A STUDY OF THE IMPLEMENTATION OF THE EXECUTIVE ED. D. IN EDUCATIONAL LEADERSHIP AT THE UNIVERSITY OF CENTRAL FLORIDA 2010-2013: A PROFESSIONAL PRACTICE DOCTORATE

by

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ABSTRACT

This study conducted at the University of Central Florida was of two-fold importance. First, information gathered via this study has served to continually improve the rigor and relevancy of the curriculum and program requirements to issues in education. Second, the research findings from this study served to move forward the national and increasingly international efforts to improve the Ed. D. and other professional practice doctorate programs.

The review of literature was organized to present an introduction for the conceptual framework of the efforts to distinguish between the Ph. D. and Ed. D. and strengthen the education doctorate overall. The review presented discussions on the history of the doctorate, history and reform models for the professional doctorate, history of the education doctorate, the Ed. D. versus the Ph. D., differentiation of the education doctorates, and the future of the education doctorate.

This study was conducted in the University of Central Florida's Executive Ed. D. in Educational Leadership program, and employed a mixed methods approach. A series of four surveys were developed to gather both quantitative perception rating responses on a Likert scale of either one to four or one to five, as well as qualitative or open responses to enhance context. Means and standard deviations were analyzed to determine perception ratings, and one-way analyses of variance were conducted to determine differences in perceptions between cohorts and over time.

This research illustrated that the perceptions of students in the Executive Ed. D. in Educational Leadership program were positive. Student respondents indicated that their reasons for applying to the program are reflected in the program design, the program is aligned well with

the Carnegie Project on the Education Doctorate's (CPED) Working Principles, and the program was meeting their needs at defined points in the program of study.

Implications for practice include using admission and demographic information to inform instructional and advising processes, continuing to gather student perception ratings and open responses to keep the Executive Ed. D. in Educational Leadership at the University of Central Florida aligned with the CPED Working Principles and all programs with the students' needs, and following up with graduates to gather perceptions on the perceived impact of their study.

Recommendations for further research include continuing this study in a longitudinal format to gather perceptions and conduct tests for changes in perceptions over time prior to entering the program, at different points throughout the program, and after completing the program. Also, continuing to gather data on the variable of persistence, to determine relationships between whether or not a student remains enrolled in the program and predictor variables including GRE score, undergraduate GPA, and professional position. Similarly, gathering measurements of program viability including graduation rates and time to degree completion to compare with those measurements on program prior to being redesigned as well as evaluating relationships between admission requirements and time to degree completion and graduation rates.

DEDICATION

I dedicate this work to my daughter Madison, you are my joy and my inspiration and though it was hard to spend time away from you, I hope that this accomplishment inspires you to achieve greatness and realize the potential that I can already see in your spirit, your intelligence, and most importantly your kind heart. Thank you for being there with me when I had to work, whether you were sleeping next to me or sitting on my lap helping me, just having you with me made all the difference. I love you more than words can say.

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CHAPTER ONE INTRODUCTION

Background of the Study

A national conversation was occurring regarding the education doctorate, specifically to increase the rigor of program requirements as well as the content relevancy of the Ed. D. to practitioners and the Ph. D. to scholars in the field of education. The Carnegie Project on the Education Doctorate (CPED) served to facilitate this conversation to distinguish between the Ed. D., which prepares scholar practitioners for leadership roles in the field, and the Ph. D. which prepares scholars for the professoriate (The Carnegie Project on the Education Doctorate, n.d.b). Within this conversation, CPED members acknowledged that there was little difference between the two degrees and advocated for a clear differentiation between the Ed. D. and Ph. D. (Imig & Perry, n.d.). Further, CPED members identified the project's purpose as creating a "stronger and more relevant degree for the advanced preparation of school practitioners and clinical faculty, academic leaders, and professional staff for the nation's schools and colleges and the learning organizations that support them" (Imig & Perry, n.d., "About," para. 1). The University of Central Florida (UCF) joined the CPED conversation as a consortium member and restructured the Educational Leadership Ed. D. to form a new Executive track. This renewed program, including nine new course offerings, was aligned with key elements of CPED including philosophies on laboratories of practice, signature pedagogy, and the dissertation. The new program's objective was to prepare scholar practitioners to use research and theory in their positions of leadership and decision making in the K-12 setting and "other educational organizations" (The University of Central Florida, 2010, p. 2). The program of study included 30 credit hours of coursework, nine credit hours in the research strand, and 15 credit hours in the

dissertation research strand as illustrated in the UCF Graduate Catalog 2010-2011 (The University of Central Florida, 2010, p. 7). The new degree program differed from the previous version in three key ways. First the coursework was designed so that scholar practitioners would be able to use theory and research to inform their leadership and decision making and use appropriate frames for generating solutions to complex problems of practice. Second, the research component was redesigned to provide students with the skill set to critically evaluate research for use in decision making as well as being able to conduct their own practical applications of research. Third, the dissertation was reframed to a practical study, solving current issues in local school districts and other educational settings. Students with a previously earned master's degree were admitted once annually in the fall semester, into cohorts which follow the same three-year course and milestone sequence.

With admission of the first cohort in the fall semester of 2010, program faculty solicited perceptions and feedback from students regarding the key elements of the new program. Faculty surveyed the students to determine how well the program of study including coursework, milestones, and research, aligned with the CPED working principles, and more importantly with the student's and needs. These surveys were conducted at key points in the program including immediately following admission, after the first two semesters of coursework and milestone one (the qualifying whitepaper), after two years, and in year three after milestone two (the proposal defense). The quantitative and qualitative data gathered served to support faculty in their ongoing efforts to meet the desires of students and keep the program aligned with the CPED Working Principles on which it was designed.

Statement of the Problem

The UCF Educational Leadership Ed. D. program designed 25 years prior and modeled after a Ph. D. program, was the target of the study. The need for change was inspired by increasing competition by for-profit and online providers of educational leadership doctorate programs. The College of Education joined the Carnegie Project on the Education Doctorate and as a result, the Dean requested that the track align with the CPED Working Principles (Appendix A). As outlined by the principal investigator in the Executive Ed. D. in Educational Leadership Client Request for Research Proposal (RFP) (Appendix G), the Executive Ed. D. was designed in 2009 and implemented in August 2010 to increase graduation rate at the 4th year, to eliminate issues of availability of specialization and cognate courses, and to align learning experiences with needs of future executive leaders in education. Faculty agreed to learning principles that would be included in all coursework. As the program was newly formed, no data were available to guide program faculty in their decision making. From this, program faculty requested this study in order to generate actionable information and data were to be gathered and analyzed to show the extent to which these purposes had been achieved by the spring semester of 2013.

Purpose of the Study

This study served to measure perceptions of the students in the Executive Ed. D. in Educational Leadership at the University of Central Florida (UCF) on the extent to which the program was meeting their expectations, and was aligned with the goals of the program, and with the Carnegie Project on the Education Doctorate. Program faculty requested this information to ensure continual alignment of the program with the needs of the students, as well as CPED Working Principles on which the program was redesigned.

Significance of the Study

This study conducted at the University of Central Florida was of two-fold importance. First, information gathered via this study has served to continually improve the rigor and relevancy of the curriculum and program requirements to issues in education. Second, the research findings from this study served to move forward the national and increasingly international efforts to improve the Ed. D. and other professional practice doctorate programs.

Research Questions

Based on the initiative to keep the program of study aligned with the CPED Working Principles (Appendix A) and the students desires, and in response to the UCF Executive Ed. D. in Educational Leadership Client Request for Research Proposal (Appendix G), five research questions were designed to guide this study (The University of Central Florida College of Education, 2011, p. 12). Table 1 presents the research questions driving this study, the data source for each question, and the statistical tests that were used to analyze the data gathered to answer each question.

Table 1

Research Question Data Matrix.

Number	Research Question	Data Source	Statistical Tests
1	To what extent do cohort demographic variables (GRE and undergraduate GPA position of employment, and professional demographics) relate to success (graduate GPA and persistence) in the program?	Surveys, UCF student data	Means, standard deviations, additional regression analysis
2	To what extent does the University of Central Florida's Executive Ed. D. in Educational Leadership program reflect the CPED Working Principles?	University of Central Florida Expectations Doctoral Cohorts Surveys End of Years One, Two and Three	Means, standard deviations, additional ANOVA analysis
3	To what extent do doctoral students who are accepted into the Executive Ed. D. in Educational Leadership program, perceive that their reason for applying to the program are aligned with the program design at the beginning of the program?	UCF Admission Survey, Reasons for Applying Executive Ed. D. in Educational Leadership	Means, standard deviations, additional ANOVA analysis
4	To what extent do doctoral students in the Executive Ed. D. in Educational Leadership program; perceive that the program is meeting their expectations after two semesters of coursework?	University of Central Florida Expectations Doctoral Cohorts Survey End of Year One	Means, standard deviations, additional ANOVA analysis
5	To what extent do doctoral students in the Executive Ed. D. in Educational Leadership program, perceive that the program is meeting their expectations after two years of coursework and successfully defending their research proposal?	University of Central Florida Expectations Doctoral Cohorts Surveys End of Year Two and Year Three	Means, standard deviations, additional ANOVA analysis

Methodology

The population for this study included Educational Leadership doctoral students at UCF and a convenience sample of all students in Cohorts One, Two, and Three admitted to the Executive Ed. D. in Educational Leadership, in years 2010, 2011, and 2012 respectively. Cohort One, included 25 students, Cohort Two consisted of 15 students, and Cohort Three consisted of 27 students. Instrumentation for this study included a series of four surveys developed by the

faculty principal investigator and the researcher (Appendices C, D, E, & F). The first survey, UCF Admission Survey, Reasons for Applying Executive Ed. D. in Educational Leadership (Admission Survey) was issued to students at the beginning of the program followed by a survey issued at the end of the first spring semester, University of Central Florida Expectations Doctoral Cohorts Survey End of Year One (end of year one survey) and second spring semester, University of Central Florida Expectations Doctoral Cohorts Survey End of Year Two (end of year two survey), and a final survey issued in year three, University of Central Florida Expectations Doctoral Cohorts Survey Year Three for Cohort One only. The duration of this study included seven semesters for Cohort One, four semesters for Cohort Two, and one semester for Cohort Three. This study consisted of four surveys for Cohort One, two surveys for Cohort Two, and one survey for Cohort Three.

The faculty principal investigator made first contact with recently admitted students to explain the purpose for this study and prepare them to receive an electronic mail request from the researcher, asking them to complete the Admission Survey (Appendix C). The researcher then assigned a unique numerical identifier for each student respondent and sent individual electronic mail requests to each student including the subject informed consent form (Appendix H) in the body of the electronic mail and a link to the survey (Appendix C). The researcher followed up with an electronic email to students who had not completed the survey one week after the initial request. The principal investigator made a final solicitation of the students during a class meeting. This same process was followed at the end of the second semester, for the end of year one survey (Appendix D), at the end of the fifth semester for the end of year two survey (Appendix E), and at the end of the seventh semester, for Cohort One only, for the year three survey.

Surveys were designed to gather demographic information as well as perception ratings on variable clusters of curriculum, milestones, alignment to the Carnegie Principles on the Education Doctorate, and the dissertation as students progressed through the program. Descriptive statistics were used to determine rating of perceptions for the variable clusters identified, to answer research questions two, three, four, and five (see Table 1) and describe the total sample and by cohort. Regression analyses were conducted to answer research question one (see Table 1) and determine the relationship between independent demographic variables including GRE, undergraduate GPA, professional position, and years of professional employment and the dependent variable clusters of curriculum, milestones, alignment to the Carnegie Principles on the Education Doctorate, and the dissertation. Analyses of Variance (ANOVA) were conducted to determine differences in mean perceptions among cohort samples, as well as over time for the variable clusters. Surveys included open response items that were analyzed qualitatively and presented in themes. The researcher developed a coding schema for themes that emerged and presented comment themes by demographics including professional position, years of professional employment, and cohort.

Definition of Terms

1. **The Carnegie Project on the Education Doctorate** was a consortium of member institutions that were working together to critically evaluate the doctorate in education with emphasis on the educational needs of those in professional practice (Carnegie, n.d.).
2. **CPED working principles** were a set of statements that will "focus a research and development agendas to test, refine, and validate principles for the professional doctorate in education" (Carnegie, n.d.). Appendix A presents the list of principles.

3. **Program of study** was comprised of the curriculum including total number of credit hours which was 54, the course sequence, milestones such as the qualifying white paper and the dissertation (The University of Central Florida College of Education, 2011).
4. **Milestone 1, qualifying white paper** was a comprehensive examination paper to be written by the doctoral students to illustrate comprehensive understanding and application of the curriculum completed at that time (The University of Central Florida College of Education, 2011).
5. **Milestone 2, research proposal defense** was an oral presentation of a research proposal in response to a request for proposal. Presentation will be made to principal investigator as well as faculty committee and must be approved by both in order for the student to continue in the program (The University of Central Florida College of Education, 2011).
6. **Dissertation** was the capstone requirement for the Executive Ed. D. in Educational Leadership. Students must defend their dissertation to the faculty committee and must receive approval in order to graduate from the program (The University of Central Florida College of Education, 2011).
7. **Ed. D.** was the doctorate in education (Carnegie, n.d.).
8. **Ph. D.** was the doctorate of philosophy (Carnegie, n.d.).
9. **P. P. D.** was the professional practice doctorate (Carnegie, n.d.).
10. **Doctoral students** were students who were admitted into the Executive Ed. D. in Educational Leadership (The University of Central Florida College of Education, 2011).
11. **Cohort** was where the students were admitted into a program and progress through the course requirements, milestones, and the dissertation in the same sequence (The University of Central Florida College of Education, 2011).

12. **Undergraduate GPA** was the last 60 credit hours of undergraduate coursework.
13. **Graduate GPA** was the GPA as of September 2012.
14. **Persistence** was whether or not the student was enrolled at the time of the survey administration in September 2012.

Additional Ed. D. Design Concept Definitions, created by the Carnegie Project on the Education Doctorate were also provided in Appendix B (Imig & Perry, n.d.).

Conceptual Framework

Efforts to distinguish between the Ph. D. and Ed. D. and strengthen the education doctorate in general became more organized with the formation of The Carnegie Project on the Education Doctorate (CPED), a "consortium of member institutions" willing to participate in the collaborative discussion (Imig & Perry, n.d., "Home," para. 1).

The first critical examination phase of the project spanned the years 2007 through 2010, and involved member institution's self-evaluation and redesign of their education doctorate programs (The Carnegie Project on the Education Doctorate, n.d.b, "About," para. 2). The tool that guided this process was The Carnegie Project on the Education Doctorate (CPED) Working Principle list (Appendix A), a rubric developed in a collaborative effort between CPED leadership and member institution leaders (The Carnegie Project on the Education Doctorate, n.d.b). These six working principles were essentially characteristics for all Ed. D. alumnae "that should result from preparation in a CPED-influenced Ed. D. program, including equity stance, inquiry stance, leadership capabilities, commitment to continuous change, community engagement/social responsiveness, and harnessing human capital" (Imig, Perry, & Syed, 2009, p. 7). Within this framework (Appendix A), the consortium also formalized a definition for the Ed. D. which was "The professional doctorate in education prepares educators for the application of

appropriate and specific practices, the generation of new knowledge and for the stewardship of the profession" (The Carnegie Project on the Education Doctorate, n.d.b).

The second research and development phase began in the year 2010 and was in progress in the year 2013, the time of this study (The Carnegie Project on the Education Doctorate, n.d.b, "About," para. 4). During this time, member institutions worked to assess their own education doctorate programs and continually hone their alignment with the CPED Working Principles (Appendix A), (The Carnegie Project on the Education Doctorate, n.d.b). The first wave of member institutions to have redesigned their program and admitted students into the new program began evaluation efforts in the year 2011, including surveying of students, to assess the extent to which the redesign had accomplished the intended purpose (The Carnegie Project on the Education Doctorate, n.d.b).

