficult, so some students worry that they will be able to access and complete all the requirements, presenting, publishing, co-teaching, etc."

Demonstrating lower level thinking skills is a weakness of comprehensive examinations yet a strength of the residency portfolio (Anderson, Krauskopf, Rogers, & Neal, 1984; Cassuto, 2012; Estrem & Lucas, 2003; Hallstein & Kiparsky, 2009; Loughead, 1997; North, et al, 2000; Peterson & Bowman, 1992; Rogers, 1968; Schafer, 2008; Wolensky, 1979; Ziolkowski, 1990). As previously discussed, the residency portfolio is perceived to measure higher order thinking skills as students put their knowledge into practice and reflect on their learning experiences.

Some weaknesses are shared between comprehensive examinations, portfolios, and the residency portfolio. These include unclear objectives. Portfolio literature expands those criticisms to say that portfolios are subjectively or inconsistently graded and too flexible (Anderson, 1993; Anderson, Krauskopf, Rogers, & Neal, 1984; Anderson & Swazey, 1998; Burck & Peterson, 1983; Brooks, 2012; Cambridge, 2008; Cassuto, 2012; Clearly & Stuhldreher, 1997; Estrem, 2004; Estrem & Lucas, 2003; Jako, 1974; Johnson, Mims-Cox, Doyle & Nichols,

2010; Loughead, 1997; Manus et al., 1992; Merenda, 1974; Peterson & Bowman, 1992; Schafer, 2008; Seldin & Miller, 2009; Snavely & Wright, 2003; Tucker, Stronge, & Gareis, 2003; Wolf & Siu-Runyan, 1996; Wolensky, 1979). Results of the study confirm that those weaknesses are also experienced by residency portfolio participants. In fact, varied expectations and unclear expectations were among the most frequently listed weaknesses of the residency portfolio. One participant stated, "The portfolio is only as effective and beneficial as the CHAIR facilitates it to be for his or her student. There are no 'consistent expectations' that every chair will work with their students to make the portfolio meaningful. Several chairs leave students out there without structure or guidance and accept anything and everything as suitable and appropriate."

Another shared challenge of comprehensive examinations, portfolios, and the residency portfolio is cost, both financial and in terms of time. Comprehensive exam literature cites the time it takes for faculty to grade exams and for students to prepare for them. Portfolio literature agrees that portfolios are time consuming to create (Anderson, 1993; Anderson, Krauskopf, Rogers, & Neal, 1984; Anderson & Swazey, 1998; Burck & Peterson, 1983; Brooks, 2012; Cambridge, 2008; Cassuto, 2012; Clearly & Stuhldreher, 1997; Estrem, 2004; Estrem & Lucas, 2003; Jako, 1974; Johnson, Mims-Cox, Doyle & Nichols, 2010; Loughead, 1997; Manus et al., 1992; Merenda, 1974; Peterson & Bowman, 1992; Schafer, 2008; Seldin & Miller, 2009; Snavely & Wright, 2003; Tucker, Stronge, & Gareis, 2003; Wolf & Siu-Runyan, 1996; Wolensky, 1979). Study participants mentioned both time and financial costs as challenges, especially in terms of finances to travel for conference presentations. "Sufficient money for travel expenses are not always available for doctoral candidates," says one student/graduate. Another added, "Not enough time. I had to let things go at work, home, etc. to complete the work for classes and my portfolio last semester."

Portfolios are criticized in the literature for being unproven, especially at the doctoral level (Banta, 2003; Beck, Livne, & Bear, 2005; Cerbin, 1994; Cobia, Carney, Buckhalt, Middleton, Shannon, Trippany, & Kunkel, 2005; Driessen, 2009; Granberg, 2010; Herman, & Winters, 1994; Johnson, Mims-Cox, & Doyle-Nichols, 2010; McColgan & Blackwood, 2009; Seldin & Miller, 2009; Thyer, 2003). As more programs implement alternatives to comprehensive examinations, those alternatives will be tested. This study is one example of a shift in the literature regarding portfolios being successfully implemented in higher education. As others follow, the concern about portfolios being unproven in this area will be lessened.

The final weakness of portfolios that is also shared by the residency portfolio to some degree is the issue of storage and maintenance. While this is primarily discussed in the literature (Banta, 2003; Beck, Livne, & Bear, 2005; Cerbin, 1994; Cobia, Carney, Buckhalt, Middleton, Shannon, Trippany, & Kunkel, 2005; Driessen, 2009; Granberg, 2010; Herman, & Winters, 1994; Johnson, Mims-Cox, & Doyle-Nichols, 2010; McColgan & Blackwood, 2009; Seldin & Miller, 2009; Thyer, 2003) in terms of physically storing binders of artifacts, similar concerns do exist as portfolios are used in digital formats. Upkeep of links, organization of digital files, and accessibility issues persist, but are certainly less cumbersome than the storage and maintenance of physical portfolios.

Ancillary Findings

Although the study was designed to answer the four research questions listed above, two other important findings were revealed through open-ended survey responses, student/graduate focus groups, and faculty interviews: advice for students, faculty, and the program as a whole and the most influential indicator of participant satisfaction with the residency portfolio. Advice is available in Appendices M, N, and O. The most influential indicator of participant satisfaction

is preference of portfolios over comprehensive examinations. Those who self-reported that comprehensive exams are best for students revealed the most striking differences. For every program goal indicator, those who chose comprehensive exams as best for students rated the residency portfolio's development of students' abilities significantly lower than those who indicated that portfolios were better for students.