Cremin (1978) defined the two concepts of rigor and impact in relation to the Ed. D. as it developed in the late 1800s and early 1900s. These concepts were the underpinnings of CPED to strengthen the education doctorate and differentiate it from the Ph. D. as a "professional practice doctorate in education" (P. P. D.) (The Carnegie Project on the Education Doctorate, n.d.b, "About," para. 2). As the Carnegie Project on the Education Doctorate Consortium continued the discussion into Phase Two of the project, the focus shifted away from comparing the Ed. D. to the Ph. D. in favor of comparing the Ed. D. to other professional doctorates such as the Doctor of Medicine (M. D.), Juris Doctorate (J. D.), and Doctor of Nursing Practice (D. N. P) (The Carnegie Project on the Education Doctorate Consortium, personal communication, March 20, 2012). After the research that transpired at CPED member institutions, and as part of the FIPSE Grant funding, the Consortium believed this to be a more appropriate comparison, shifting the emphasis towards the lexicon of impact to answer the question "What is the impact of the

graduate in their professional practice arena?" (The Carnegie Project on the Education Doctorate consortium, personal communication, March 20, 2012). This was not to say that the original lexicon of rigor was no longer a key focus for the project, rather that the comparison of Ed. D. to Ph. D. results in the idea that the Ed. D. was nothing more than a "Ph. D.-lite," which was what the consortium strived to overcome (The Carnegie Project on the Education Doctorate Consortium, personal communication, March 20, 2012). The CPED consortium puts forth a blending of both lexicons of rigor and impact so that the coursework and milestones were rigorous and challenging for students, resulting in students impacting the profession. The dissertation was a rigorous yet practical experience that impacts the field of education.

The University of Central Florida was an original member of the consortium and redesigned the Educational Leadership Ed. D. to form the Executive Ed. D. in Educational Leadership. The program was a cohort model designed to be completed in three years and included 13 courses, qualifying white paper as milestone one, research proposal defense as milestone two, and defense of a dissertation. All elements were designed in keeping with the CPED Working Principles (Appendix A) including the dissertation, which was a professional practice study. All elements of the program were redesigned for the purpose of preparing scholar practitioners for application in the field. The faculty principle investigator requested and designed this study, to gather perceptions of the students as they progressed through the redesigned program. Information gathered was used to monitor alignment with the CPED working principles and satisfy the requests of the students to the extent possible, who were also professionals in the field. The faculty principal investigator and the researcher embarked on this study without preconceived conceptual relationships among any of the variables.

Limitations of the Study

This study has the following limitations:

1. The sample of students was drawn from a single institution, and therefore results may not be generalizable to other institutions.
2. The sample of students was drawn from a single discipline, and therefore results may not be generalizable to professional doctorates in other disciplines.
3. The researcher can only assume that cohort students responded accurately to the survey questions and honesty indicated their perceptions on the Executive track Ed. D.

Assumptions of the Study

This study included the following assumptions:

1. The cohort students responded accurately to the survey questions and honestly indicated their perceptions on the Executive track Ed. D.
2. The cohort students were knowledgeable of the CPED Working Principles (Appendix A) and understood their application with regards to the design of the Executive track Ed. D. program.
3. The data collected measured the student's perceptions of the Executive track Ed. D. as well as the application of the CPED Working Principles (Appendix A).
4. The interpretation of the data accurately reflected the perceptions of the student respondents.

Organization of the Study

This study is presented in five chapters. Chapter One includes the background of the study, statement of the problem, purpose of the study, importance of the study, scope of the study, definition of terms, research questions, limitations, and assumptions of the study. Chapter

Two presents a literature review which includes history of the doctorate, history and reform models for the professional doctorate, history and research of the education doctorate, comparison of the Ed. D. and Ph. D., history of the discussion on the differentiation of the education doctorates, the Carnegie Project on the Education Doctorate, and the future of the education doctorate. Chapter Three contains the research methodology employed for this study, including the population, procedure, instruments, and analysis procedures. Chapter Four presents the study's findings including demographic information, means and standard deviations of student perceptions, factorial analyses and the results of the data analyses for each of the five research questions guiding this study. Chapter Five presents a summary of the study, discussion of the findings, implications of the findings for practice, recommendations for continued research, and conclusions.

CHAPTER TWO LITERATURE REVIEW

Introduction

This chapter presents the rationale for conducting research on students' perceptions on the extent to which the program was meeting their expectations and was aligned with the goals of the program and with the Carnegie Project on the Education Doctorate. The discussion about the Ed. D. and the credibility of the two doctorates in education overall has been a long one, beginning with the initiation of the first doctorate in education at the Teacher's College in 1893 (Brown, 1990). Ever since, scholar researchers have debated the lack of differentiation between the two doctorates in education, the Ed. D. and Ph. D., including the programmatic differences, or lack thereof between the two programs, and suggested models of reform to differentiate the two degrees and strengthen credibility of the education discipline overall (Brown, 1990; Levine, 2007, p. 63). Some scholars recommended elimination of one of the two degrees, while others recommended simply differentiating between the two so that the Ed. D. prepares practitioners for the field and the Ph. D. prepares scholars for academia (Clifford & Guthrie, 1988; Cremin, 1978; Powell, 1980). Scholars have long agreed that the degrees were too similar and had similar ideas on the specific elements of the program that should be differentiated (Clifford & Guthrie, 1988; Cremin, 1978; Powell, 1980). In 2007 the Carnegie Project on the Education Doctorate began to engage schools of education in the process of defining what the Ed. D. should be comprised of and how it was to meet its purpose of preparing teachers and educational leaders for effective practice in the field (The Carnegie Project on the Education Doctorate, n.d.).

Procedure for Literature Review

The literature review process conducted to gather began with a thorough review of content available on cpedinitiative.org, the Carnegie Project on the Education Doctorate (CPED) website, which included literature organized into three categories: founding, historical, and emerging literature on the education doctorate (The Carnegie Project on the Education Doctorate, n.d., "Resource Library," para. 8). A review of this content was presented as part of the research proposal. Then, the researcher expanded the review of literature by reviewing relevant sources for the founding, historical, and emerging literature. Further, the researcher met with the UCF research librarian to conduct various searches on the Education Resources Information Center (ERIC), a database located at www.eric.ed.gov. Key words used in the searches included, but were not limited to, education doctorate, reform of the education doctorate, and professional practice doctorate. This information was then synthesized and organized into a historical timeline review of literature beginning in the 1800s and continuing through 2012.

Organization of the Literature Review

Chapter Two is organized into seven sections: (a) history of the doctorate, (b) history and reform models for the professional doctorate including a table of reform models for professional doctorates in the law, medicine, and education disciplines, (c) history of the education doctorate, (d) Ed. D. versus Ph. D. in education including a table of Freeman's examination of core requirements of the Ed. D. versus Ph. D., (e) differentiation of the education doctorates, (f) Carnegie Project on the Education Doctorate (CPED), and (g) the future of the education doctorate.

History of the Doctorate

Yale University awarded the first doctorate degree in 1861, requiring only "2 years of post- baccalaureate off-campus study" (Levine, 2007, p. 38). Approximately 10 years later, "Harvard began granting Ph. D.s in 1873", requiring "2 years in residence" beyond the baccalaureate (Levine, 2007, p. 38). Closely following Harvard, Columbia University made its initial offering of Ph. D.s, requiring "a year of graduate study" beyond the baccalaureate (Levine, 2007, p. 38). This lack of standardization of residency requirements for these doctoral degrees in addition to differences in admission standards, curriculum, foreign language requirements, and other requirements illustrate the root of confusion with doctoral degrees (Levine, 2007).

With the beginning of the twentieth century came a focus on "what would be the first of many, many periodic efforts to standardize and raise doctoral quality; in this case, the goal was to establish admission standards, faculty credentials, and program requirements." for the doctorate degree (Levine, 2007, p. 39). This effort was formalized via accreditation and professional associations including "the Association of American Universities, the Association of Land-Grant Colleges and Universities, the National Association of State Universities, and the American Association of University Professors" (Levine, 2007. P. 39).

Harvard University was the first institution to award a doctorate of education (Ed. D.) in 1920, amidst the initial education doctorate reform efforts (Brown, 1990). Over the next 20 years, by 1941, "the number of Ed. D.s granted at Columbia each year was nearly equal to the number of Ph. D.s the university was awarding in the field of education" (Cremin, 1978, p. 19). The debate over doctoral degree quality in education, specifically the differentiation between the Ph. D. and Ed. D., grew in complexity (Freeman, 1931). From then on, a theme that pervaded in education was that the two degrees were too similar and needed to be differentiated from one

another (Andersen, 1983). Interest in the Ed. D. program rapidly developed, and within the first 20 years grew to match that of the Ph. D. then declined so that by the 1960s, the Ph. D. was the more popular of the two degrees, perceived as more rigorous and prestigious (Brown, 1990).

Table 2 contains a discussion of the history of the doctorate by seminal institution, including the type of degree awarded, degree requirements, overall theme, and source for the information for Yale University, Harvard University, and Columbia University Teachers College.

Table 2

History of the Doctorate

Institution	Degree	Requirements	Theme	Source
Yale University	Awarded first doctorate degree in 1861	Two years of study beyond baccalaureate	Lack of standardization in admissions standards, curriculum, foreign language requirements and other requirements	(Levine, 2007)
Harvard University	Awarded first doctorate of philosophy (Ph. D.) in 1873	Two years of residency beyond the baccalaureate	Lack of standardization in admissions standards, curriculum, foreign language requirements and other requirements	(Levine, 2007)
Columbia University – Teachers College	Began awarding doctorate of philosophy in education (Ph. D.) in 1893	One year of residency beyond the baccalaureate	Lack of standardization in admissions standards, curriculum, foreign language requirements and other requirements	(Levine, 2007)
Harvard University	Awarded first doctorate of education, (Ed. D.) in 1920	*	Reform emphasis in standardization and increasing quality	(Brown, 1990)
Columbia University – Teachers College	Awarded first doctorate of education, (Ed. D.) in 1934	*	Reform emphasis in standardization and increasing quality	(Brown, 1990)

Note. *Information not provided

History and Reform Models for the Professional Doctorate

Professional doctorates had their beginning in the late 1800s in response to a growing dissatisfaction with the professional preparation models of the time (Cremin, 1978). Fields including law, medicine, and education answered the call, and worked to develop more formal preparation beyond the traditional apprenticeship. The first step was to "attach themselves to a modern American University" so that the university could provide a formal curriculum of coursework to supplement the apprenticeship resulting in a higher quality of preparation (Clifford & Guthrie, 1988, p. 82). Professional doctorates in medicine and law were easily established and a balance was struck between scientific and professional education in these disciplines. The field of education had a more difficult time implementing teacher preparation in the university (Clifford & Guthrie, 1988). This was due to confusion within institutions about how teachers should be prepared. Learned and Bagley (1965) discovered that institutions that offered professional preparation for teachers were under constant pressure to implement general education curriculum which countered their mission of professional preparation for teachers. Adding further insult to injury, external critics of education viewed teachers and educators as people who were called to their profession and therefore did not need professional preparation, and so the struggle begins to bring credibility to the professional doctorate in education (Perry, 2012).

Cremin (1978) examined three distinct models of professional preparation as the origins for the professional doctorate in the fields of law, medicine, and education. These models, all developed in response to dissatisfaction with professional preparation at the time, include the Langdell model at Harvard Law School, the Welch model at Johns Hopkins Medical School, and the Russell model at Teachers College at Columbia University. Tables 3 and 4 contain outlines

of the details of each of the professional doctorate reform models as compared by Cremin (1978). Table 3 has an outline of reform models for professional doctorates in the disciplines of law and medicine, and Table 4 contains the reform model for the professional doctorate in the discipline of education.

Table 3

Professional Doctorate Reform Models – Law and Medicine.

Name & Institution	Old Model	New Model	New Requirements	Conceptual Framework	Problem	Study of Practice
Langdell, Harvard Law School	Assumption that lawyers are better trained in a law office Apprentice-ship in a law office Study of textbooks Lectures	Case method of instruction Socratic discussion Understand the science of law	Increased admissions requirements Lengthened and systemized course of study Educational requirements for admission to the bar Formed alliances with Harvard Law School alumni	Assumption that lawyers are better trained in law school	Curriculum is undifferentiated, self-contained, lacking in systematic study of practice itself	n/a
Welch, Johns Hopkins Medical School	Apprentice-ship Study of textbooks Lectures Length of study one-three years	Preclinical laboratory inquiry Lengthened and systemized course of study Clinical experience in a teaching hospital. Teaching hospital linked to medical school Faculty head departments and integrate students into the hospital	Increased admissions requirements Solid knowledge of chemistry and biology required for admission Formed alliances within medicine & philanthropy	Facts over theory Inquiry over didactics Forefathers Pierre Louis and Louis Pasteur Combine inquiry and practice. The "essence of medicine based on the diagnosis and cure of disease"	Curriculum is undifferentiated Not self-contained	Emphasis on systematic study of practice within instructional environment (teaching hospital)

Table 4

Professional Doctorate Reform Models – Education

Name & Institution	Old Model	New Model	New Requirements	Conceptual Framework	Problem	Study of Practice
Russell, Teachers College at Columbia University	High, Academy or Normal school study Curricular emphasis on pedagogy and the history of education Practical experience teaching in local public school	Lengthened and systemized course of study Clinical/practical experience in a model school	Increased admissions requirements Lengthened course of study Formed alliances with state departments of education, professional associations, and other universities	Combination of four elements essential to success in teaching: general culture, special scholarship, professional knowledge and technical skill Designed to prepare for positions of professional leadership	More diverse and unorganized than legal or medical education Curriculum less self-contained	Emphasis on systematic study of practice within instructional environment (model school)

Synthesizing Cremin's (1978) examination of the three reform models, all three models were developed for the same reason in response to the pervading dissatisfaction with professional preparation at the time. All three models sought to increase the rigor of the professional doctoral experience by creating a longer, more systemized course of study. While the law reform moved away from the apprenticeship model towards a case method of instruction, the medical and education disciplines incorporated a clinical or practical experience in an instructional environment, such as the teaching hospital or the model school. In both cases, faculty bridged the gap between the practical teaching environment and the classroom for continuity. In all three models, admissions requirements were increased along with the program requirements and there was a strong emphasis on forming alliances with constituents who would further the credibility of the program. Russell (1924) was seemingly on the right track, despite the barriers within which he had to work, but somehow the professional doctorate for the education discipline was not established as the credible rigorous degree like the medical and law professional doctorates.

History of the Education Doctorate

Cremin (1978) described that the challenge to clearly differentiate between the Ph. D. and Ed. D. was present from the beginning, as early as the introduction of the first doctorate in education at the Teacher's College in 1893 under the leadership of James Earl Russell. Cremin further outlined that even though the premise of the education doctorate was the professional education of teachers, the degree was designed more for those who sought faculty positions in the academy (1978). More specifically, the dissertations at Teachers College were more theoretical and statistical than practical as they should be for a professional preparation degree (Cremin, 1978).

Clifford and Guthrie (1988) outlined a different development of the professional education degree at Harvard College in the late 1800s that began under the leadership of college president Thomas Hill, as he sought to make Harvard a university. His vision was to distinguish between liberal (academic) and professional education and lend credibility to the teaching profession. A new president, Charles Eliot, took the reins in the 1890s and, while he did believe in professional education, his focus was on influencing the Boston school districts (Powell, 1980). With this, he placed no emphasis on developing a professional preparation program for teachers and, even as he hired Paul Hanus to oversee the teacher education program, he did not allow Hanus to develop the program (Powell, 1980). Clifford and Guthrie further explained that Hanus also was limited by the pervasive thought that education was not a science and therefore could not be taken seriously as one. As Hanus had to work with faculty from other disciplines, including the sciences, he was unable to establish teacher education as a credible science (Clifford & Guthrie, 1988). After unsuccessfully facing these road blocks, Hanus decided to turn his efforts to a new area, the study of educational administration. Though Hanus was never able to improve the status of education at Harvard, he did lay the foundation for the establishment of the Harvard Graduate School of Education under his successor Henry Holmes in the early 1900s (Cremin, 1978; The Carnegie Project on the Education Doctorate, n.d., "CPED Consortium," para. 6). Holmes was not an academician and did not have a doctoral degree and his focus was not on research but rather expanding "Harvard's role in the professional training of educators" and established the Ed. D. designed to provide successful teachers with a doctoral degree that would help them advance within the school districts (Perry, 2012, p. 7). In this Ed. D. program, the dissertation product would be "a constructive result of importance and value" (Cremin, 1978, p. 15) and the rigorous curriculum would build upon student's knowledge and experience,

preparing students to become successful school practitioner leaders (Cremin, 1978). With this, Cremin (1978) defined the two lexicons of rigor and impact that were the underpinnings of the Carnegie Project on the Education Doctorate.