IMPLICATIONS FOR ACTION

The findings of this study contribute valuable information to the Ed.D. program at Marshall University regarding how participants, past and present, are experiencing the residency portfolio. The study validates the alignment between residency portfolio experiences and program goals. The qualitative data collected via open-ended survey questions, student/graduate focus groups, and faculty interviews offers explanations of the survey rankings as well as suggestions for improvements.

The steps and strategies as well as shortcomings of the residency portfolio in the Ed.D. program at Marshall University offer a framework from which other programs could build portfolios as an alternative or replacement for traditional comprehensive examinations.

1. Utilize the residency portfolio as a viable alternative to comprehensive examinations. According to the study, the residency portfolio develops students' abilities to perform the stated goals of the doctoral program. Furthermore, the residency portfolio meets the goals of comprehensive examinations while mitigating many of the shortcomings and adding additional benefits related to portfolio assessment.

2. Improve the residency portfolio based upon recommendations from the literature and participant responses from this study.

a. Continue to improve student training regarding residency portfolio expectations. Communicate expectations more clearly to both faculty and students via trainings and materials. Consider adding training and materials to the introduction to doctoral studies course and doctoral seminars as well as best practices to the student handbook.

b. Train, assign, and reward faculty in different ways for their participation in the residency portfolio to increase faculty buy-in and reduce issues with faculty as reported by student and graduate participants.

c. Revisit portfolio elements to refine, improve, and make expectations more consistent. This may include requiring elements that were considered to be of exceptional value such as a research project, submitting a paper for publication, IRB approval, and a theory paper as well as the removal of serving on the doctoral seminar committee as a portfolio activity and the thematic requirement of the presentation and reflective paper.

d. Revisit the reflective paper. Many faculty members did not feel that it showcased the type of reflection that would have been most beneficial to students. Some also expressed that the paper could be better used to demonstrate depth of understanding.

3. Celebrate and share the success of the residency portfolio. Some participants reported that it was not celebrated enough and many spoke of it as one of the most beneficial parts of the Ed.D. program. Share the success of this element of the program with other universities looking for alternatives to comprehensive examinations and celebrate the positive impact it is having within the program.

4. Replicate the residency portfolio in other programs. By examining the included research, execution of Marshall University's residency portfolio, and suggestions for improvement, another program could craft a similar residency portfolio, benefiting from the experience and research of Marshall's example.

RECOMMENDATIONS FOR FURTHER RESEARCH

This study describes the ways in which participants are experiencing the residency portfolio at Marshall University. It reveals many ways in which the residency portfolio is achieving the goals of the Ed.D. program as well as some areas in which improvements can be made. While data was collected using various methods to ensure accuracy and offer triangulation and explanation of findings, there are some areas that merit further study. Recommendations for further research include:

1. Replication with other universities that use portfolios as qualifying assessments to find if similar programs are having the same experiences.

2. Replication with the MU Ed.D. program at a later date to determine whether suggested changes from the study were implemented and if participant experiences are affected.

3. Conduct an additional focus group and/or interviews with the population of students who did not complete the program for various reasons and determine the degree to which, if any, the requirements of the residency portfolio affected their decisions to discontinue their enrollment in the program.

4. Examine the different ways students experienced orientation to the portfolio throughout the evolution of the portfolio, such as through the introduction to doctoral studies course and Student/Faculty Seminars to see what, if any, differences exist in students'

understanding of and successful implementation of the portfolio requirements based upon the manners in which they were instructed.

5. Testing data for various combinations of variables may yield interesting results. For instance, what themes emerge when statistical analysis is performed with the responses of students in one field over another who are in a certain stage of the program? Combining different demographic layers may offer further insight.

6. Use the process of the study to see how qualifying assessments, comprehensive examinations or portfolio, develop students' abilities to achieve program goals. While the instrumentation of this study could not be utilized because of the difference in program goals between programs, the process of the study could be executed with a similar instrumentation battery developed based upon program-specific goals at the university in which the study is conducted.

7. Use the process of the study to compare online vs. traditional programs within the same program or across programs as applicable.

SUMMARY

The residency portfolio of the Ed.D. program at Marshall University meets each of the program goals to a great extent as reported on the *Stephens Residency Portfolio Survey* (Appendix B) and confirmed through student/graduate focus groups and faculty interviews. Participants experience more benefits from the residency portfolio than literature suggests they would experience from comprehensive examinations. Furthermore, most participants reported that the residency portfolio was better for students than comprehensive exams, including students, graduates, and faculty who have the unique perspective of having had the experience of

taking comprehensive exams as students and facilitating the residency portfolios as faculty for current students.

The primary benefits of the residency portfolio are the collaborative opportunities between students and doctoral faculty and among students themselves, the portfolio experiences themselves that offer students learning opportunities, build career experience, make students more marketable after graduation, and help them become more capable practitioners in their fields because they have had supported experiences completing many of the responsibilities that may be expected of them in the future: teaching, course development, conference presentation, and writing for publication. Students/graduates have become more reflective practitioners because of the reflection activities integrated into the portfolio. They also report that they have taken more ownership over their learning because of the ways in which they can craft the residency portfolio to meet their own personal and career goals.

Faculty report that the residency portfolio has changed the culture of the doctoral program by making it more collaborative and helping faculty members to perform more scholarly activities as they look for opportunities for their students to complete portfolio projects. The residency portfolio has molded doctoral instruction as faculty integrate more portfolio activities into courses thus allowing students to put learning into practice in ways they may not have had an opportunity to otherwise. Students, graduates, and faculty members report that the residency portfolio offers them personal growth and development.

The residency portfolio is not perfect. While the most frequent criticism listed was "none," students, graduates, and faculty members did find fault in the consistency of standards and expectations as well as the varying degrees of faculty buy-in. Portfolio literature confirms that varied expectations are inherent challenges of portfolio assessment, but the issue of faculty

buy-in is a specific in-house challenge for the Ed.D. program at Marshall University. Programmatic, faculty and student, suggestions for improvement and successful portfolio completion were produced from this study (see Appendices M, N, O).