Powell (1980) supports Cremin's (1978) analysis that the Ed. D. at Harvard was hardly different from the Ph. D. at the Teacher's College and that seemingly the concept of a practical dissertation experience was just that, a concept but not a reality. Harvard muddied the waters further by implementing a new terminal degree for education practitioners, the lesser Ed. M., leaving the Ed. D. without a distinct purpose (Perry, 2012, p. 9). Cremin (1978) further suggests that the professional doctorates that emerged at the two institutions regressed to the norms of the traditional Ph. D., even as Russell's (Teachers College) vision was to "create a profession of education comparable to the professions of law and medicine" (p. 19). Another critical factor in the development of the education doctorate occurred as Russell worked to develop his vision for the professional doctorate in education. Colleagues at his own institution were developing other models addressing the content of the subjects to be taught, or scholarly inquiry (Cremin, 1978). As a result, the new program at Teacher's College based on this new model and served to compete with Russell's program for students and positions for its graduates, as well as political and financial support.

Perry (2012) outlined the factors that were preventing the education doctorate from being established as a credible professional degree among other professional doctorates as well as within the discipline of education specifically. First, Perry explained that the continual influence from other disciplines, most often Arts and Sciences, made it difficult for education to establish itself as a distinct discipline. Lines were blurred as these other disciplines developed programs that focused on education in a wide variety of areas including philosophy and economics (Perry,

2012). With this, education was reduced to a supporting role, responsible for only the professional knowledge and skills for educators and educational leaders while Arts and Sciences covered the more prestigious scholarship component (Perry, 2012). "The central problem in distinguishing the two doctoral degrees was essentially the distinction between the high prestige of research [degrees] when compared to professional practice [degrees] (Clifford & Guthrie, 1988, p. 150, as cited in Perry, 2012, p. 13). This conflict manifested in the relationship between academic and professionally oriented faculty (Perry, 2012). Russell himself stated that "academic and professional workers are uneasy colleagues, noting that academics are concerned with what the subject he teaches will do for the student and the professional teacher is concerned with what the student can do with the subject" (Russell, 1924, p. 210, as cited in Perry, 2012, p. 11). Additionally, the education doctorate had an unclear purpose from the start and did not clearly differentiate between preparing teachers, preparing educational leaders, and preparing future faculty for scholarly work in the academy (Perry, 2012). With this, the education discipline has been charged with balancing three distinct audiences, two professional and one scholarly in nature, but has offered the same program content for all three (Perry, 2012).

Table 5 illustrates the inception of the education doctorate, including the institutional leader and general philosophies at Teacher's College and Harvard College, as well as the source from which the information was gathered.

Table 5

Inception of the Education Doctorate

Institution	Leader	General Theory	Sources
Teacher's College, 1893	James Earl Russell	Vision "to create a profession of education comparable to the professions of law and medicine". (p. 19). Premise of education doctorate was the professional education of teachers but degree was designed to prepare for faculty positions in the academy. Dissertation for Ed. D. theoretical and statistical in nature but should be practical for professional preparation degree. "academic and professional workers are uneasy colleagues".	Cremin (1978)
Harvard College, late 1800s	Thomas Hill	Focus on distinguishing between academic and professional education and lend credibility to the teaching profession. Shift from College to University.	Clifford & Guthrie (1988)
	Charles Eliot	Believed in professional education but focused on influencing K-12 school district. No difference between Ph. D. and Ed. D. Concept of practical dissertation not a reality.	Powell (1980), Clifford & Guthrie (1988)
	Paul Hanus	Education not a science, not taken as seriously. At the mercy of other disciplines, could not establish teacher education as credible. Shifts effort to educational administration. Laid foundation for Harvard Graduate School of Education.	Clifford & Guthrie (1988), Cremin (1978)
Harvard College, early 1900s	Henry Holmes	Founded Harvard Graduate School of Education. Established Ed. D. for the purpose of expanding Harvard's professional training of educators. Dissertations would be "a constructive result of importance and value" (p. 15). Curriculum would be rigorous and prepare students to be successful practitioner leaders. Touts Ed. M. as terminal degree leaving Ed. D. without a distinct purpose.	Cremin (1978)

Ed. D. Versus Ph. D. in Education

In response to the call to eliminate either the Ed. D. or Ph. D., an effort began in the 1930s when Walter Monroe surveyed six institutions that offered the Ed. D. instead of or along with the Ph. D. and found that the Ed. D. programs had "somewhat different requirements than the traditional… Ph. D. programs" (Freeman, 1931, p. 1). Freeman (1931) furthered Monroe's work in 1931 and surveyed 13 schools awarding Ph. D.s in education from Colleges of Arts and Science and seven schools awarding Ed. D.s from Colleges of Education, and found that the core requirements were different between the two programs as outlined in Table 6.

Table 6

Freeman's Examination of Core Requirements of the Ed. D. Versus Ph. D. (Freeman, 1931)

Core Requirements	Ed. D.	Ph. D.
Foreign Language	No	Yes
Professional Experience	Yes	No
Capstone	Organize existing knowledge	Discover new truths

Brown (1990) also found that there were more differences in the structural requirements in doctoral programs as indicated in responses from both Ph. D. and Ed. D. students and alumni who were interviewed, as noted in Table 7.

Table 7

Brown's Comparison of Structural Requirements in Doctoral Programs (Brown, 1990)

Requirement	% Reported Ph. D.	% Reported Ed. D.
Foreign Language	30.0	5.5
Research Methods	91.5	92.6
Social Foundations	58.4	81.3
Psychological Foundations	54.2	81.3
Cognate within the School	42.0	63.8
Cognate outside the School	45.8	51.2
Internship or Practicum	39.7	42.9
Dissertation	94.2	93.2
Residency	89.4	95.2

Ludlow continued the effort in the 1950s and 1960s and surveyed 91 schools over two years to find no significant difference in the intelligence, ability, or achievement levels between Ed. D. and Ph. D. graduates (Ludlow, 1964). Eells concurrently engaged in comparing the two degrees on specific program requirements including admission criteria, qualifying exams, and the dissertation and was unable to distinguish between the two (Ells, 1963). Brown (1966) continued Ludlow's work and in 1966 conducted a survey of students and found that in comparison to Ludlow's results, the number of education doctorates awarded had increased, the program could be completed in a shorter time frame, graduates were returning to the same job, and the number of men who were pursuing the education doctorate had increased since the earlier study and was higher than women. Interestingly, Brown discovered that Ph. D. students began their doctoral studies earlier in their career and therefore, were less likely to be married. Similarly, Brown also found that "Ph. D.s decided to shoot for the doctoral degree prior to their decision about major field, while the reverse is true on the Ed. D.s" (p. 244).

In the 1950s, the American Association of Colleges for Teacher Education (AACTE) was asked to establish clear distinctions between the Ed. D. and the Ph. D. in education (Perry, 2012). The AACTE continued its efforts into the 1960s when the association funded Brown (1966) to reproduce Ludlow's (1964) study for the purpose of understanding the similarities and differences between graduates of the Ed. D. and Ph. D. in education (Perry, 2012). Brown compared the results from his sample to Ludlow's sample and anticipated many differences between the two studies. Brown (p. 3-4) examined doctoral recipients with respect to four categories including their personal and sociological characteristics, motives in entering the doctoral program, perceptions, and evaluations of experiences during the program and present professional aspirations. Despite finding differences between the two studies, some as the result of changes in society and the economy overall, the studies revealed a lack of differentiation between the Ph. D. and Ed. D. For example, Brown found that while 66 percent of students surveyed earned the Ed. D., only 40 percent of students surveyed were employed as practitioners, illustrating confusion between the purposes of each of the two degrees. Even with findings like these, illustrating little differentiation and further, confusion over the difference between the two degrees, they continued to operate in this indistinguishable manner uncontested from Brown's study in the mid-1960s to the early 1970s (Perry, 2012).

Table 8 outlines research on the Ed. D. versus the Ph. D. from the 1930s through the 1960s when interest on the topic paused for a few years.

Table 8

Research on the Ed. D. Versus Ph. D. from 1930 through 1960

Time	Researcher	Method	Findings and Recommendations
1930s	Monroe	Surveyed six institutions that offered the Ph. D. and/or Ed. D.	Found that Ed. D. programs had slightly different requirements than Ph. D.
	Freeman	Surveyed 13 schools offering Ph. D.s in Arts and Sciences and seven schools offering Ed. D.s from Education.	Found that core requirements were different between the two programs, see Table 5 for details.
1950s 1960s	Ludlow	Surveyed 91 schools over two years.	Found no significant difference in intelligence, ability or achievement levels between Ed. D. and Ph. D. graduates.
1960s	Ells	Compared the Ed. D. and Ph. D. on entrance requirements, qualifying exams, dissertation and degree classification.	Was unable to distinguish between the two degrees.
	Brown	Funded by the AACTE to continue Ludlow's work and conducted a survey of students in and alumni of Ed. D. and Ph. D. programs.	Brown anticipated many differences between the two degrees but found little distinction and continued confusion between the Ed. D. and Ph. D.
	Learned and Bagley		Suggest that a lack of clarify between academic and professional degrees in education stems from a lack of agreement on how best to prepare teachers and leaders professionally.

Efforts to distinguish between the Ed. D. and Ph. D. diminished in the latter part of the 1960s until Spurr took up the cause again in 1970, attempting to trace the development of the two degrees. After his investigation, Spurr (1970) determined that the Ed. D. developed from the College of Education's efforts to establish itself as an independent college and get out from underneath the requirements and regulations of the College of Arts and Sciences (as cited in Dill & Morrison, 1985). With this, there was nothing distinguishing the Ed. D. from the Ph. D. rather the Ed. D. served to distinguish the College of Education from the traditional College of Arts and Sciences (Dill & Morrison, 1985).

Momentum on the issue picked up again with Anderson in 1983 who conducted a survey designed to reveal the ways in which the Ed. D. and Ph. D. were similar and different. Anderson (1983) found that while the Ed. D. and Ph. D. had similar requirements for admission and graduation, the capstone did differ between the two, with the Ed. D. accepting research on a practical problem instead of the traditional study. Anderson also outlined significant growth in both the Ed. D. and Ph. D. over the previous 50 years. Per Anderson, only six institutions offered the Ed. D. in 1930 and almost 130 institutions offered the Ed. D. in 1982, a growth of over 2000%. Eighty-six of which also offered a Ph. D. in Education. Much like his predecessors, Anderson's survey revealed no tangible difference between the two degrees, other than the capstone requirement, but did reveal that perceptions of the two degrees were philosophically different and with the Ph. D. viewed as a scholarly, research focused degree and the Ed. D. viewed as a professional, practice based degree.

The discussion took a new direction in the 1980s and the debate on whether or not to eliminate the Ph. D. began with Dill and Morrison's 1985 study of 81 institutions which focused on understanding their research objectives. The researchers found that Ph. D. programs did require a greater number of research courses in the program of study, but did not require different research methods than the Ed. D. With more similarities than differences, Dill and Morrison brought to light three compelling reasons to differentiate between the two degrees. First, the Association of Graduate Schools' stipulation to develop requirements and expectations to differentiate the Ph. D. Second, a disciplinary focus on research preparation for the Ph. D. programs. Third, a shift in market demand as students sought part-time study that was practically focused for the culminating purpose of finding employment outside of the academy (Dill & Morrison). The third point being the basis for the debate that began in the 1980s to do

away with the Ph. D. and keep the Ed. D., making it educators' favored degree (Dill & Morrison).

Clifford and Guthrie (1988) championed this idea and published a book, *Ed Schools*, in which they illustrated the need for reform and suggested that education should serve the purpose of practical preparation for teachers and educational leaders, not producing research in the discipline. Guthrie and Clifford (1989) synthesized the brief into an article a year later in which they acknowledged the "proliferation of irrelevant, silly, superficial, or contorted Ed. D. dissertations" and warned that "orienting a school of education toward the Ph. D. does not guarantee good scholarship, higher regard from academic departments on campus, or more useful contributions to the field" (p. 382). Guthrie and Clifford recognize that having a "Ph. D. program canceled is considered a devastating blow to the prestige of a school of education" (p. 382) but still made the recommendation to "Reject the Ph. D. as a graduate degree in education" and that "advanced graduate study in education should be directed toward the Ed. D. degree and preparation to become a professional leader" (p. 385). This brought the issue full circle back to the 1960s where Learned and Bagley (1965) identified the confusion between academic and professional degrees in education as stemming from a lack of agreement on how best to prepare teachers and leaders professionally.

Brown (1990) countered Clifford and Guthrie (1988) and argued against the elimination of either degree, Ed. D. or Ph. D. Brown supported his stance with a review of historical data illustrating the increase in interest of the Ed. D. from the 1920s through the 1950s and decline in the 1960s as the result of an increase of federal support for scientific research (Perry, 2012, p. 18). Brown investigated the sustainability of the Ed. D. as the result of the shift towards the Ph. D. Brown conducted a study wherein he interviewed faculty and students at 42 institutions on

three topics including program characteristics, what the students intended to do professionally after earning the degree and perceptions on the how the Ed. D. varied from the Ph. D. Brown found that respondents identified the only difference between the two degrees was the type of research, and that Ph. D. was the generally perceived as the preferred degree in education. Brown also concluded that both degrees in education were structured appropriately, in line with doctoral programs in other disciplines. Brown's final position on the matter of eliminating either of the degrees was in opposition of Clifford and Guthrie, more specifically that the Ph. D. should not be eliminated.

Osguthorpe and Wong (1993) followed up on the Brown and Clifford and Guthrie debate, and surveyed all schools of education in the U.S. that had offered doctoral programs in the 1980s in an effort to identify trends in the offering of either or both of the two degrees. The researchers found that there was no significant trend of offerings but that research institutions tended to offer the Ph. D. more often while the Ed. D. was offered more regularly at general universities. Osguthorpe and Wong also found that the program requirements were similar for both the Ed. D. and Ph. D., both requiring "competencies in research and statistics" and determined that a national effort must be made to "strengthen the education profession by reducing confusion between its two doctoral degree titles" (Osguthorpe & Wong, p. 47).

The pendulum swung back to the other side of the spectrum with Deering (1998) calling for the elimination of the Ed. D. Deering acknowledged the purpose of the Ed. D. as being "to add to the knowledge of the field-based educator" (p. 243) but suggested that the "confusion between the degrees" overrode the value of the Ed. D. and thus it must be eliminated to preserve the credibility of the Ph. D. and the education discipline (Perry, 2012, p. 19). Deering conducted a study of 50 institutions and examined, among other things, the dissertation process and

products. Deering did find that the dissertations differed and that the Ed. D. dissertation focused on examining problems of practice, while the "Ph. D. dissertation served to create knowledge in the discipline" (Perry, 2012, p. 19). Even with this, Deering concluded that while the foci may be different, the methods and final products were too similar, negating the need for both. Deering charged schools of education as guilty of failing to effectively differentiate between the two degrees, which ultimately discredits the education discipline overall. Deering suggested the only solution was to eliminate one of the degrees, more specifically the Ed. D.

Shulman, Golde, Bueschel, and Garabedian (2006) continued the debate with a different approach, carrying through Osguthorpe and Wong's (1993) school of thought as the basis for the Carnegie Project on the Education Doctorate to strengthen the Ed. D. and differentiate it from the Ph. D. The authors acknowledged the need and call for both degrees and that neither of the degrees was going to be eliminated. The authors also recognized that schools of education had two missions, to advance knowledge in the discipline as well as to prepare effective teachers and educational leaders and the two programs should be aligned to these two missions, the Ph. D. to advance knowledge and the Ed. D. to prepare practitioners (Shulman et al.). Shulman et al. suggest that the emphasis going forward should be on taking action to strengthen the two degrees and not perpetuate the circular and ineffective debate about which degree should continue and which degree should not. With this, Shulman et al. do not call for the elimination of either degree rather the creation of a new degree termed the Professional Practice Doctorate (P. P. D.) to replace the Ed. D. which had come to be thought of as a "Ph. D.-lite" (Shulman et al., p.27). This new degree to replace the Ed. D., offers the chance to develop a differentiated degree for practitioners that would stand in its own right, in contrast to the Ed. D. which was developed by

taking the Ph. D. and "subtracting" requirements, hence being "known as a Ph. D.-lite" (Shulman et al., p.27).

After decades of debate, Shulman et al. took action and called upon the Council of Academic Deans from Research Education Institutions (CADREI) to "reclaim the Ed. D." and clearly distinguish between the professional preparation of the Ed. D. and the scholarly preparation of the Ph. D. (2006, pp. 28-29). Levine (2007, p. 43-44) challenged Shulman et al. to say that while a distinction between the two education doctorates, the Ph. D. and Ed. D., was necessary for the credibility of the education discipline, it was not a feasible mission for schools of education. Levine cited six "disincentives" for his belief that schools of education would not be able to make this distinction. First, professional programs are cash cows for schools of education, as preparing practitioners was more cost effective than preparing scholars (Levine, p. 43). Second, it was easier for institutions to implement new Ed. D. programs and obtain approval from the state (Levine, p. 44). Third, the Ed. D. was controlled by the college of education providing greater independence for the discipline (Levine, p. 44). Fourth, the Ph. D. was considered to be more prestigious and students will opt for the Ph. D. even if they are not interested in a scholarly career (Levine, p. 44). Fifth, colleges and schools of education seek to grant their own degrees, as other disciplines with professional preparation programs do (Levine, pp. 44-45). Finally, and most controversially, Levine submitted that schools of education inhibit their own ability to change through politics and inertia or a lack of desire to go against the grain of prevailing thought and states that "maintaining what a school has is a lot less work than changing it" (p. 45).

Levine's reasoning did not prevent 25 CADREI institutions from responding to Shulman et al.'s (2006) call to reclaim the Ed. D. and "in 2007, the Carnegie Project on the Education

Doctorate (CPED) was established" to turn the debate to action and "define and develop a new professional practice doctorate that aims to produce highly-qualified practitioners to serve our nation's education system" (Perry, 2012, p. 22). Research on the Ed. D. versus the Ph. D. from the 1960s through the 2000s was presented in Tables 9 and 10.

Table 9

Research on the Ed. D. Versus Ph. D. from 1960 through the 1990s

Time	Researcher	Method	Findings and Recommendations
1970s	Spurr	Traced the development of the two degrees.	Ed. D. developed from the College of Education's efforts to establish itself as independent and that there was nothing distinguishing the Ed. D. from the Ph. D.
1980s	Anderson	Conducted a survey designed to reveal the ways in which the Ed. D. and Ph. D. were similar and different.	Ed. D. and Ph. D. had similar requirements for admission and graduation, but the capstone did differ. Perceptions of the two degrees were philosophically different; Ph. D. viewed as scholarly and Ed. D. viewed as professional.
	Dill and Morrison	Conducted a study of 81 institutions to understand their research objectives.	Ph. D. programs did require a greater number of research courses, but did not require different research methods than the Ed. D. Recommended elimination Ph. D. in favor of Ed. D.
	Clifford and Guthrie	Published a book called *Ed Schools.*	Supported Dill and Morrison and recommended to elimination the Ph. D. and continuation of the Ed. D., the preferred degree for educators.
1990s	Brown	Interviewed students and faculty at 42 institutions on program characteristics, student's post-graduation professional plans and perceptions on the difference between the Ed. D. and Ph. D.	Differences in structural requirements; see Table 6 for details. Recommended not to eliminate the Ph. D.
	Osguthorpe and Wong	Surveyed all schools of education in the U.S. that had offered doctoral programs in the 1980s in an effort to identify trends in the offering of either or both of the two degrees.	Program requirements were similar for both the Ed. D. and Ph. D. and that research institutions tended to offer the Ph. D. more often while the Ed. D. was offered more regularly at general universities. Recommended to reduce confusion between the two doctoral degrees.
	Deering	Conducted a study of 50 institutions and examined the dissertation process and products.	Dissertations differed in focus but methods and final product were too similar. Recommended to eliminate the Ed. D.

Table 10

Research on the Ed. D. Versus Ph. D. in the 2000s

Time	Researcher	Method	Findings and Recommendations
2000s	Shulman	National call to reclaim the education doctorate.	Recommended to strengthen both degrees and differentiate them from one another. Replace Ed. D. with P. P. D.
	Levine		Suggests that distinction should be made between the two degrees but is not a feasible mission for schools of education.
	CPED	National effort to define and develop a new professional practice doctorate.	Replace Ed. D. with P. P. D. and differentiate from the Ph. D. and move away from "Ph. D.-lite".

Differentiation of the Education Doctorates

Several viewpoints have been debated in the continuing conversation regarding the education doctorate. Deering (1998) questioned the need to have both the Ed. D. and Ph. D. degrees in education as they had similar requirements, and graduates of the Ed. D. program may work as a practitioner in the field or as faculty at a university and the same holds true for Ph. D. graduates.

Deering (1998) also identified a perception that the Ed. D. was less rigorous than and generally inferior to the Ph. D. and stated that the main reason for this centered on the dissertation as a practical application and not a new contribution to the discipline. Based on this alone, Deering submitted that in fairness to its students, the Ed. D. professional doctorate should be discontinued in favor of the traditional scholarly Ph. D. Deering also submitted that students who may not be interested in conducting research should consider a specialist-type degree that emphasizes curriculum without a research component.

Dean and Levine's (2007) position on this debate was multi-faceted, that "school leadership programs should replace their current master's curriculum with a terminal degree…the educational equivalent of an M. B. A.", in addition "school leadership programs should eliminate the practitioner Ed. D., cited as an unnecessary and irrelevant hurdle for school administrators", and finally "school leadership programs should reserve the Ph.D. for preparing scholars of educational administration" (p. 10). Shulman et al., (2006) argued that the answer was to "strengthen the doctorate preparing scholars of education (the Ph.D.)… [which will] revive and restore the doctorate preparing practitioners at the highest levels" (p. 28).

Brown (1990) viewed the Ed. D. akin to professional degrees such as the Doctorate of Psychology (Psy. D.), Doctorate of Business Administration (D. B. A), or Juris Doctorate (J. D.).

Brown acknowledged that the Ph. D. was preferred over the Ed. D. and was more often chosen by students in disciplines where both degrees were offered, as in education. Further, "practitioners often sough to move into the Ph. D. track, thereby defeating the purpose of the differentiation" because their professional goals may change or for the reason that "the Ph. D. proved the more popular because it was the more prestigious" (Brown; Levine, 2007, p. 40). Shulman et al. (2006) made the point that faculty recruit students to engage in research projects which encourages the shift away from practitioner goals to scholarly ones. Brown (1990) stated that students should chose the program that positions them best after graduation and since admissions and program requirements were perceived as the same, the Ph. D. was the better choice. Levine (2007) submitted that if both degrees should continue, they must be differentiated from one another and each strengthened in their own purpose in order to prepare students appropriately. Levine continued to say that the Ed. D. must be distinguished from the Ph. D. and both curriculum and the dissertation should be fashioned to prepare practitioners for the field. Levine also advocated the need to close the gap between the two degrees in terms of perception of rigor, so they were viewed as different yet equal.

Ludlow, Pugh, and Sanderson (1964) also discussed a general perception that the field of education was not seen as able to attract the best and brightest students. Levine (2007) chimed in to this conversation and explained that in efforts to overcome this perception, education doctorate programs increase admission requirements such as GPAs and test scores. Shulman et al. (2006) expanded and said that programs should not focus only on increased test scores and GPAs but should also consider the extent of the applicant's professional experience and admit students who are a good fit based on all of these criteria.

Aside from admissions and program requirements, Levine (2007) stated that recruiting and employing high quality faculty for all education doctorates was also integral to improving perceptions about the discipline. The Carnegie Foundation for the Advancement of Teaching "played a critical role in setting college admission requirements and requiring a minimum number of Ph. D.s on each college's faculty in order for institutions to qualify for the Carnegie faculty pension program" (Levine, pp. 39-40). This also served to perpetuate the idea that the Ph. D. graduates are of higher quality than Ed. D. graduates which Levine believed has not served to improve perceptions on the education doctorate. Brown (1990) took this thought one step further and suggested that faculty need only be viewed as progressive and "on the forefront of knowledge within their field" (p. 22). Deering and Whitworth (1982) also supported the idea that Ph. D. and Ed. D. faculty are equally capable, that departments of education do not make large distinctions between the two, and that faculty graduates of Ed. D. programs are capable of successfully advising Ph. D. students. Deering (1998) also explained that there was no correlation between the type of doctoral degree earned by faculty members and the doctoral degrees for which they teach and advise.

Smrekar and McGraner (2009) suggested the dissertation requirement as one of the essential points of differentiation between the Ed. D. and Ph. D. in education. Prior to the reform efforts of The Carnegie Project on the Education Doctorate, the dissertation experience was the same for both degrees (The Carnegie Project on the Education Doctorate, n.d.a). Deering (1998) acknowledged that dissertation requirement for the Ph. D., a scholarly application of theory and research, was different from the Ed. D., a practical application of theory and research, but submitted that the interests of the student should drive the type of dissertation, practical or scholarly, not the degree. Guthrie (2009) illustrated the differences more specifically, that the

Ed. D. program may require a team project addressing issues in professional practice, while the Ph. D. program requires, as always, a traditional individual work that contributes to the knowledge of the discipline. Smrekar and McGraner (2009) described the Ed. D. dissertation as "the culminating analytical experience should prepare educational leaders to exemplify a skill set that includes deep knowledge and understanding of inquiry, organizational theory, resource deployment, leadership studies, and the broad social context associated with problems of educational policy and practice." with the Ph. D. dissertation being a "single-authored, conventional five-chapter dissertation… derived from or intended to contribute to theoretical explanations or concentrated upon policy problem of substantial state, national, or institutional significance" (p. 48-49).

Shulman et al. (2006) admitted little variation between the Ph. D. and Ed. D. degrees in education. Further, the time to degree completion was too long, mainly due to the dissertation process, and student's quality of work varies within programs as well as among them (Shulman et al.). Shulman et al. also expressed concern that these challenges were compounded by financial strains which forced faculty to prove program viability or be subject to budget cuts, along with an "implicit biases that treated the Ed. D. as a "low-end Ph. D." (p. 25). With all of these challenges and pressures, the education discipline struggled to serve the needs of both scholars and practitioners, which blurred the lines between the two degrees in terms of their pedagogies and goals (Shulman et al.). Shulman (2005) explained an additional layer in the overriding pedagogy in education beyond meeting the needs of scholars and practitioners, which was the inherent fact that education itself was about understanding theory in the academy, as well as applying it in the field.

Guthrie (2009) explained further that the demands of modern research also require differentiation between the two degrees. The skills that researchers need versus those that educational administrators need are very different and increasingly more rigorous. Essential skills for Ph. D. graduates as they enter research positions require "immersion in analyses and research to perfect" while Ed. D. graduates as educational administrators need an entirely different skill set as "being an educational administrator is becoming a sophisticated professional and technical challenge" (Guthrie, 2009, p. 4)

Table 11 displays key elements in the discussion on the differentiation of the education doctorates including the philosophy and stance on the Ed. D. versus Ph. D. debate for Brown (1990), Deering (1998), Shulman (2006), Levine (2007), Smrekar and McGraner, (2009) and Guthrie (2009).

Table 11

Differentiation of the Education Doctorates

Source	Philosophy	Ed. D. vs. Ph. D.
Brown (1990)	Ed. D. as a professional degree like M.D., J.D., and D.B.A. students will gravitate away from professional degrees towards the Ph. D. Ed. D. not perceived as different from Ph. D. however Ph. D. perceived as more prestigious.	Keep both, students should choose the program that provides the best options after graduation.
Deering (1998)	Ed. D. is lesser than Ph. D. in terms of quality. Perception that Ed. D. dissertation is not of the same caliber of rigor and quality as the document is neither unique nor contributing to the frame of knowledge for the field of study.	Abandon Ed. D.
Shulman (2006)	Both degrees must continue, focus on differentiating the two from one another and increasing rigor in both.	Strengthen both Ph. D. and Ed. D., differentiate them from each other. Ed. D. should admit those with significant professional experience.
Levine (2007)	Cannot eliminate either degree.	Strengthen the Ph. D. which is the best hope for strengthening the Ed. D. Ed. D. should be differentiated from Ph. D. in requirements but should be equal in rigor.
Smrekar & McGraner, (2009)	Dissertation is a contribution to the body of knowledge for the discipline; dissertation in practice solves current issues in the field.	The dissertation is the integral way to differentiate between the Ed. D. and Ph. D.
Guthrie (2009)	Cannot "cram" professional and research preparation into the same curriculum. Must differentiate between the Ph. D. and Ed. D. based on the markets they serve.	Dissertation based on prior research and contributes to the discipline's body of knowledge. Dissertation in Practice in client-based, solving real-world issues in the field. Demands of modern research also require differentiation between the two degrees for Ph. D. and Ed. D.

The Future of the Education Doctorate

Shulman et al. (2006) admitted that the Ed. D. has never been truly aligned with its intended purpose of preparing practitioners however it is possible and necessary to accomplish this as part of a larger reform of the education doctorate. This reform effort must find a way to accomplish the preparation of its graduates to further knowledge in the discipline as well as to use that knowledge to solve problems of problems of practice. A balance must be found so that the Ed. D. and the Ph. D. degrees complement each other, while also being distinct from one another (Shulman et al.). Shulman et al. described this as a synchronized effort where a focus on strengthening the education doctorate overall while also working to distinguish the two from one another will serve to strengthen the Ph. D. and Ed. D. in specific. Shulman et al. advocated for an emphasis on redesigning the Ed. D. to align with the needs of practitioners in the field of education. Shulman (2010) encouraged the development of a structured dissertation experience, designed to facilitate successful completion of the work within a reasonable amount of time. Determinations of student quality should be based on the quality of work, not stamina (Shulman, 2010). Stewards of education must realize that how they choose to educate scholars and practitioners in the discipline will set the tone for the extent to which the discipline and its programs are able to change how they are perceived, as both scholars and practitioners represent the discipline and serve as artifacts of quality (Shulman, 2005).

Summary

As illustrated in this chapter, research and debate on the education doctorate has spanned over a century. As early as 1931, Monroe and Freeman each explored the variances between the Ph. D. and Ed. D. Freeman focused on the three elements of foreign language, professional experience, and the capstone experience and did find differences between the two programs.

The effort continued into the 1950s and 1960s with Ludlow (1964) and Ells (1963) each conducting studies of comparison between the two degrees and found no significant differences in the intelligence or ability between graduates of the Ed. D. and Ph. D. The programs were also compared on the aspects of entrance requirements, qualifying exams, and the dissertation and found no significant differences in those areas as well (Ells, 1963). At that time, the American Association of Colleges for Teacher Education (AACTE) led a movement to establish clear distinctions between the Ed. D. and the Ph. D. in education (Perry, 2012). The AACTE funded Brown's (1966) study, a continuation of Ludlow's (1964) work (Perry, 2012, p. 15). Brown found continued confusion between the two degrees with many Ed. D. graduates not employed as practitioners (pp. 246-247).

In the 1970s Spurr (1970) determined that the Ed. D. was nothing more than College of Educations' effort to "establish independence from the college of arts and sciences" and that there were no differences between the two degrees (as cited in Perry, 2012, p. 16). In the 1980s Anderson conducted a study identifying no tangible difference between the degrees, but that the two were perceived different with the Ph. D. seen as preparing scholars and the Ed. D. seen as preparing professionals and their subsequent employment after graduation generally reflected that (1983, p. 57). The debate changed with Dill and Morrison (1985) and Clifford and Guthrie (1988), calling for the elimination of the Ph. D. in support of the Ed. D. as the preferred degree in education (as cited in Perry, 2012).

By the 1990s, several schools of thought were in play. Brown (1990) countered Clifford and Guthrie (1989) and argued against the elimination of either degree, but suggested that the Ph. D. was the preferred degree in education. Osguthorpe and Wong (1993) agreed with Brown (1990) that elimination was not the answer, rather differentiating between the two degrees was

necessary to reduce confusion and improve credibility of the education discipline. Deering (1998) offered one last call to eliminate the Ed. D. but the school of thought of Osguthorpe, Wong and Brown prevailed and was carried through into the 2000s by Shulman. Even with Levine's (2007) skepticism, Shulman (2006) was able to rally 25 CADREI institutions in a collective effort to reclaim the Ed. D. With this, CPED was created and working principles were developed to support redesign of the Ed. D. (Appendix A) for the purpose of strengthening the Ed. D. and differentiating it from the Ph. D. in the form of a professional practice doctorate (P. P. D.) (The Carnegie Project on the Education Doctorate, n.d.b).

While much research and discussion occurred about the viability of the Ed. D. and its mission versus the Ph. D., only in recent years, through CPED, has action been initiated to specifically define working principles by which to reform Ed. D. programs (Appendix A) (The Carnegie Project on the Education Doctorate, n.d.b).

CHAPTER THREE METHODOLOGY

Introduction

The goal of this study was to gather student perceptions to answer the research questions that related to the redesign of the Executive Ed. D. in Educational Leadership program. The following research questions guided this study:

1. To what extent do cohort demographic variables (such as GRE, undergraduate GPA, position of employment, and professional demographics) relate to success (graduate GPA and persistence) in completing the program?
2. To what extent does the University of Central Florida's Executive Ed. D. in Educational Leadership program reflect the Carnegie Project on the Education Doctorate (CPED) principles (Appendix A)?
3. To what extent do doctoral students who are newly accepted into the Executive Ed. D. in Educational Leadership program, perceive that their reasons for applying to the program are aligned with the program design?
4. To what extent do doctoral students in the Executive Ed. D. in Educational Leadership program, perceive that the program is meeting their expectations after two semesters of coursework, following the first milestone qualifying whitepaper?
5. To what extent do doctoral students in the Executive Ed. D. in Educational Leadership program, perceive that the program is meeting their expectations after two years of coursework and successfully defending their research proposal?