Overall, students, graduates, and faculty members reported positive experiences with the residency portfolio. Many spoke of the residency portfolio in grand terms, saying that it was the most valuable part of the doctoral program, it was the reason they were hired at a job, and that it is what sets Marshall University's Ed.D. Program apart from other programs around the country.

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APPENDICIES

APPENDIX A: QUALIFYING ASSESSMENT RUBRIC

Marshall University Doctoral Portfolio Rubric (5-31-05 revised 6/1/12)

Student Name:_____ Date:_____ Evaluator Name:_____

	Unacceptable = 0	Acceptable = 1	Outstanding = 2
Collaboration	Insufficient evidence of faculty collaboration or infrequent collaboration. Evidence provided is not applicable to the portfolio rationale or doctoral experience.	Demonstrates collaboration with faculty, which might revolve around one in-depth experience or smaller, more frequent experiences. Collaborative experiences are applicable to the portfolio rationale.	Clear evidence of extensive collaboration and interaction with faculty through multiple experiences. Demonstrates initiative in collaboration with peers and professional organizations.
Depth of Understanding	Insufficient evidence of understanding or knowledge of the field. Limited integration of learning experiences.	Demonstrates an understanding of the major tenets of the field and an integration of the learning experiences. Evidence of knowledge of the current issues, concepts, and research in the field.	Clear evidence of application and integration of learning experiences and knowledge of the field. Demonstrates self-evaluation of understanding and its integration into the field.
Reflection	Insufficient reflection or connection of the portfolio experiences. Portfolio work or learning has not occurred over time.	Demonstrates evidence of reflection, critical thought, and learning over time in the development and rationale of the portfolio experiences.	Clear evidence of the synthesis of material into one meaningful piece. Reflection is in-depth and demonstrates a clear connection between the doctoral program experiences and professional growth/development.
Scholarship	Insufficient evidence of attempts to submit work for publication or presentation at the state, regional, or national level. Lack of involvement in the scholarly activities (a bystander).	Demonstrates an integrated and synthesized knowledge of the field through course work, presentations, and publications. Evidence of involvement in scholarly activities. Submission of work for publication or presentation.	Clear evidence of scholarship in the field through presentation, publications, and course work. Work has been accepted for publication in scholarly journals or presentation at regional or national conferences.
Communication	Insufficient clarity, organization, or presentation in written and /or oral communication. Little evidence of composure, professionalism, or poise. Inability to adapt to changes. Limited working knowledge of multimedia. Inappropriate mechanics, grammatical errors, and/or lack of adherence to APA editorial guidelines.	Demonstrates composure, professionalism, and poise in writing, speaking, and presentation in a variety of experiences. Demonstrates organization and flow of the material. Demonstrates of a basic working knowledge of multimedia. Demonstrates use of appropriate mechanics, grammar, and APA editorial guidelines.	Clear, fluent, and effective presentation of thoughts. Creative application through a range of multimedia options. Demonstrates self confidence and awareness of audience involvement and feedback. Adapts quickly and smoothly to changes. Work is free from grammatical errors.
Research	Insufficient evidence of the utilization or understanding of the research process.	Demonstrates an understanding of the research process through the analysis and synthesis of information and/or data from course work, collaborative research activities, etc.	Utilization of the research process through a variety of projects that is highly organized and thorough. Research process has been incorporated outside of the classroom.

General Comments on back page → → → →   score = _____ of 12

APPENDIX B: STEPHENS RESIDENCY PORTFOLIO SURVEY

Stephens Residency Portfolio Survey

1. What is your sex?

○ Male

○ Female

2. What is your age?

○ less than 34

○ 35 to 44

○ 45 to 54

○ 55 or older

3. With which program are you most involved?

○ Curriculum and Instruction

○ Leadership Studies

4. Which role best describes you?

○ Ed.D. program student/graduate

○ Ed.D. program faculty with doctoral faculty status

Stephens Residency Portfolio Survey

5. Were you or are you a member of a cohort?

[　　　　]

6. What is your current status in the Ed.D. program?

○ Began coursework, but no portfolio components

○ Began coursework and portfolio components, but have not completed portfolio defense

○ Completed coursework, but still working on portfolio components

○ Completed coursework and portfolio defense--Admitted to candidacy

○ Working on prospectus/dissertation

○ Graduated program--attained Ed.D. degree

7. In what year did you complete or do you intend to complete the residency portfolio?

[　　　　]

8. Which of the following currently describes your primary vocation?

○ K-12 instructor

○ K-12 administrator

○ Higher education instructor

○ Higher education administrator

○ Other educational agency

○ Professional sector

○ Unemployed

Other (please specify)

[　　　　　　　　　　　　　　　　]

9. Have you changed positions since enrolling in the Ed.D. program?

○ Yes

○ No

If yes, to what extent did your participation in the Ed.D. program influence this change?