To address research questions one through five, surveys were developed by the principal investigator and the researcher, based on the working principles for the Professional Practice

Doctorate in Education (P. P. D.), presented in Appendix A, that were developed by The Carnegie Project on the Education Doctorate (CPED). Surveys were developed and disseminated electronically and appeals for responses were made via email and face to face by the principal investigator, as well as the researcher in order to achieve the highest possible response rate (Dillman, 2007).

Means and standard deviations were calculated for independent and dependent variables, for each of the surveys. Content reliability and validity were assumed based on the expertise of the faculty involved in the development of the variables for the study, and the design of the instrument itself.

The methodology used to answer the research questions was presented in this chapter which was organized into four sections including: (a) population, (b) procedure, (c) instruments, and (d) data analysis.

Population

The population for this study was doctoral students in Educational Leadership at UCF, the convenience sample was doctoral students who were admitted in 2010, 2011, and 2012 in the University of Central Florida's Executive Ed. D. in Educational Leadership program. Samples for the study included three distinct cohorts admitted at three different times in the years referenced. Cohort One had 24, Cohort Two had 15, and Cohort Three had 24 student participants.

The sample included teachers, instructional coaches, and administrators from the metropolitan Orlando area including public school districts, private schools, state colleges, universities, and business. The public school districts represented included Brevard Public Schools, Orange County Public Schools, Seminole County Public Schools, the School District of

Osceola, and Volusia County Schools. Demographic data were gathered and analyzed to provide insight on the age, gender, and ethnicity of the students as well as the number of professional years of experience, professional position, and their distance of residence from campus.

Procedure

Doctoral students were surveyed at defined points during their program of study including upon entrance into the program, after the first milestone qualifying white paper and two semesters of coursework, after five semesters of coursework, and after seven semesters of coursework and the second milestone successful defense of dissertation proposal.

Students were initially surveyed at the beginning of their first semester on their perceptions regarding the extent to which their reasons for applying to the program were in keeping with the program design at the commencement of their program. Students were given the UCF Admission Survey on Reasons for Applying was presented in Appendix C, along with the CPED Working Principles presented in Appendix A to facilitate their responses.

Students were surveyed again at the end of the first two semesters including the completion of 12 credit hours and passing of the first milestone, a qualifying whitepaper, on their perceptions regarding the extent to which the program was meeting their expectations. The University of Central Florida Expectations Doctoral Cohorts Survey End of Year One was presented in Appendix D. Students' perceptions were measured regarding the program curriculum including relevancy to their work and quality of expectations. Respondents also indicated perceptions on the extent to which the program requirements were reasonable, the curriculum was challenging, and the qualifying whitepaper reflected their learning. Further, students were also asked to rate the alignment of the curriculum with the CPED Working Principles (Appendix A).

Students were surveyed next at the end of the second year, which included completion of five semesters of coursework for a total of 30 credit hours, the first milestone a qualifying whitepaper, and the selection of a dissertation topic and committee. The University of Central Florida Expectations Doctoral Cohorts Survey End of Year Two (Appendix E) measured the extent to which students' perceived that the program was meeting their expectations at the end of year two and in addition, measured students perceptions on the selection of a dissertation, formation of their dissertation committee, and expectations for the rigor of the dissertation experience overall. Students were also asked to rate their perceptions on the extent to which the six Learning Outcome Strands, included in Table 12 and identified in the program handbook, were addressed appropriately in the curriculum (The University of Central Florida College of Education, 2011, p. 7).

Table 12

Learning Outcome Strands

Strand #	Strand Description	Credit Hours
Strand 1	Serving student social, emotional, and educational needs	6
Strand 2	Political governance influences	6
Strand 3	Learning and accountability	9
Strand 4	Professional leadership in organizations	9
Strand 5	Research	9
Strand 6	Doctoral Dissertation	15

(The University of Central Florida College of Education, 2011, p. 7).

Students in Cohort One (*n*=24) were given a final survey at the end of the seventh semester, which included completion of 48 credit hours including six credit hours of dissertation coursework, the first milestone, qualifying comprehensive whitepaper, and the second milestone,

research proposal defense and approval. The University of Central Florida Expectations Doctoral Cohorts Survey Year Three (Appendix F) measured the degree to which students perceived that the degree program was fulfilling their expectations as with the year one and year two surveys and also measured students' perceptions on the dissertation experience including their perceptions on the rigor and feasibility of the dissertation research, and perceptions on the support of the faculty committee. This information helped program faculty to determine the degree to which students perceived that the degree program requirements satisfied their expectations after one, two, and three years of coursework and dissertation work, and to generate program refinements.

Students completed the survey in an online format via SurveyMonkey (surveymonkey.com) to ensure confidentiality. To generate the best possible response rate, students were notified during class time that the survey would deploy to their email addresses and encouraged to complete the survey. Students also provided demographic information which served as independent variables which were used to group the dependent variable analyses and generate additional meaning. Table 1, the Research Question Data Matrix located in chapter one outlines the research questions driving this study, the data source for each question, and the statistical tests that were used to analyze the data gathered to answer each question.

Analysis Framework

The following section presents each research question and the associated variables, surveys, and statistical tests conducted to answer the question. Table 13 presents the variables identified along with the corresponding surveys and the analyses conducted to answer Research Question One, to what extent do cohort demographic variables (such as GRE, undergraduate

GPA, position of employment, and professional demographics) relate to success (graduate GPA and persistence) in completing the program.

Table 13

Research Question One Analysis Framework

Independent Variables	Dependent Variables	Surveys	Analysis
GRE score Undergraduate GPA	Graduate GPA Persistence Position of employment Years of professional employment	admission survey, end of year one survey	Descriptive statistics ANOVA

Table 14 presents the variables identified from the program handbook, along with the corresponding surveys and the analysis conducted to answer Research Question Two, to what extent does the University of Central Florida's Executive Ed. D. in Educational Leadership program reflect the Carnegie Project on the Education Doctorate (CPED) principles (The University of Central Florida College of Education, 2011, p. 5).

Table 14

Research Question Two Analysis Framework

Variables	Surveys	Analysis
The program…	end of year one, end of year two, and year three surveys	Descriptive statistics
is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.		ANOVA between cohorts and between years for Cohort One (supplemental)
prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.		
provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.		
provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.		
is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.		
emphasizes the generation, transformation, and use of professional knowledge and practice.		

Note. Variables were the CPED Working Principles illustrated in Appendix A, drawn from The Carnegie Project on the Education Doctorate (n.d.b) and described in the program handbook (The University of Central Florida College of Education, 2011, p. 5).

Table 15 presents the variables identified along with the corresponding surveys and the analyses conducted to answer Research Question Three, to what extent do doctoral students who were accepted into the Executive Ed. D. in Educational Leadership program, perceive that the program was aligned with their reasons for applying.

Table 15

Research Question Three Analysis Framework

Variables	Surveys	Analysis
I liked the program design	admission survey	Descriptive statistics
UCF's reputation		
Face to face instruction		
Faculty reputation.		
Program reputation		
Field study		
Course location		
Expenses compared to other institutions		
Cohort model		
Structured sequenced program of study		
What I think I'll learn		

Table 16 presents the variables identified along with the corresponding surveys and the analyses conducted to answer Research Question Four, to what extent do doctoral students in the Executive Ed. D. in Educational Leadership program, perceive that the program was meeting their expectations after two semesters of coursework, following the first milestone qualifying whitepaper.

Table 16

Research Question Four Analysis Framework

Variables	Surveys	Analysis
Curriculum is relevant to my work	end of year one survey	Descriptive statistics
Quality of expectations is high		
Requirements are reasonable		ANOVA between cohorts and between years for Cohort One (supplemental)
Milestone whitepaper reflects my learning		
I feel stimulated/challenged by the curriculum		

Table 17 presents the variables identified along with the corresponding surveys and the analyses conducted to answer Research Question Five, to what extent do doctoral students in the Executive Ed. D. in Educational Leadership program, perceive that the program is meeting their expectations after two years of coursework and successfully defending their research proposal.

Table 17

Research Question Five Analysis Framework

Variables	Surveys	Analysis
Curriculum is relevant to my work	end of year two and year three surveys	Descriptive Statistics
Quality of expectations is high		ANOVA between cohorts and between years for Cohort One (supplemental)
Requirements are reasonable		
I feel stimulated/challenged by the curriculum		

Instrumentation

A series of surveys were developed by the principal faculty investigator and the researcher. Content validity was based on the expertise of the faculty who developed the variables for the study, and the design of the instrument itself which was done in conjunction with expert faculty from other CPED member institutions. Variables were based off of CPED Working Principles (Appendix A) and measurements were a four or five point Likert scale. The

surveys administered in this study included (a) University of Central Florida Admission Survey, Reasons for Applying Executive Ed. D. in Educational Leadership; (b) The University of Central Florida Expectations Doctoral Cohorts Survey End of Year One; (c) The University of Central Florida Expectations Doctoral Cohorts Survey End of Year Two; and (d) University of Central Florida Expectations Doctoral Cohorts Survey Year Three. Responses were voluntary and students were assigned a number and asked to acknowledge an informed consent (Appendix H). The number assignment ensured confidentiality for the respondents while allowing the researcher to correspond respondent numbers to track perceptions over time. Only the researcher had access to the numbers and all data and results reported to the principal investigator did not include any reference to the individual respondents. Demographic information was included only to evaluate perceptions and needs in the context of specific groupings of students, such as gender or ethnicity. The informed consent (Appendix H) and procedures complied with the University of Central Florida's Institutional Review Board requirements. The directions included informed consent language and affirmed that identity and responses would be confidential and analyzed and described in aggregate, not by individual respondent (Appendix H). In the Admission Survey (Appendix C) students were asked to rate each variable on the following Likert scale including: (1) not important, (2) a little important, (3) neither important nor unimportant, (4) somewhat important, and (5) most important. For all subsequent surveys, the Likert scale responses included (1) disagree strongly, (2) disagree somewhat, (3) agree somewhat, and (4) agree strongly. All response items on all surveys were voluntary for respondents.

Appendix C presents the UCF Admission Survey, Reasons for Applying Executive Ed. D. in Educational Leadership. This survey included a series of questions to gauge the extent to

which students perceived their motives for applying to the degree program were in line with the CPED Working Principles. The survey concluded with a general open response item to gather any feedback that the student would like to provide.

The University of Central Florida Expectations Doctoral Cohorts Survey End of Year One was represented in Appendix D. This survey included three sections, demographics, curriculum, and CPED. Students began by providing demographic information which served as the independent variables for the study including race or ethnicity, age range, gender, living distance from campus, and the number of years of professional experience. The second section in the survey included questions to measure student perceptions on program requirements including curriculum and milestones. The components question set measured the extent to which the curriculum was perceived as relevant to respondents' work, the quality of the expectations were high, the course requirements were reasonable and the milestone whitepaper reflected students' learning. The third section in the survey measured the extent to which students perceived that the program reflected the Carnegie Project on the Education Doctorates, Working Principles (Appendix A), (The Carnegie Project on the Education Doctorate, n.d.b). The survey concluded with a general open response item to gather any feedback that the student would like to provide.

The University of Central Florida Expectations Doctoral Cohorts Survey End of Year Two can be found in Appendix E. This survey included three sections curriculum, CPED, and program. Students began by rating curriculum focused questions designed to gather perceptions on the quality and relevancy of the course curriculum. Students then rated a series of questions designed to gather perceptions on the extent to which the program was in keeping with the CPED working principles (Appendix A), (The Carnegie Project on the Education Doctorate, n.d.b).

Finally, students rated questions designed to gather perceptions regarding the program and the dissertation. The survey concluded with a series of open response items to collect feedback on the impact students believe they had and how they had changed their professional practice as a result of their participation in the program as well as general feedback to help improve the program.

Appendix F presents the University of Central Florida Executive Ed. D. in Educational Leadership Expectations Survey, Year Three. This survey was structured exactly like the end of year two survey with additional questions to gather perceptions on the dissertation including post-proposal perceptions.

Analysis

Quantitative analyses were conducted to answer each of the five research questions included in Table 1. Descriptive statistics including means and standard deviations were provided for each of the variables associated with a specific research question. Multiple regression analyses were conducted to address research question one specifically. Qualitative analyses were also conducted for the five open response items included in each survey (See Appendices C, D, E, and F). Responses were organized into themes that emerged and coded. Frequency analyses were conducted for each theme. For certain research questions, supplemental analyses of variances (ANOVA) were conducted to determine the extent to which perceptions differed between cohorts and over time for Cohort One.

Research Question One

> To what extent do cohort demographic variables (such as GRE, undergraduate GPA, position of employment, and professional demographics) relate to success (graduate GPA and persistence) in completing the program?

To answer Research Question One, means and standard deviations were calculated and a multiple regression analysis was conducted between independent predictor variables undergraduate GPA, the last 60 credit hours of undergraduate study, and GRE score and dependent variable graduate GPA, the graduate GPA as of September 2012. Also, an ANOVA was conducted to determine the extent of the relationship between persistence, defined as whether or not the student was enrolled at the time of the survey, and years of professional employment.

Research Question Two

> To what extent does the University of Central Florida's Executive Ed. D. in Educational Leadership program reflect the Carnegie Project on the Education Doctorate (CPED) principles (Appendix A)?

To answer Research Question Two, means and standard deviations were calculated for the variables from end of year one and two surveys (Appendices D and E) including: (a) "the program is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice"; (b) "the program prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities"; (c) "the program provides opportunities for candidates to develop and demonstrate collaboration and communication skills, to work with diverse communities, and to build partnerships"; (d) "the program provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions"; (e) "the program is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry"; and (f) "the program emphasizes the generation, transformation, and use of professional knowledge and practice"

(The Carnegie Project on the Education Doctorate, n.d.b; The University of Central Florida College of Education, 2011, p. 5).

Additional ANOVA analyses were conducted for each of the dependent variables with the cohort and year independent variables to determine if perceptions differed significantly between cohorts, or changed significantly over time.

Research Question Three

> To what extent do doctoral students who are accepted into Executive Ed. D. in Educational Leadership program, perceive that their reasons for applying to the program are aligned with the program design?

To answer Research Question Three, means and standard deviations were calculated on each of the variables including: (a) I liked program design, (b) UCF's reputation, (c) face to face instruction, (d) faculty reputation, (e) program reputation, (f) field study, (g) course location, (h) expenses compared to other institutions, (i) cohort model, (j) structured sequenced program of study, and (k) what I think I'll learn.

Additional ANOVA analyses were conducted for each of the dependent variables with the cohort independent variable to determine if perceptions differed significantly between cohorts.

Research Question Four

> To what extent do doctoral students in the Executive Ed. D. in Educational Leadership program, perceive that the program is meeting their expectations after two semesters of coursework, following the first milestone qualifying whitepaper?

To answer Research Question Four, means and standard deviations were calculated on variables from the end of year one survey (Appendix D) including: (a) the curriculum is relevant to my work, (b) the quality of expectations is high, (c) the requirements are reasonable, (d)

milestone whitepaper reflects my learning, and (e) I feel stimulated and challenged by the curriculum.

Additional ANOVA analyses were conducted for each of the dependent variables with the cohort and year independent variables to determine if perceptions differed significantly between cohorts, or changed significantly over time.

Research Question Five

> To what extent do doctoral students in the Executive Ed. D. in Educational Leadership program, perceive that the program is meeting their expectations after two years of coursework and successfully defending their research proposal?

To answer Research Question Five, means and standard deviations were calculated on each of the variables from the year three survey (Appendix F) including: (a) the curriculum is relevant to my work, (b) the quality of expectations is high, (c) the requirements are reasonable, and (d) I feel stimulated and challenged by the curriculum. Additional ANOVA analyses were conducted for each of the dependent variables with the cohort independent variable to determine if perceptions differed significantly over time for Cohort One.

Data and analyses, along with qualitative information gathered, served to support program faculty in their efforts to maintain alignment of the refined Executive Ed. D. in Educational Leadership program with its intended purpose of "preparing educational leaders for [positions in] schools, other educational settings, and related fields" (The University of Central Florida College of Education, 2011, p. 2).

Summary

This chapter reviewed the research questions driving this study. The sample was also described as including doctoral students who were admitted into the Executive Ed. D. in Educational Leadership program Cohorts One and Two. Instruments were outlined along with a

timeline for dissemination and analysis. Instrument validity was addressed as the surveys were developed by an expert faculty member to address the research questions guiding this study. Further procedural information was also discussed including how the data were to be gathered and analyzed both within cohorts, including longitudinally, and also between cohorts. Specific details were given to explain how high response rates were accomplished for the surveys. Results of the data analysis were presented by research question in the following chapter.

CHAPTER FOUR RESULTS

Introduction

The intent of this study was to gather student perceptions on the redesigned Executive Ed. D. in Educational Leadership program. Program faculty will use the findings to determine the extent to which the program met students' expectations, was perceived to be aligned with CPED Working Principles, and relevant to current practice in the field.

Organization of Findings

This chapter presents the findings of the study, both quantitative and qualitative. A brief description of the design of the study is included. Following, are the research questions driving the study and the descriptive statistics, including admission and demographic variables that were gathered and analyzed in the study. Then, findings are presented for each of the five research questions with supporting tables and graphics where appropriate. Next, the qualitative data are presented by theme for each of the open response items. Frequencies for response themes by demographic variables are also presented for each question. Finally, additional analyses are presented including ratings of perceptions between cohorts and over time. The chapter concludes with a review of the chapter structure and a summary of main findings.

Design of the Study

The researcher designed the study to gather perceptions of the students admitted and enrolled in the Executive Ed. D. in Educational Leadership program in 2010, 2011, and 2012. Perceptions were gathered at key points throughout the program (1) upon admission into the program, (2) at the end of the second semester of coursework and completion of the qualifying white paper (The University of Central Florida College of Education, 2011, p. 15), (3) at the end

of the fifth semester of coursework, and (4) at the end of the seventh semester of coursework and successful defense of dissertation proposal.

The Admission Survey was distributed to all three of the cohorts. The end of year one survey was disseminated to Cohort One and Cohort Two only. The end of year two and year three surveys were distributed to Cohort One only. The response rates were as follows, 93.2 percent for Cohort One over the four surveys, 92.3 percent for Cohort Two over the two surveys, 70.8 percent for Cohort Three in the Admission survey, resulting in an overall response rate of 89.8 percent for the study. Table 18 illustrates the schedule of survey dissemination for each cohort.

Table 18

Schedule of Survey Dissemination

Cohort	Admission Survey	End of Year 1 Survey	End of Year 2 Survey	Year 3 Survey
1	*August, 2010	May, 2011	May, 2012	January, 2013
2	August, 2011	May, 2012		
3	August, 2012			

Note.*This survey distribution occurred prior to the researcher beginning this study; only compiled results were available which were not attributable to individual respondents for demographic analyses.

Research Questions

The following five research questions guided this study:

1. To what extent do cohort demographic variables (such as GRE, undergraduate GPA, position of employment, and professional demographics) relate to success (graduate GPA and persistence) in completing the program?

2. To what extent does the University of Central Florida's Executive Ed. D. in Educational Leadership program reflect the Carnegie Project on the Education Doctorate (CPED) principles (Appendix A)?
3. To what extent do doctoral students who are accepted into the Executive Ed. D. in Educational Leadership program, perceive that their reasons for applying to the program are aligned with the program design?
4. To what extent do doctoral students in the Executive Ed. D. in Educational Leadership program, perceive that the program is meeting their expectations after two semesters of coursework, following the first milestone qualifying whitepaper?
5. To what extent do doctoral students in the Executive Ed. D. in Educational Leadership program, perceive that the program is meeting their expectations after two years of coursework and successfully defending their research proposal?

Descriptive Statistics

Admission Variables

Admission variables included in this study were (a) Graduate Record Examination (GRE) scores, and (b) undergraduate GPA. Table 19 illustrates the number, mean, and standard deviation of the GRE scores and undergraduate GPAs for each cohort and all cohorts combined. The mean GRE score for Cohort One was 1,087, with a standard deviation of 109.01, illustrating the highest mean score of the three cohorts with the least amount of variation from the mean. The mean GRE score for Cohort Two was 1042 with a standard deviation of 121.92, illustrating the lowest mean score. The mean GRE score for Cohort Three was 1,071, slightly lower than the mean score for Cohort One, with a standard deviation of 188.26 illustrating the greatest amount of variation among scores. Undergraduate GPA was the same for Cohorts One and Three at 3.76

and lower for Cohort Two at 3.67. The mean GRE score for all cohorts was 1,067 with a standard deviation of 141.88.

Table 19

Descriptive Statistics: Admission Variables for All Cohorts

	Cohort 1 *n*=25		Cohort 2 *n*=15		Cohort 3 *n*=24		All Cohorts *n*=63	
	M	SD	M	SD	M	SD	M	SD
GRE	1,087	109.01	1,043	121.92	1,071	188.26	1,070	145.61
Undergraduate GPA	3.76	0.325	3.67	0.303	3.76	0.394	3.74	0.345

Demographic Variables

Data were collected from the first three cohorts of the Executive Ed. D. in Educational Leadership program, at key points throughout the program. Specific demographic information was gathered from respondents including: (a) gender, (b) ethnicity, (c) age range, (d) years of professional employment, (e) distance from campus, and (f) current professional position upon admission to the program. These data were gathered for the purpose of analyzing perceptions by demographic group as well as exploring correlations by admission requirements. Tables 20, 21, 22, and 23 provide the number, frequency, and percentage of each demographic variable for each of the three cohorts and all cohorts combined.

The ethnicity breakdown for Cohort One (*n*=25) included 18 Caucasians, three Hispanics, three African Americans, and one Asian American. Regarding gender, 14 participants were male and 11 were female. For age ranges, 10 participants were between 25 and 35 years of age, seven were between 36 and 45, and eight were between 46 and 55 years of age. Regarding years of professional employment, 11 participants had between 11 and 20 years, six between 21 and 30 years, five between one and 10 years, and two participants had more than 30 years of professional employment. One student discontinued enrollment and therefore not all

demographic information were gathered for this student. As for distance from campus, seven participants lived between 21 and 30 miles from campus, six lived between 11 and 20 miles, another six lived more than 30 miles, and five lived between one and 10 miles from campus. For professional position at time of admission, nine participants were assistant principals, six were principals, another six were teacher leaders, two were classroom teachers, and another two were school district administrators. One student discontinued enrollment and therefore not all demographic information were gathered for this student. Table 20 illustrates the data outlined in this paragraph as well as percentages for each demographic variable.

Table 20

Cohort One Demographics: Percentages and Frequencies

n=25

	f	%
Ethnicity		
African American	3	12
Asian American	1	4
Hispanic	3	12
Caucasian	18	72
Total	25	100
Gender		
Female	11	46
Male	14	54
Total	25	100
Age range		
25-35 years	10	40
36-45 years	7	28
46-55 years	8	32
Total	25	100
Years professional employment		
1-10 years	5	20
11-20 years	11	44
21-30 years	6	24
>30 years	2	8
Not indicated	1	4
Total	25	100
Distance from campus		
1-10 miles	5	20
11-20 miles	6	24
21-30 miles	7	28
>30 miles	6	24
Not indicated	1	4
Total	25	100
Professional position at time of admission		
Classroom teacher	2	8
Teacher leader/Instructional coach	6	24
Principal	6	24
Assistant principal	9	36
School district administrator	2	8
Total	25	100

For Cohort Two (*n*=15), the ethnicity analysis included: 13 Caucasians, one African American, and one multi-racial student. For gender, there were seven female and eight male participants. Regarding age range, seven participants indicated an age range of 25 to 35, six indicated they were between 36 and 45 years of age, and two indicated they were between 46 and 55 years of age. For years of employment, five participants indicated that they had between one and 10 years of employment, three indicated between 11 and 20 years, one indicated between 21 and 30 years, and one indicated more than 30 years of professional employment. Five student respondents did not indicate a range of years of professional employment. For distance from campus, four participants indicated they were between one and 10 miles from campus, another four indicated they lived over 30 miles from campus, two participants indicated they lived between 11 and 20 miles, and one indicated living between 21 and 30 miles from campus. Four student respondents did not indicate the distance in miles that they lived from campus. Finally, seven participants indicated they were classroom teachers, two were teacher leaders, another two were administrators in higher education, one was a principal, one was an assistant principal, one was a district administrator, and one study participant indicated other for their professional position. One student discontinued enrollment and therefore not all demographic information were gathered for this student. Table 21 illustrates the data outlined in this paragraph as well as percentages for each demographic variable.

Table 21

Cohort Two Demographics: Percentages and Frequencies

n=15

	f	*%*
Ethnicity		
African American	1	7
Caucasian	13	87
Multi-racial	1	7
Total	15	100
Gender		
Female	7	47
Male	8	53
Total	15	100
Age range		
25-35 years	7	47
36-45 years	6	40
46-55 years	2	13
Total	15	100
Years professional employment		
1-10 years	5	33
11-20 years	3	20
21-30 years	1	7
>30 years	1	7
Not indicated	5	33
Total	15	100
Distance from campus		
1-10 miles	4	27
11-20 miles	2	13
21-30 miles	1	7
>30 miles	4	27
Not indicated	4	27
Total	15	100
Professional position at time of admission		
Classroom teacher	7	47
Teacher leader/instructional coach	2	13
Principal	1	7
Assistant principal	1	7
School district administrator	1	7
Administrator in higher education	2	13
Other	1	6
Total	15	100

For Cohort Three (*n*=24) the ethnicities indicated were 14 Caucasians and one each of African American and multi-racial. Eight student respondents did not indicate an ethnicity. Regarding gender, eight participants were male, eight female, and eight did not indicate a gender. For age range, nine participants were between the ages of 25 and 35, five participants were between 36 and 45 years of age, two participants were between 46 and 55 years of age, and eight student respondents did not indicate an age range. Cohort Three had not completed the end of year one survey at the time of this analysis, which includes years of professional employment and distance from campus. Finally, regarding professional position, five participants indicated they were classroom teachers, four were teacher leaders, two were principals, two were school district administrators, and two indicated their position as other. Finally, one student was an assistant principal and one was a faculty member in higher education. Seven student respondents did not indicate a professional position. Table 22 illustrates the numbers outlined in this paragraph as well as percentages for each demographic variable for Cohort Three.

Table 22

Cohort Three Demographics: Percentages and Frequencies

n=24

	f	*%*
Ethnicity		
African American	1	4
Caucasian	14	58
Multi-racial	1	4
Not indicated	8	33
Total	24	100
Gender		
Female	8	33
Male	8	33
Not indicated	8	33
Total	24	100
Age Range		
25-35 years	9	38
36-45 years	5	21
46-55 years	2	8
Not Indicated	8	33
Total	24	100
Professional position at time of admission		
Classroom teacher	5	21
Teacher leader/instructional coach	4	17
Principal	2	8
Assistant principal	1	4
School district administrator	2	8
Faculty in higher education	1	4
Other	2	8
Not indicated	7	29
Total	24	100

Regarding the demographic composition of all participants in the program, 70% of respondents indicated they were Caucasian. Regarding gender, 30 respondents indicated they were male, 26 indicated they were female, and eight did not respond. Regarding age range, 26 respondents indicated they were between 25 and 35 years of age, 18 indicated that they were between 36 and 45 years of age, 12 indicated they were between 46 and 55 years of age and eight did not respond. The following demographic data include Cohorts One and Two only as this

information had not yet been gathered for Cohort Three. Regarding years of professional employment, 10 respondents indicated they had between one and 10 years, 14 indicated they had between 11 and 20 years, seven indicated they had between 21 and 30 years, three indicated they had over 30 years of professional employment and six did not respond to this item. Regarding professional position at the time of admission, 14 respondents indicated that they were classroom teachers, 12 indicated that they were teacher leaders or instructional coaches, nine indicated that they were principals, 11 indicated that they were assistant principals, five indicated that they were district administrators, one was a faculty member in higher education, two indicated that they were administrators in higher education, three indicated other as their professional position, and seven did not respond to this item. Table 23 illustrates the demographic information for all cohorts combined.

Table 23

Cohorts One, Two, and Three Demographics: Percentages and Frequencies

n=64

	f	*%*
Ethnicity		
African American	5	8
Asian American	1	2
Hispanic	3	5
Caucasian	45	70
Multi-racial	2	3
Not indicated	8	13
Total	64	100
Gender		
Female	26	41
Male	30	47
Not indicated	8	13
Total	64	100
Age range		
25-35 years	26	41
36-45 years	18	28
46-55 years	12	19
Not indicated	8	13
Total	64	100
Years professional employment		
1-10 years	10	25
11-20 years	14	35
21-30 years	7	18
>30 years	3	8
Not indicated	6	15
Total	40	100
Distance from campus		
1-10 miles	9	23
11-20 miles	8	20
21-30 miles	8	20
>30 miles	10	25
Not indicated	5	13
Total	40	100
Professional position at time of admission		
Classroom teacher	14	22
Teacher leader/instructional coach	12	19
Principal	9	14
Assistant principal	11	17
School district administrator	5	8
Faculty in higher education	1	2
Administrator in higher education	2	3
Other	3	5
Not indicated	7	11
Total	64	100

Testing the Research Questions

This section provides the findings from each of the surveys distributed to Cohorts One, Two and Three. Analysis and findings were presented for each research question, including a description of the tests conducted for each question along with the findings supported by appropriate tables.

Research Question One

> To what extent do cohort demographic variables (such as GRE, undergraduate GPA, position of employment, and professional demographics) relate to success (graduate GPA and persistence) in completing the program?

Persistence in the program was defined as whether or not the student was enrolled at the time of the survey, and success was defined as program GPA at the end of the summer 2012 semester, the sixth semester. A multiple regression analysis was conducted with predictor variables: (a) GRE, (b) undergraduate GPA, and (c) years of professional employment, and dependent variable graduate GPA at the end of the sixth semester (September 2012), to determine the extent to which these variables were correlated and had a predictive relationship. Additionally, descriptive statistics by cohort were provided for persistence, illustrating the attrition rates for Cohort One and Cohort Two.

Correlation and multiple regression analyses were conducted to examine the relationship between graduate GPA and potential predictors including: (a) GRE, (b) undergraduate GPA, and (c) years of professional employment. Table 24 includes the model summary results and Table 25 summarizes the descriptive statistics and analysis results.

As presented in Table 25, all independent predictor variables were positively correlated with graduate GPA. The multiple regression model with the three predictor variables, as illustrated in Table 24, produced $R^2 = .157$, $F(3, 28) = 1.733$, $p=.183$. The variance accounted

for by the four predictors was 15.7 percent. All three predictors were positively related to the outcome variable including GRE (β=.328, p=.083), undergraduate GPA (β=.349, p=.079), and years of professional employment (β= .138, p=.454). None of the predictor variables had a significant correlation with graduate GPA.

Table 24

Regression Analysis: Model Summary for Graduate GPA

R	R Square	Std. Error of the Estimate	F	p
.396	.157	.187067	1.733	0.183

Table 25

Regression Analysis Summary Statistics: Correlations and Results for Graduate GPA

n=38

Variable	Mean	SD	Correlation with Graduate GPA	Multiple Regression	
				B	P
Graduate GPA	3.86	0.188			
GRE	1,071	145.61	0.234	0.328	0.083
Undergraduate GPA	3.74	0.345	0.203	0.349	0.079
Years of professional employment	2.09 (11-20 years)	0.933	0.065	0.138	0.454

Descriptive statistics were calculated to examine the relationship between persistence in the program (defined as whether or not the student was enrolled at the time of the survey) and

potential predictors including: (a) GRE, and (b) undergraduate GPA. For Cohort One, only one student discontinued enrollment due to being deployed overseas for his employment. In Cohort Two, two participants had discontinued enrollment at the time this analysis was conducted: one discontinued due to health issues and another did not complete the master's program and therefore did not enter the doctoral program. As a result of the low attrition rates for both cohorts (n=3), no inferential statistics were computed for the persistence variable.

Additionally, means and standard deviations for discontinued participants were not provided by cohort so as not to disclose any individually identifiable information. The admission variables analyzed revealed that there is no difference between those who were still enrolled at the time of the survey and those who were not for GRE score and undergraduate GPA. As presented in Table 26, the mean GRE score for all participants who were enrolled at the time of the survey was 1,071 while the mean GRE score for participants who were no longer enrolled was 1,067. The undergraduate GPA mean for participants who were enrolled at the time of the survey was 3.74, while the mean for those who had discontinued enrollment was 3.70.