[ ]

10. Which best describes your main motivation to attain this degree?

○ Career advancement

○ Change in field of study

○ Unable to find desired employment

○ Increase in my knowledge base

○ Pay increase

Other (please specify)

[ ]

11. How many years have you been involved with the residency portfolio since its inception in 2004?

12. To what extent do you believe the residency portfolio develops the ability for students to:

	not at all		somewhat		to a great extent	do not know
Collaborate effectively through activities such as course work, co-teaching, co-publishing and/or co-presenting	○	○	○	○	○	○
Engage in scholarship/research with a faculty mentor	○	○	○	○	○	○
Engage in scholarship/research with fellow students	○	○	○	○	○	○
Meaningfully apply content from the program of study in practice	○	○	○	○	○	○
Analyze and evaluate a diverse range of educational research/literature	○	○	○	○	○	○

13. To what extent do you believe the residency portfolio develops the ability for students to:

	not at all		somewhat		to a great extent	do not know
Demonstrate depth of understanding of a diverse range of major theories/theorists	○	○	○	○	○	○
Engage in reflective practice	○	○	○	○	○	○
Think critically	○	○	○	○	○	○
Put theory and learning experiences into practice within the discipline	○	○	○	○	○	○
Practice scholarly writing in course work	○	○	○	○	○	○

14. To what extent do you believe the residency portfolio develops the ability for students to:

	not at all		somewhat		to a great extent	do not know
Present to professional organizations	○	○	○	○	○	○
Demonstrate effective verbal communication	○	○	○	○	○	○
Demonstrate effective written communication	○	○	○	○	○	○
Use technology to facilitate effective communication	○	○	○	○	○	○
Conduct effective qualitative research	○	○	○	○	○	○
Conduct effective quantitative research	○	○	○	○	○	○

15. To what extent do you believe the residency portfolio develops the ability for students to:

	not at all		somewhat		to a great extent	do not know
Contribute to literature base through publication	○	○	○	○	○	○
Become an ethical researcher by effectively utilizing the IRB process	○	○	○	○	○	○
Pursue professional opportunities to submit research to publications and present at conferences	○	○	○	○	○	○
Pursue professional opportunities to engage in instructional practices	○	○	○	○	○	○
Take on a leadership role within the field	○	○	○	○	○	○

16. What, if anything, do you view as a strength of the residency portfolio?

17. What, if any, personal benefits did you experience while working on the residency portfolio?

18. What, if anything, do you view as a weakness of the residency portfolio?

19. What, if any, personal challenges did you experience while working on the residency portfolio?

20. Which type of qualifying assessment do you think is best for students?

○ Comprehensive written/oral examinations

○ Residency portfolio

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21. If you were able to give any piece of advice to STUDENTS about the residency portfolio, what would it be?

22. If you were able to give any piece of advice to FACULTY about the residency portfolio, what would it be?

23. If you have any additional comments regarding the residency portfolio, please include them here.

If you would be willing to share more information about your experiences with the residency portfolio in person, as part of a student focus group or faculty interview, please email Ashley Stephens (white182@marshall.edu) with your contact information.

APPENDIX C: PANEL OF EXPERTS

Melissa Farrish, Doctoral Candidate, Marshall University

Allyson Goodman, Doctoral Candidate, Marshall University

Rikki Lowe, Doctoral Candidate, Marshall University

Kandas Queen, Doctoral Candidate, Marshall University

Melissa Rhodes, Doctoral Candidate, Marshall University

Mary Ann Triplett, Doctoral Candidate, Marshall University

Carla Warren, Doctoral Candidate, Marshall University

Dr. Lisa Heaton, Professor, Marshall University

Dr. Ronald Childress, Professor, Marshall University

Dr. Edna Meisel, Professor, Marshall University

Dr. Sue Hollandsworth, Retired, Marshall University

APPENDIX D: INITIAL CONTACT SURVEY EMAIL

First Contact

Date: 1/30/2016   MUIRB APPROVAL # 00002205

Dear Marshall University Doctoral Student, Graduate or Faculty Member:

You have been selected to participate in a doctoral research study of Marshall University's Ed.D.

Residency Portfolio. The purpose of this study is to examine participant perceptions of the residency

portfolio. Possible benefits of sharing your perceptions for this study include: helping the researcher

and Ed.D. Program participants better understand how the residency portfolio is being experienced

and establishing best practices for Marshall University and any other programs which utilize similar

portfolios.

Your willingness to respond to this survey is greatly appreciated as I understand that your time is

valuable. The survey should only take 15 minutes to complete. Your participation is voluntary. All

responses are confidential so please feel confident answering honestly and candidly. Contact

information will not be connected to survey responses. You may choose to withdraw from

participation at any time by simply closing the link to the survey. Submission of your survey implies

your consent to participate.

Your participation in this study will allow me to present an accurate picture of Marshall University's

Ed.D. Residency Portfolio and how it is being experienced by participants. I can only do this with

your help. Your timely completion of this survey would be greatly appreciated. Please note that

there is no penalty for declining to participate in this study, and you may skip any questions. I am

requesting that you complete the online survey by February 20, 2016. The survey can be accessed by

clicking the Begin Survey button below.

Please keep this message for your records. Should you have any questions regarding this study,

please feel free to contact me at 304-416-1174 or Lisa Heaton (304) 746-2026. Should you have any

questions concerning your rights as a research subject, you may contact Bruce Day, at the Office of

Research Integrity at Marshall University at 304-696-7320. Thank you in advance for your

completion of the survey and participation in this study. This research would not be possible without

you.

Sincerely,

Ashley Stephens, Ed.S.

Marshall University Graduate College

Email: white182@marshall.edu

APPENDIX E: FOLLOW-UP SURVEY EMAIL

Second Contact

Date: 02/08/2016   MUIRB APPROVAL # 00002205

Dear Marshall University Doctoral Student, Graduate or Faculty Member:

Last week I contacted you to request your completion of a survey given to all participants of

Marshall University's Ed.D. Residency Portfolio. However, as of now I have yet to receive your

completed survey. The purpose of this study is to examine participant perceptions of the residency

portfolio.

I understand that your time is limited, and only ask for 15 minutes for you to complete this survey. It

can be accessed by clicking the Begin Survey button below.

I look forward to your response on or before February 20, 2016. Thank you in advance for your

participation.

Sincerely,

Ashley Stephens, Ed.S.

Marshall University Graduate College

Email: white182@marshall.edu

APPENDIX F: FINAL SURVEY EMAIL

Third Contact

Date: 02/18/2016   MUIRB APPROVAL # 00002205

Dear Marshall University Doctoral Student, Graduate or Faculty Member:
Two weeks ago I contacted you to request your completion of a survey given to all participants

of Marshall University's Ed.D. Residency Portfolio. The purpose of this study is to examine

participant perceptions of the residency portfolio. The survey is due Saturday, February 20.

Your perceptions are of the upmost importance and interest to me and are vital to my study. I

understand that your time is limited, and only ask for 10 minutes for you to complete this survey.

It can be accessed by clicking the Begin Survey button below.

Please complete the survey today. Thank you in advance for your participation.

Sincerely,

Ashley Stephens, Ed.S.
 Marshall University Graduate College
 Email: white182@marshall.edu

APPENDIX G: ACCOMPANYING LETTER FROM DEAN EAGLE

Students, Graduates, and Faculty,

Ashley Stephens is conducting dissertation research focusing on the residency portfolio component of the Ed.D. Program here at Marshall University. To that end, she is inviting you to complete an online survey via Survey Monkey. This survey should only take approximately 10 minutes of your time.

The information collected from this study will help our program to understand how the residency portfolio is being experienced by you the students, graduates and faculty members. It will give Ashley valuable information for her dissertation that she will share with us when the study is complete. Please consider completing the survey to give us more information about your experiences in the Ed.D. Program.

You will receive an email within the next 48 hours with instructions and a link to the survey. If you do not receive it, please check your junk email folder and/or contact Ashley at ashleygwhite@hotmail.com for further assistance in reaching the survey.

Thank you for your time and consideration. Your candid, honest responses are appreciated.

Dr. Teresa Eagle

APPENDIX H: STUDENT/GRADUATE FOCUS GROUP INTERVIEW GUIDE

Actual questions asked during focus groups may vary based on findings from the survey. All questions asked will be focused on gleaning additional qualitative information to enrich the quantitative research findings. Focus group questions may include:

1. How would you describe the purpose of the residency portfolio?

2. Has the residency portfolio process developed your ability to _____? If so, in what ways? *When asking the question, fill in the blank with: collaborate, demonstrate depth of understanding, reflect, engage in scholarship, develop oral/written communication skills, practice ethical research, OR be a practitioner.*

3. How could the residency portfolio process be improved to do a better job at developing your ability to _____? *When asking the question, fill in the blank with: collaborate, demonstrate depth of understanding, reflect, engage in scholarship, develop oral/written communication skills, practice ethical research, OR be a practitioner.*

4. What, if anything, do you feel was a strength of the portfolio process? Can you provide any examples of this from your experience? In the survey, several participants felt that _____. In what ways does that align or differ from your personal experiences?

5. What, if any, personal benefits did you experience as a result of the portfolio process? Can you provide any examples of this from your experience? In the survey, several participants felt that _____. In what ways does that align or differ from your personal experiences?

6. What, if anything, do you feel was a weakness of the portfolio process? Can you provide any examples of this from your experience? In the survey, several participants felt that _____. In what ways does that align or differ from your personal experiences?

7. What, if any, personal challenges did you experience as a result of the portfolio process? Can you provide any examples of this from your experience? In the survey, several participants felt that _____. In what ways does that align or differ from your personal experiences?

8. Several participants suggested _____ as advice for students when completing the survey. Does this sound like good advice to you? Why or why not?

9. Several participants suggested _____ as advice for faculty when completing the survey. Does this sound like good advice to you? Why or why not?

10. Do you feel the residency portfolio expectations are clearly communicated? How or how not?

11. Do you feel the residency portfolio offers opportunities for you to feel a sense of ownership over your learning? How or how not?

12. Do you feel the residency portfolio has offered any growth and development opportunities for you personally? If so, in what ways? If not, why not?

13. Is there anything else you would like to share with me about your portfolio experiences?

APPENDIX I: FACULTY PERSONAL INTERVIEW GUIDE

Actual questions asked during faculty interviews may vary based on findings from the survey and focus groups. All questions asked will be focused on gleaning additional qualitative information to enrich the quantitative research findings. Faculty interview questions may include:

1. How would you describe the purpose of the residency portfolio?

2. In what ways, if any, do you feel the residency portfolio serves as a tool for program evaluation?

3. Has the residency portfolio process developed students' abilities to _____? If so, in what ways? *When asking the question, fill in the blank with: collaborate, demonstrate depth of understanding, reflect, engage in scholarship, develop oral/written communication skills, practice ethical research, OR be a practitioner.*

4. How could the residency portfolio process be improved to do a better job at developing students' abilities to _____? *When asking the question, fill in the blank with: collaborate, demonstrate depth of understanding, reflect, engage in scholarship, develop oral/written communication skills, practice ethical research, OR be a practitioner.*

5. What, if anything, do you feel is a strength of the portfolio process? Can you provide any examples of this from your experience? In the survey, several participants felt that _____. In what ways does that align or differ from your personal experiences?

6. What, if any, personal benefits have you experienced as a result of the portfolio process? Can you provide any examples of this from your experience? In the survey, several participants felt that _____. In what ways does that align or differ from your personal experiences?

7. What, if anything, do you feel is a weakness of the portfolio process? Can you provide any examples of this from your experience? In the survey, several participants felt that _____. In what ways does that align or differ from your personal experiences?

8. What, if any, personal challenges have you experienced as a result of the portfolio process? Can you provide any examples of this from your experience? In the survey, several participants felt that _____. In what ways does that align or differ from your personal experiences?