Table 26 presents the descriptive statistics for participants who were enrolled as well as those who were no longer enrolled at the time of the survey for all cohorts combined.

Table 26

Cohorts One, Two, and Three Descriptive Statistics: Persistence and Individual Variables

	Still Enrolled			No Longer Enrolled		
	n	M	SD	*n*	M	SD
GRE	61	1,071	147.3	3	1,067	130.1
Undergraduate GPA	61	3.74	0.35	3	3.70	0.17

Research Question Two

> To what extent do students in the program perceive that the University of Central Florida's Executive Ed. D. in Educational Leadership program reflects the Carnegie Project on the Education Doctorate (CPED) Working Principles (Appendix A)?

To answer Research Question Two, the researcher selected the applicable question variables from the end of year one, end of year two, and year three surveys (Appendices D, E, and F) including: (a) "the program is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice"; (b) "the program prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities"; (c) "the program provides opportunities for candidates to develop and demonstrate collaboration and communication skills, to work with diverse communities, and to build partnerships"; (d) "the program provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions"; (e) "the program is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry"; and (f) "the program emphasizes the generation, transformation, and use of professional knowledge and practice" (The Carnegie Project on the Education Doctorate, n.d.b; The University of Central Florida College of Education, 2011, p. 5).

Participants selected from: (1) disagree strongly, (2) disagree somewhat, (3) agree somewhat, and (4) agree strongly for each of the variables listed. Means and standard deviations were calculated for each variable for each cohort and for Cohorts One and Two combined for the end of year one survey (Appendix D) as well as for Cohort One for the end of year two and year three surveys (Appendices E and F) as illustrated in Table 27. Means and standard deviations were also calculated for all six variables grouped together in a CPED variable group.

For the CPED variable group, responses fell into the range of agree somewhat to agree strongly with the response range of (1) disagree strongly to (4) agree strongly. The mean perception ratings for the grouping were 3.72 for Cohort One, 3.61 for Cohort Two, and 3.68 for the two cohorts combined, with an overall standard deviation of 3.54

For the variable, "the program is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice" (The Carnegie Project on the Education Doctorate, n.d.b; The University of Central Florida College of Education, 2011, p. 5), responses fell into the range of agree somewhat to agree strongly with the response range of (1) disagree strongly to (4) agree strongly. Year one Cohort One mean perception rating of M=3.61, year one Cohort Two mean perception rating, M=3.55, and year two Cohort One mean perception rating of M=3.38. The mean perception for Cohort One did decline from year one, M=3.61 to year two, M=3.38 but regained somewhat in year three, M=3.48 for an overall decline over the three years.

For the variable, "the program prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities" (The Carnegie Project on the Education Doctorate, n.d.b; The University of Central Florida College of Education, 2011, p. 5), responses fell into the higher end of the range of agree somewhat to agree strongly with the response range of (1) disagree strongly to (4) agree strongly. Year one Cohort One mean perception rating of M=3.78, year one Cohort Two mean perception rating, M=3.91, and year two Cohort One mean perception rating of M=3.76. The mean perception for Cohort One in year three was M=3.65. The mean perception for Cohort One did decline each year from year one, M=3.78 to year two, M=3.76, and year three, M=3.65.

For the variable, "the program provides opportunities for candidates to develop and demonstrate collaboration and communication skills, to work with diverse communities, and to build partnerships" (The Carnegie Project on the Education Doctorate, n.d.b; The University of Central Florida College of Education, 2011, p. 5), responses fell into the range of agree somewhat to agree strongly with the response range of (1) disagree strongly to (4) agree strongly. Year one Cohort One mean perception rating of M=3.48, year one Cohort Two mean perception rating, M=3.36, and year two Cohort One mean perception rating of M=3.71. The mean perception for Cohort One in year three was M=3.65. The mean perception for Cohort One did increase from year one, M=3.48 to year two 3.71 and decrease in year three, M=3.65, resulting in an overall increase over the three years.

For the variable, "the program provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions" (The Carnegie Project on the Education Doctorate, n.d.b; The University of Central Florida College of Education, 2011, p. 5), responses fell into the range of agree somewhat to agree strongly with the response range of (1) disagree strongly to (4) agree strongly. Year one Cohort One mean perception rating of M=3.65, year one Cohort Two mean perception rating, M=3.36, and year two Cohort One mean perception rating of M=3.48. The mean perception for Cohort One in year three was 3.43. The mean perception for Cohort One did decrease over the three years from year one, M=3.65 to year two, M=3.48 to year three, M=3.43.

For the variable, "the program is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry" (The Carnegie Project on the Education Doctorate, n.d.b; The University of Central Florida College of Education, 2011, p. 5), responses fell into the higher end of the range

of agree somewhat to agree strongly with the response range of (1) disagree strongly to (4) agree strongly. Year one Cohort One mean perception rating of M=3.96, year one Cohort Two mean perception rating, M=3.82, and year two Cohort One mean perception rating of M=3.71. The mean perception for Cohort One in year three was 3.70, decreasing over the three years from year one, M=3.96 to year two, M=3.71, and year three, M=3.70.

For the variable, "the program emphasizes the generation, transformation, and use of professional knowledge and practice" (The Carnegie Project on the Education Doctorate, n.d.b; The University of Central Florida College of Education, 2011, p. 5), responses fell into the range of agree somewhat to agree strongly with the response range of (1) disagree strongly to (4) agree strongly. Year one Cohort One's mean perception rating was M=3.83, year one Cohort Two's mean perception rating was M=3.64, and year two Cohort One's mean perception rating was M=3.62. The mean perception for Cohort One in year three was 3.70, declining from year one, M=3.83 to year two, M=3.62, and increasing to year three, M=3.70 resulting in an overall decline in perceptions over the three years.

Table 27

Cohorts One and Two, Perceptions: Program Reflects the CPED Working Principles

	Year 1 Cohort 1 *n*=23		Year 1 Cohort 2 *n*=11		Year 1 Cohorts 1 & 2 *n*=34		Year 2 Cohort 1 *n*=21		Year 3 Cohort 1 *n*=23	
The program…	M	SD	M	SD	M	SD	M	SD	M	SD
"is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice."	3.61	0.499	3.55	0.522	3.59	0.5	3.38	0.74	3.48	0.511
"prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities."	3.78	0.422	3.91	0.302	3.82	0.387	3.76	0.436	3.65	0.487
"provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships."	3.48	0.665	3.36	0.809	3.44	0.705	3.71	0.463	3.65	0.573
"provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions."	3.65	0.573	3.36	0.924	3.56	0.705	3.48	0.814	3.43	0.843
"is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry."	3.96	0.209	3.82	0.405	3.91	0.288	3.71	0.463	3.70	0.47
"emphasizes the generation, transformation, and use of professional knowledge and practice."	3.83	0.388	3.64	0.505	3.76	0.431	3.62	0.498	3.70	0.47

Note. *R=4.* Note. Variables were the CPED Working Principles illustrated in Appendix A, drawn from The Carnegie Project on the Education Doctorate (n.d.b) and described in the program handbook (The University of Central Florida College of Education, 2011, p. 5).

One-way Analyses of Variances (ANOVAs) were conducted to test for differences in perceptions between the two cohorts. Perceptions on the CPED variable group did not differ significantly between Cohort One and Cohort Two at the end of year one, $F(1, 32)= .731$, $p=.399$. Perceptions on the six individual variables did not differ significantly across the two cohorts for end of year one survey (Appendix D). The one-way ANOVA for the variable, "the program is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice" (The Carnegie Project on the Education Doctorate, n.d.b; The University of Central Florida College of Education, 2011, p. 5), revealed that perceptions did not differ significantly across the two cohorts, $F(1, 32) = .790$, $p=.381$. The one-way ANOVA for the variable, "the program prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities" (The Carnegie Project on the Education Doctorate, n.d.b; The University of Central Florida College of Education, 2011, p. 5), revealed that perceptions did not differ significantly across the two cohorts, $F(1, 32) = .116$, $p=.736$. The one-way ANOVA for the variable, "the program provides opportunities for candidates to develop and demonstrate collaboration and communication skills, to work with diverse communities, and to build partnerships" (The Carnegie Project on the Education Doctorate, n.d.b; The University of Central Florida College of Education, 2011, p. 5), revealed that perceptions did not differ significantly across the two cohorts, $F(1, 32) = .192$, $p=.664$. The one-way ANOVA for the variable, "the program provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions" (The Carnegie Project on the Education Doctorate, n.d.b; The University of Central Florida College of Education, 2011, p. 5), revealed that perceptions did not differ significantly across the two cohorts, $F(1, 32) = 1.258$, $p=.270$. The one-way ANOVA for the variable, "the program is

grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry" (The Carnegie Project on the Education Doctorate, n.d.b; The University of Central Florida College of Education, 2011, p. 5), revealed that perceptions did not differ significantly across the two cohorts, $F(1, 32) = 1.758$, $p=.194$. The one-way ANOVA for the variable, "the program emphasizes the generation, transformation, and use of professional knowledge and practice" (The Carnegie Project on the Education Doctorate, n.d.b; The University of Central Florida College of Education, 2011, p. 5), revealed that perceptions did not differ significantly across the two cohorts, $F(1, 32) = 1.465$, $p=.235$. Table 28 presents the significance of the comparison of means between each cohort for each variable included in the analysis.

Table 28

ANOVA Between Cohorts One and Two, Perceptions: Program Reflects CPED Working Principles

The program…		Sum of Squares	df	Mean Square	F	Sig.
"is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice."	Between Groups	.030	1	.030	.116	.736
	Within Groups	8.206	32	.256		
	Total	8.235	33			
"prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities."	Between Groups	.119	1	.119	.790	.381
	Within Groups	4.822	32	.151		
	Total	4.941	33			
"provides opportunities for candidates to develop and demonstrate collaboration and communication skills, to work with diverse communities, and to build partnerships."	Between Groups	.098	1	.098	.192	.664
	Within Groups	16.285	32	.509		
	Total	16.382	33			
"provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions."	Between Groups	.620	1	.620	1.258	.270
	Within Groups	15.763	32	.493		
	Total	16.382	33			
"is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry."	Between Groups	.142	1	.142	1.758	.194
	Within Groups	2.593	32	.081		
	Total	2.735	33			
"emphasizes the generation, transformation, and use of professional knowledge and practice."	Between Groups	.268	1	.268	1.465	.235
	Within Groups	5.850	32	.183		
	Total	6.118	33			

Note. Variables were the CPED Working Principles illustrated in Appendix A, drawn from The Carnegie Project on the Education Doctorate (n.d.b) and described in the program handbook (The University of Central Florida College of Education, 2011, p. 5).

An additional ANOVA was conducted to test for changes in perceptions for Cohort One between the end of year one and the end of year two. Perceptions on five of the six variables did not differ significantly for Cohort One from the end of year one to the end of year two. The one-way ANOVA for the variable, "the program is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice" (The Carnegie Project on the Education Doctorate, n.d.b; The University of Central Florida College of Education, 2011, p. 5), revealed that perceptions did not differ significantly across the two years, $F(1, 42) = 1.455$, $p=.234$. The one-way ANOVA for the variable, "the program prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities" (The Carnegie Project on the Education Doctorate, n.d.b; The University of Central Florida College of Education, 2011, p. 5), revealed that perceptions did not differ significantly across the two years, $F(1, 42) = .026$, $p=.874$. The one-way ANOVA for the variable, "the program provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships" (The Carnegie Project on the Education Doctorate, n.d.b; The University of Central Florida College of Education, 2011, p. 5), revealed that perceptions did not differ significantly across the two years, $F(1, 42) = 1.831$, $p=.183$. The one-way ANOVA for the variable, "the program provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions" (The Carnegie Project on the Education Doctorate, n.d.b; The University of Central Florida College of Education, 2011, p. 5), revealed that perceptions did not differ significantly across the two years, $F(1, 42) = .698$, $p=.408$. The one-way ANOVA for the variable, "the program is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with

systemic and systematic inquiry" (The Carnegie Project on the Education Doctorate, n.d.b; The University of Central Florida College of Education, 2011, p. 5), revealed that perceptions did differ significantly from year one (M=3.96) to year two (M=3.71), $F(1, 42) = 5.161$, $p=.028$. The one-way ANOVA for the variable, "the program emphasizes the generation, transformation, and use of professional knowledge and practice" (The Carnegie Project on the Education Doctorate, n.d.b; The University of Central Florida College of Education, 2011, p. 5), revealed that perceptions did not differ significantly across the two years, $F(1, 42) = 2.394$, $p=.129$. Table 29 presents the significance of the comparison of means between year one and year two for each variable included in the analysis.

Table 29

ANOVA Cohort One, Between Year One and Two Perceptions: Program Reflects CPED Working Principles

The program…		Sum of Squares	df	Mean Square	F	Sig.
"is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice."	Between Groups	.569	1	.569	1.455	.234
	Within Groups	16.431	42	.391		
	Total	17.000	43			
"prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities."	Between Groups	.005	1	.005	.026	.874
	Within Groups	7.723	42	.184		
	Total	7.727	43			
"provides opportunities for candidates to develop and demonstrate collaboration and communication skills, to work with diverse communities, and to build partnerships."	Between Groups	.612	1	.612	1.831	.183
	Within Groups	14.025	42	.334		
	Total	14.636	43			
"provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions."	Between Groups	.340	1	.340	.698	.408
	Within Groups	20.455	42	.487		
	Total	20.795	43			
"is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry."	Between Groups	.644	1	.644	5.161	.028
	Within Groups	5.242	42	.125		
	Total	5.886	43			
"program emphasizes the generation, transformation, and use of professional knowledge and practice."	Between Groups	.471	1	.471	2.394	.129
	Within Groups	8.257	42	.197		
	Total	8.727	43			

Note. Variables were the CPED Working Principles illustrated in Appendix A, drawn from The Carnegie Project on the Education Doctorate (n.d.b) and described in the program handbook (The University of Central Florida College of Education, 2011, p. 5).

One-way ANOVAs were also conducted to test for changes in perceptions for Cohort One between the end of year one, year two, and year three. No significant change in perceptions

was found for the CPED variable group, F(2,65)=.597, p=.553. A significant change in perceptions was found for the variable, "the program is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry" (The Carnegie Project on the Education Doctorate, n.d.b; The University of Central Florida College of Education, 2011, p. 5) with year one, M=3.96, year two, M=3.71, and year three, M=3.70, resulted in F(2, 64) = 3.047, p=.054. Perceptions did decline over the three years, though not significantly, for all other variables with the exception of "the program provides opportunities for candidates to develop and demonstrate collaboration and communication skills, to work with diverse communities, and to build partnerships" (The Carnegie Project on the Education Doctorate, n.d.b; The University of Central Florida College of Education, 2011, p. 5) which did increase over the three years with year one, M=3.48, a decline in year two, M= 3.44, and an overall increase in year three, M=3.65, resulted in F(2, 65) = .707, p=.497. For the variables that did decline over the three years, though not significantly, the one-way ANOVA for the variable, "the program is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice" (The Carnegie Project on the Education Doctorate, n.d.b; The University of Central Florida College of Education, 2011, p. 5) with year one, M=3.61, year two, M=3.38, and year three, M=3.48 resulted in F(2, 64) = .832, p=.440. The ANOVA for the variable, "the program prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities" (The Carnegie Project on the Education Doctorate, n.d.b; The University of Central Florida College of Education, 2011, p. 5) with year one, M=3.78, year two, M=3.76, and year three, M=3.65 resulted in F(2, 64) = .554, p=.577. The ANOVA for the variable, "the program provides opportunities for candidates to develop and demonstrate collaboration and

communication skills, to work with diverse communities, and to build partnerships" (The Carnegie Project on the Education Doctorate, n.d.b; The University of Central Florida College of Education, 2011, p. 5) with year one, M=3.48, year two, M=3.71, and year three, M=3.65, resulted in F(2, 65) = .707, p=.497. The ANOVA for the variable, "the program provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions" (The Carnegie Project on the Education Doctorate, n.d.b; The University of Central Florida College of Education, 2011, p. 5) with year one, M=3.96, year two, M=3.62, and year three, M=3.07 resulted in F(2, 65) = 1.047, p=.357. Finally, the ANOVA for the variable, "the program emphasizes the generation, transformation, and use of professional knowledge and practice" (The Carnegie Project on the Education Doctorate, n.d.b; The University of Central Florida College of Education, 2011, p. 5) with year one, M=3.83, year two, M=3.62, and year three, M=3.70 resulted in F(2, 65) = 1.247, p=.294. Table 30 presents the significance of the comparison of perception means for Cohort One among year one, year two, and year three for each variable included in the analysis.