9. Several participants suggested _____ as advice for students when completing the survey. Does this sound like good advice to you? Why or why not?

10. Several participants suggested _____ as advice for faculty when completing the survey. Does this sound like good advice to you? Why or why not?

11. Do you feel the residency portfolio expectations are clearly communicated? How or how not?

12. Do you feel the residency portfolio offers growth and development opportunities for you personally? If so, in what ways? If not, why not?

13. What impact, if any, has the residency portfolio had on the culture of the Ed.D. program?

14. What changes, if any, has the residency portfolio had on the relationship among faculty, between faculty and students, and among students?

15. What changes, if any, has the residency portfolio had on your approach to instruction?

16. Is there anything else you would like to share with me about your portfolio experiences?

APPENDIX J: IRB APPROVAL OF STUDY

MARSHALL UNIVERSITY
www.marshall.edu

Office of Research Integrity	FWA 00002704
Institutional Review Board	
One John Marshall Drive	IRB1 #00002205
Huntington, WV 25755	IRB2 #00003206

January 26, 2016

Lisa Heaton, PhD
Curriculum and Instruction Department, MUGC

RE: IRBNet ID# 839735-1
At: Marshall University Institutional Review Board #2 (Social/Behavioral)

Dear Dr. Heaton:

Protocol Title:	[839735-1] Ashley Stephens' Dissertation	
Expiration Date:	January 26, 2017	
Site Location:	MUGC	
Submission Type:	New Project	APPROVED
Review Type:	Exempt Review	

In accordance with 45CFR46.101(b)(2), the above study and informed consent were granted Exempted approval today by the Marshall University Institutional Review Board #2 (Social/Behavioral) Designee for the period of 12 months. The approval will expire January 26, 2017. A continuing review request for this study must be submitted no later than 30 days prior to the expiration date.

This study is for student Ashley Stephens.

If you have any questions, please contact the Marshall University Institutional Review Board #2 (Social/Behavioral) Coordinator Bruce Day, ThD, CIP at 304-696-4303 or day50@marshall.edu. Please include your study title and reference number in all correspondence with this office.

- 1 -

Generated on IRBNet

APPENDIX K: IRB SURVEY APPROVAL

Date: January 18, 2016

Marshall University IRB

Approved on:	1/26/16
Expires on:	1/26/17
Study number:	839735

MUIRB APPROVAL #

Dear Marshall University Doctoral Student, Graduate or Faculty Member:

You have been selected to participate in a doctoral research study of Marshall University's Ed.D. Residency Portfolio. The purpose of this study is to examine participant perceptions of the residency portfolio. Possible benefits of sharing your perceptions for this study include: helping the researcher and Ed.D. Program participants better understand how the residency portfolio is being experiences and establishing best practices for Marshall University and any other programs which utilize similar portfolios.

Your willingness to respond to this survey is greatly appreciated as I understand that your time is valuable. The survey should only take 15 minutes to complete. Your participation is voluntary. All responses are confidential so please feel confident answering honestly and candidly. Contact information will not be connected to survey responses. You may choose to withdraw from participation at any time by simply closing the link to the survey. Submission of your survey implies your consent to participate.

Your participation in this survey allows me to present an accurate picture of Marshall University's Ed.D. Residency Portfolio and how it is being experienced by participants. I can only do this with your help. Your timely completion of this survey would be greatly appreciated. Please note that there is no penalty for declining to participate in this study, and you may skip any questions. I am requesting that you complete the online survey by February 1, 2016. The survey can be accessed by clicking the following URL:

https://www.surveymonkey.com/r/residencyportfolio

If you find that the above link does not work, you may copy and paste it into the address bar within your browser.

Please keep this letter for your records. Should you have any questions regarding this study, please feel free to contact me at 304-416-1174 or Lisa Heaton (304) 746-2026 or heaton@marshall.edu. Should you have any questions concerning your rights as a research subject, you may contact Bruce Day, at the Office of Research Integrity at Marshall University at 304-696-7320. Thank you in advance for your completion of the survey and participation in this study. This research would not be possible without you.

Sincerely,

Ashley Stephens, Ed.S.
Marshall University Graduate College
Email: white182@marshall.edu

APPENDIX L: FOCUS GROUP AND INTERVIEW INFORMED CONSENT

Informed Consent to Participate in a Research Study

A Mixed Methods Program Evaluation of Participant Perceptions of the Residency Portfolio Component of the Education Doctorate at Marshall University
Lisa Heaton, Ph.D., Principal Investigator
Ashley Stephens, Ed.D. Candidate, Co-Investigator

Marshall University IRB	
Approved on:	1/26/16
Expires on:	1/26/17
Study number:	839735
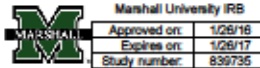
Introduction

You are invited to be in a research study. Research studies are designed to gain scientific knowledge that may help other people in the future. You may or may not receive any benefit from being part of the study. Your participation is voluntary. Please take your time to make your decision, and ask your research investigator or research staff to explain any words or information that you do not understand.

Why Is This Study Being Done?

The purpose of this study is to learn more about Marshall University's residency portfolio and how it is being experienced by participants.

How Many People Will Take Part In The Study?

About 30 people will take part in this phase of the study. A total of 30 subjects are the most that would be able to enter the study.

What Is Involved In This Research Study?

To participate in this phase of the study, you will be asked to answer questions during a focus group or personal interview to discuss your experiences with the residency portfolio.

What about Alternative Procedures?

If you do not wish to participate in this study, you are welcome to leave at any time.

How Long Will You Be In The Study?

This interview should last no more than an hour.

You can decide to stop participating at any time. If you decide to stop participating in the study we encourage you to talk to the study investigator or study staff as soon as possible.

The study investigator may stop you from taking part in this study at any time if he/she believes it is in your best interest; if you do not follow the study rules; or if the study is stopped.

Subject's Initials _____

What Are The Risks Of The Study?

There are no known risks to those who take part in this study.

There may also be other side effects that we cannot predict. You should tell the researchers if any of these risks bother or worry you.

Are There Benefits To Taking Part In The Study?

If you agree to take part in this study, there may or may not be direct benefit to you. We hope the information learned from this study will benefit other people in the future.

What About Confidentiality?

We will do our best to make sure that your personal information is kept confidential. However, we cannot guarantee absolute confidentiality. Federal law says we must keep your study records private. Nevertheless, under unforeseen and rare circumstances, we may be required by law to allow certain agencies to view your records. Those agencies would include the Marshall University IRB, Office of Research Integrity (ORI) and the federal Office of Human Research Protection (OHRP). This is to make sure that we are protecting your rights and your safety. If we publish the information we learn from this study, you will not be identified by name or in any other way.

What Are The Costs Of Taking Part In This Study?

There are no costs to you for taking part in this study. All the study costs, including any study tests, supplies and procedures related directly to the study, will be paid for by the study.

Will You Be Paid For Participating?

You will receive no payment or other compensation for taking part in this study.

What Are Your Rights As A Research Study Participant?

Taking part in this study is voluntary. You may choose not to take part or you may leave the study at any time. Refusing to participate or leaving the study will not result in any penalty or loss of benefits to which you are entitled. If you decide to stop participating in the study we encourage you to talk to the investigators or study staff first.

Whom Do You Call If You Have Questions Or Problems?

For questions about the study or in the event of a research-related injury, contact the study investigator, Ashley Stephens at (304) 416-1174 or Lisa Heaton (304) 746-2026 or

Subject's Initials _____

heaton@marshall.edu You should also call the investigator if you have a concern or complaint about the research.

For questions about your rights as a research participant, contact the Marshall University IRB#2 Chairman Dr. Stephen Cooper or ORI at (304) 696-4303. You may also call this number if:
- o You have concerns or complaints about the research.
- o The research staff cannot be reached.
- o You want to talk to someone other than the research staff.

You will be given a signed and dated copy of this consent form.

SIGNATURES

You agree to take part in this study and confirm that you are 18 years of age or older. You have had a chance to ask questions about being in this study and have had those questions answered. By signing this consent form you are not giving up any legal rights to which you are entitled.

_____
Subject Name (Printed)

_____   _____
Subject Signature   Date

_____
Person Obtaining Consent (Printed)

_____   _____
Person Obtaining Consent Signature   Date

Subject's Initials _____

APPENDIX M: ADVICE FOR STUDENTS

Start early.

Stay organized. Keep assignments and artifacts from your portfolio experiences as you go. Build the portfolio continually from the start.

Be proactive. Contact faculty to ask about portfolio opportunities and to ask for help when you need it. Do not wait for others to come to you.

Integrate the portfolio experiences into your coursework and professional life as much as possible.

Read as much as possible regarding educational theory, your area of study, and current events in the field.

Utilize the writing lab and library resources.

Develop a good rapport with your chairperson and committee members.

Reflect frequently regarding coursework, portfolio experiences, and changes in personal educational philosophy. Do not wait until the end of the process to begin to reflect.

Consider incorporating a theme when building the portfolio.

Do not take on more than one portfolio experience at a time.

Educate yourself regarding the residency portfolio process and requirements: read the handbook, pay attention to the rubric, ask faculty for help, and discuss the process with fellow students.

Design your portfolio intentionally. Keep your goals and end product in mind as you choose experiences.

When constructing the portfolio and reflection paper, focus on the ways in which you have changed since beginning the program.

Use your strengths and begin with portfolio projects with which you are comfortable before venturing out to new activities outside your scope of experience and expertise.

Manage your time well. Do not procrastinate.

Attend portfolio defenses of other students to understand the expectations and processes better.

Set high expectations for yourself and do more than the minimum requirements. Get as much as you can out of this learning experience. This will not only build your residency portfolio but your curriculum vitae and career experiences as well, if constructed correctly.

APPENDIX N: ADVICE FOR FACULTY

Offer portfolio experience opportunities to students.

Buy into the portfolio project.

Reach out and communicate often.

Outline and explain portfolio expectations clearly.

Be accessible and approachable for students. Your status as doctoral faculty carries some intimidation for students even if you do not realize or contribute to that perception.

Work with students outside your committee when possible.

Continue to align coursework with portfolio experiences to get as much mileage as possible from each activity.

Be flexible and encourage students to be creative in how they structure the portfolio to meet their individual goals.

Be sure that collaborative activities are truly collaborative. Show students how to do what you do rather than using them as graduate assistants who merely grade assessments.

Take students' personal lives into account when setting expectations. Many work full time as well as having family responsibilities.

Scaffold activities appropriately. While professional experiences such as submitting papers for publication, presenting at conferences, developing courses, and teaching are second nature to you, many students are new to these processes.

Maintain high expectations.

Let students know your professional interests so that they know what projects in which you may be interested in collaborating.

Conduct check-ins with students at least annually.

Help students begin to frame the portfolio early on in their doctoral journeys.

APPENDIX O: PROGRAMMATIC ADVICE

Continue to improve student training regarding residency portfolio expectations. Communicate expectations more clearly to both faculty and students via trainings and materials. Consider adding training and materials to EDF 719 and doctoral seminars as well as best practices to the student handbook. Include discussion of the portfolio in the orientation. Include more information regarding the portfolio on the Ed.D. website. Consider adding explanatory video clips as well as short clips of elements of the portfolio defense.

Train, assign, and reward faculty in different ways for their participation in the residency portfolio to increase faculty buy-in and reduce issues with faculty as reported by student and graduate participants.

Align expectations so they are consistent program-wide rather than based upon the chairperson of each committee.

Revisit portfolio elements to refine, improve, and make expectations more consistent. This may include requiring elements that were considered to be of exceptional value such as a research project, submitting a paper for publication, IRB approval, and a theory paper as well as the removal of serving on the doctoral seminar committee as portfolio activity and the thematic requirement of the presentation and reflective paper. Encourage or require more literature integration into the portfolio as a whole and the reflection paper in particular.

Revisit the reflective paper. Many faculty members did not feel that it showcased the type of reflection that would have been most beneficial to students.

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Education

Marshall University Graduate College, South Charleston, WV. Ed.D. in Curriculum and Instruction, 2016. Emphasis in Educational Technology.

Marshall University Graduate College, South Charleston, WV. Ed.S. in Curriculum and Instruction, 2010. Emphasis in Educational Technology.

Marshall University Graduate College, South Charleston, WV. M.A. Ed. in Secondary Education, 2007. Emphasis in Teaching English as Second Language.

Marshall University, Huntington, WV. B.A. in Secondary Education with an emphasis in Spanish Education 5-Adult, 2005. John Marshall Scholar. Member Sigma Delta Pi, Spanish honorary; social sorority.   National and Marshall Dean's List. Received Educational Teaching Service's Recognition of Excellence Award for Principles of Learning and Teaching Test.

Universidad Antonio de Nebrija, Madrid, Spain. Fifteen hours of course work toward a B.A. in Spanish Education, 2004.

Universidad de Guanajuato, Guanajuato, Mexico. Non-degree work as part of a study abroad project through West Virginia University Extension Service, 1999. Participated in summer courses in conversation and grammar as well as completed numerous hours of community service.

Experience

Company Owner   **April 2016-Present**

Stephens Educational Consulting, Inc.

- Plan, build, and implement online educational systems for businesses and individuals.
- Assess target market, consumer needs, and industry trends to advise clients on appropriate integration of online courses and educational products and services.

Spanish Translator/English as Second Language Instructor   **July 2008-Present**

Spanish Translator and English as a Second Language Instructor for First Presbyterian Church in Huntington, WV.

- Provide beginning Spanish instruction for members preparing for a mission trip to Gallito, Peru.
- Provide translation services while on-site in Peru.
- Provide English lessons to school-aged children in Gallito, Peru.
- Create English lessons for on-site implementation for students in Peru.

Spanish Instructor   **August 2009-June 2017**

Spanish Instructor for the West Virginia Virtual School.

- Provide online, telephone and video conference instruction to middle and high school students throughout the state of West Virginia.
- Work with facilitators and administrators in rural counties to meet student needs.

Distance-Learning Spanish Instructor   **January 2005-June 2009**

Spanish Instructor for the June Harless Center for Rural Educational Research and Development through Marshall University's Research Corporation.

- Instruct students in grades 6-12 in beginning Spanish courses 1, 1A, 1B and 2.
- Perform all tasks related to content preparation, presentation and assessment.

English as Second Language Instructor   **June 2008-December 2008**

English as a Second Language instructor for Marshall University's LEAP (Learning English for Academic Purposes) Program.

- Provide instruction for beginning English learners in vocabulary and oral communication courses

- Develop lessons, activities, and assessments based upon course objectives.

English as Second Language Instructor   **May 2008-September 2008**

English as a Second Language Instructor for the West Virginia Power Baseball Team in

Charleston, WV.

- Instruct students one-on-one and in small groups in English to improve vocabulary, pronunciation, grammatical structure, and understanding of customs.
- Created and implemented authentic learning experiences related to the lives and experiences of minor league baseball players.

Skills and Qualifications

- Flexible and independent
- Motivated by student growth and achievement
- Excellent command of instructional processes and theories
- Proficient in the Spanish language
- Comprehensive understanding of how second languages are learned and theories regarding best teaching strategies for such classes
- Excellent computer skills in areas related to curriculum research, development and presentation as well as those related to distance learning
- Works well with superiors, peers and students
- Comfortable with curriculum design and presentation
- Functions well in multilingual, multiethnic and multicultural situations

Presentations

Stephens, A. (2010, Aug 10). Stock Your Toolbox: Free Techy Tools for Teachers. Session

presented at the 2010 West Virginia Statewide Technology Conference. Charleston,

West Virginia.

Hagerman, R., Stephens, A., Queen, K., & Heaton, L.A. (2010, April 22). Portfolios: Innovation

vs. Tradition. Session presented at the 21st International Conference on College Teaching

and Learning. Ponte Vedra Beach, Florida.

Heaton, L.A., Goodman, A., White, M., & Stephens, A. (2009, October). Social Networking and

You. Session presented at the Marshall University Graduate School of Education and

Professional Development Fall 2009 Doctoral Seminar. South Charleston, West

Virginia.

Stephens, A. (2008, October 22). Crash Course in ESL. Session presented for the CI 480
International Comparative Education, Marshall University, Huntington, West Virginia.

Heaton, L.A., Skoretz, Y., & Stephens, A. (2008, October). Plagiarism: Get Informed. Session
presented at the Marshall University Graduate School of Education and Professional
Development Fall 2008 Doctoral Seminar. South Charleston, West Virginia.

Heaton, L.A., Skoretz, Y., Irvin, A., Downard, D., & Stephens, A. (2008, October). Multimedia
in Instruction—Podcast Yourself. Poster session presented for the West Virginia Higher
Education Technology Conference. Morgantown, West Virginia.

References

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