Table 30

ANOVA Cohort One, Among Years One, Two, and Three Perceptions: Program Reflects CPED Working Principles

		Sum of Squares	df	Mean Square	F	Sig.
"The program is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice."	Among Groups	.576	2	.288	.832	.440
	Within Groups	22.170	64	.346		
	Total	22.746	66			
"The program prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities."	Among Groups	.224	2	.112	.554	.577
	Within Groups	12.940	64	.202		
	Total	13.164	66			
"The program provides opportunities for candidates to develop and demonstrate collaboration and communication skills, to work with diverse communities, and to build partnerships."	Among Groups	.740	2	.370	.707	.497
	Within Groups	34.025	65	.523		
	Total	34.765	67			
"The program provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions."	Among Groups	1.527	2	.764	1.047	0.357
	Within Groups	47.414	65	.729		
	Total	48.941	67			
"The program is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry."	Among Groups	.963	2	.481	3.047	0.054
	Within Groups	10.112	64	.158		
	Total	11.075	66			
"The program emphasizes the generation, transformation, and use of professional knowledge and practice."	Among Groups	1.006	2	.503	1.247	0.294
	Within Groups	26.215	65	.403		
	Total	27.221	67			

Note. Variables were the CPED Working Principles illustrated in Appendix A, drawn from The Carnegie Project on the Education Doctorate (n.d.b) and described in the program handbook (The University of Central Florida College of Education, 2011, p. 5).

Research Question Three

> To what extent do doctoral students who are accepted into the Executive Ed. D. in Educational Leadership program, perceive that their reasons for applying to the program are aligned with the program design?

To answer Research Question Three, the researcher selected the applicable questions from the Admission Survey (Appendix C) including: (a) I liked the program design, (b) UCF's reputation, (c) face to face instruction, (d) faculty reputation, (e) program reputation, (f) field study, (g) course location, (h) expenses compared to other institutions, (i) cohort model, (j) structured sequences program of study, and (k) what I think I'll learn.

Participants selected from: (1) not important, (2) a little important, (3) neither important nor unimportant, (4) somewhat important, or (5) most important for each of the variables listed. Means and standard deviations were calculated for each variable for each cohort and for all cohorts combined as illustrated in Table 31. Means and standard deviations were also calculated for all 14 variables grouped together in an admission reasons variable grouping.

For the admission reasons variable group, responses fell into the range of agree somewhat to agree strongly with the response range of (1) disagree strongly to (4) agree strongly. The mean perception ratings for the grouping were M=3.96 for Cohort One, M=3.93 for Cohort Two, and M=3.90 for Cohort Three with an overall standard deviation of .55. All three cohorts combined had an overall mean of greater than or equal to four, with the response range of (1) not important to (5) most important, and an average standard deviation of .84 for nine of the 14 variables. This translated to a rating of somewhat important to most important for variables including: (a) program design, (b) UCF's reputation, (c) face to face instruction, (d) faculty reputation, (e) program reputation, (f) cohort model, (g) program of study, (h) what I think I'll learn, and (i) to be an effective leader. Variables including: (a) field study, (b) course location, (c) expenses compared to other institutions, and (d) I want to be superintendent, had an overall mean of greater than or equal to 3.1, which translates to a rating of neither important nor unimportant, indicating that most participants did not apply to the program to prepare to become

superintendent. The mean for the variable, I thought it would be easy, was 1.6, which translated to a rating of not important to a little important, indicating that participants did not apply to the program because they thought it would be easy.

Table 31

Cohorts One, Two, and Three, Perceptions: Reasons for Applying to the Program

	Cohort 1 *n*=25		Cohort 2 *n*=15		Cohort 3 *n*=17		All Cohorts *n*=57	
	M	SD	M	SD	M	SD	M	SD
Liked program design	4.7	0.4	4.4	0.8	4.6	1.0	4.6	0.7
UCF's reputation	3.9	0.9	4.1	0.7	4.1	0.7	4.1	0.8
Wanted face-to-face instruction	4.4	1.0	4.3	1.3	4.3	1.0	4.4	1.1
Faculty's reputation	4.0	1.0	4.0	1.1	4.2	0.7	4.1	1.0
Ed. leadership program's reputation	3.9	1.1	4.1	1.0	3.9	0.8	4.0	1.0
Field study	4.5	1.1	3.6	1.3	3.6	1.3	3.8	1.2
Course location	3.9	1.1	3.9	1.0	3.5	1.1	3.8	1.1
Expenses compared to other institutions	3.6	1.2	3.5	0.8	3.5	1.3	3.6	1.1
Liked cohort model	4.6	0.8	4.1	1.1	4.1	0.6	4.4	0.9
Structured sequenced program of study	4.7	0.6	4.0	1.3	4.1	0.9	4.2	0.9
What I think I'll learn	4.4	0.6	4.8	0.5	4.3	0.8	4.5	0.7
To be an effective leader	4.4	0.4	4.8	0.5	4.6	0.6	4.8	0.5
I want to be superintendent	2.5	1.4	3.2	1.4	3.4	1.3	3.1	1.3
I thought it would be easy	1.4	0.8	1.7	0.9	1.8	1.0	1.6	0.9

Note. The range of possible responses was from 1-5.

One-way Analyses of Variance (ANOVA) were conducted to test for differences in perceptions among the three cohorts and revealed no significant difference in the means of each variable among the three cohorts for the admission reasons variable grouping, as well as the individual variables. The one-way ANOVA for the admission reasons grouping revealed that perceptions did not differ among the three cohorts, $F(2,55)=.057$, $p=.944$. The one-way ANOVA for the variable, I liked the program design, revealed that perceptions did not differ significantly across the three cohorts, $F(2, 55) = 1.033$, $p= .363$. The one-way ANOVA for the variable,

UCF's reputation revealed that perceptions did not differ significantly across the three cohorts, F(2, 55) = .108, p=.898. The one-way ANOVA for the variable, I wanted face to face instruction revealed that perceptions did not differ significantly across the three cohorts, F(2, 55) = .099, p=.906. The one-way ANOVA for the variable, faculty reputation revealed that perceptions did not differ significantly across the three cohorts, F(2, 55) = .268, p=.766. The one-way ANOVA for the variable, program reputation revealed that perceptions did not differ significantly across the three cohorts, F(2, 55) = .519, p=.598. The one-way ANOVA for the variable, field study revealed that perceptions did not differ significantly across the three cohorts, F(2, 55) = .932, p=.400. The one-way ANOVA for the variable, course location revealed that perceptions did not differ significantly across the three cohorts, F(2, 55) = .630, p=.536. The one-way ANOVA for the variable, expenses compared to other institutions revealed that perceptions did not differ significantly across the three cohorts, F(2, 55) = .315, p=.731. The one-way ANOVA for the variable, I liked the cohort model revealed that perceptions did not differ significantly across the three cohorts, F(2, 55) = 2.061, p=.137. The one-way ANOVA for the variable, structured sequenced program of study revealed that perceptions did not differ significantly across the three cohorts, F(2, 55) = .771, p=.467. The one-way ANOVA for the variable, what I think I'll learn revealed that perceptions did not differ significantly across the three cohorts but was approaching significance, F(2, 55) = 2.890, p=.064. The one-way ANOVA for the variable, to be an effective leader revealed that perceptions did not differ significantly across the three cohorts, F(2, 55) = .578, p=.565. The one-way ANOVA for the variable, I want to be superintendent revealed that perceptions did not differ significantly across the three cohorts, F(2, 55) = 1.318, p=.276. The one-way ANOVA for the variable, I thought it would be easy revealed that perceptions did not differ significantly across the three cohorts, F(2, 55) = 1.746, p=.184. Table 32 illustrates the

significance of the comparison of means among the three cohorts for each variable included in the analysis.

Table 32

ANOVA Among the Three Cohorts, Perceptions: Reasons for Applying are Aligned with Program Design

		Sum of Squares	df	Mean Square	F	Sig.
Liked program design	Among Groups	1.161	2	.581	1.033	.363
	Within Groups	30.908	55	.562		
UCF's reputation	Among Groups	.144	2	.072	.108	.898
	Within Groups	36.839	55	.670		
Wanted face-to-face instruction	Among Groups	.246	2	.123	.099	.906
	Within Groups	68.529	55	1.246		
Faculty's reputation	Among Groups	.500	2	.250	.268	.766
	Within Groups	51.431	55	.935		
Ed. leadership Ed. D. program reputation	Among Groups	1.033	2	.516	.519	.598
	Within Groups	54.691	55	.994		
Field study	Among Groups	2.737	2	1.369	.932	.400
	Within Groups	80.780	55	1.469		
Course location	Among Groups	1.448	2	.724	.630	.536
	Within Groups	63.173	55	1.149		
Expenses compared to other institutions	Among Groups	.794	2	.397	.315	.731
	Within Groups	69.275	55	1.260		
Liked cohort model	Among Groups	3.261	2	1.631	2.061	.137
	Within Groups	43.515	55	.791		
Structured sequenced program of study	Among Groups	1.389	2	.695	.771	.467
	Within Groups	49.525	55	.900		
What I think I'll learn	Among Groups	2.704	2	1.352	2.890	.064
	Within Groups	25.727	55	.468		
To be an effective leader	Among Groups	.301	2	.150	.578	.565
	Within Groups	14.320	55	.260		
I want to be superintendent	Among Groups	4.571	2	2.286	1.318	.276
	Within Groups	95.360	55	1.734		
I thought it would be easy	Among Groups	2.409	2	1.204	1.746	.184
	Within Groups	37.936	55	.690		

Research Question Four

> To what extent do doctoral students in the Executive Ed. D. in Educational Leadership program, perceive that the program is meeting their expectations after two semesters of coursework, following the first milestone qualifying whitepaper?

To answer Research Question Four, the researcher selected the applicable questions from the end of year one survey (Appendix D) including: (a) the curriculum is relevant to my work, (b) the quality of expectations is high, (c) requirements are reasonable, (d) the milestone whitepaper reflects my learning, and (e) I feel stimulated and challenged by the curriculum.

Participants selected from: (1) disagree strongly, (2) disagree somewhat, (3) agree somewhat, and (4) agree strongly for each of the variables listed. Means and standard deviations were calculated for each variable for each cohort and for Cohort One and Two combined as illustrated in Table 33. Means and standard deviations were also calculated for all five variables grouped together in a program meeting expectations variable group.

For the program meeting expectations variable group, responses fell into the range of agree somewhat to agree strongly with the response range of (1) disagree strongly to (4) agree strongly. The mean perception ratings for the variable group were M=3.68 for Cohort One and M=3.65 for Cohort Two with an overall standard deviation of .384. Among the five variables, the highest rating for the two cohorts combined was for the variable, the quality of the expectations is high with a mean perception rating of M=3.85. The next highest rating for both cohorts combined was M=3.68 which applied to the two variables, the curriculum is relevant to my work and I feel stimulated/challenged by the curriculum. The lowest perception ratings for both cohorts combined, while still falling in the agree somewhat to agree strongly range, were M=3.62 for the variable, the requirements are reasonable and M=3.53 for the variable, the milestone whitepaper reflects my learning. For the variable, the curriculum is relevant to my

work, responses fell into the range of agree somewhat to agree strongly with the response range of (1) disagree strongly to (4) agree strongly. Cohort One's mean perception rating was M=3.70 which was higher than Cohort Two's mean perception rating of M=3.64. For the variable, the quality of expectation is high, responses fell into the range of agree somewhat to agree strongly with Cohort One's mean perception rating of M=3.70 which was lower than Cohort Two's mean perception rating of M=3.82. For the variable, the requirements are reasonable, responses fell into the range of agree somewhat to agree strongly with Cohort One's mean perception rating of M=3.70 which was higher than Cohort Two's mean perception rating of M=3.55. For the variable, the milestone whitepaper reflects my learning, responses fell into the range of agree somewhat to agree strongly with Cohort One's mean perception rating of M=3.70 which was lower than Cohort Two's mean perception rating of M=3.73. For the variable, I feel stimulated/challenged by the curriculum, responses fell into the range of agree somewhat to agree strongly with Cohort One's mean perception rating of M=3.70 which was higher than Cohort Two's mean perception rating, M=3.55.

Table 33

Cohorts One and Two, Perceptions: Program is Meeting Expectations after Two Semesters and Milestone One

	Cohort 1 *n*=23		Cohort 2 *n*=11		Cohorts 1 and 2 *n*=34	
	M	SD	M	SD	M	SD
Curriculum is relevant to my work	3.70	.470	3.64	.505	3.68	.475
Quality of expectations is high	3.70	.470	3.82	.603	3.85	.436
Requirements are reasonable	3.70	.470	3.55	.688	3.62	.604
Milestone whitepaper reflects my learning	3.70	.470	3.73	.467	3.53	.706
I feel stimulated/challenged by the curriculum	3.70	.470	3.55	.820	3.68	.589

Note. The range of possible responses was from 1-4.

ANOVAs were conducted and revealed no significant difference in the means of the variable group, as well as each variable individually between the two cohorts. The one-way ANOVA for the program meeting expectations variable group revealed that perceptions did not differ significantly between the two cohorts, $F(1,32)=.028$, $p=.869$. The one-way ANOVA for the variable, the curriculum is relevant to my work revealed that perceptions did not differ significantly across the two cohorts, $F(1, 32) = .113$, $p=.739$. The one-way ANOVA for the variable, the quality of expectations is high revealed that perceptions did not differ significantly across the two cohorts, $F(1, 32) = .101$, $p=.753$. The one-way ANOVA for the variable, the requirements are reasonable revealed that perceptions did not differ significantly across the two cohorts, $F(1, 32) = .227$, $p=.637$. The one-way ANOVA for the variable, the milestone whitepaper reflects my learning revealed that perceptions did not differ significantly across the two cohorts, $F(1, 32) = 1.287$, $p=.265$. The one-way ANOVA for the variable, I feel stimulated and challenged by the curriculum revealed that perceptions did not differ significantly across the two cohorts, $F(1, 32) = .8$, $p=.378$. Table 34 presents the significance of the comparison of means between each cohort for each variable included in the analysis.

Table 34

ANOVA Between Cohorts One and Two, End of Year One Perceptions: Program Meeting Expectations

		Sum of Squares	df	Mean Square	F	Sig.
Curriculum is relevant to my work	Between Groups	.026	1	.026	.113	.739
	Within Groups	7.415	32	.232		
	Total	7.441	33			
Quality of expectations is high	Between Groups	.020	1	.020	.101	.753
	Within Groups	6.245	32	.195		
	Total	6.265	33			
Requirements are reasonable	Between Groups	.085	1	.085	.227	.637
	Within Groups	11.945	32	.373		
	Total	12.029	33			
Milestone whitepaper reflects my learning	Between Groups	.637	1	.637	1.287	.265
	Within Groups	15.834	32	.495		
	Total	16.471	33			
I feel stimulated/challenged by the curriculum	Between Groups	.279	1	.279	.800	.378
	Within Groups	11.162	32	.349		
	Total	11.441	33			

Research Question Five

> To what extent do doctoral students in the Executive Ed. D. in Educational Leadership program, perceive that the program is meeting their expectations after two years of coursework and successfully defending their research proposal?

To answer Research Question Five, the researcher selected the applicable questions from the end of year two and year three surveys (Appendices E and F) including: (a) the curriculum is relevant to my work, (b) the quality of expectations is high, (c) requirements are reasonable, and (d) I feel stimulated and challenged by the curriculum.

Participants selected from: (1) disagree strongly, (2) disagree somewhat, (3) agree somewhat, and (4) agree strongly for each of the variables listed. Means and standard deviations were calculated for each variable for Cohort One for the years one, two, and three surveys as

presented in Table 35. Means and standard deviations were also calculated for all four variables grouped together in a program meeting expectations variable group. Only Cohort One was included in this analysis as Cohorts Two and Three had not yet completed surveys two and three. For the program meeting expectations variable group, responses over the three years fell into the range of agree somewhat to agree strongly with the response range of (1) disagree strongly to (4) agree strongly. The mean perception ratings for Cohort One were M=3.68 in year one, M=3.54 in year two, and M=3.70 in year three, with an overall standard deviation of .460. For the year one survey, Cohort One perception ratings were the same for all of the variables with M=3.70, and for the years two and three surveys, Cohort One's perception rating was the highest for the variable, the quality of expectations is high with M=3.71 for year two and M=3.74 for year three, and the next highest perception rating was for the variable, the curriculum is relevant to my work with M=3.62 for year two and M=3.73 for year three.

For the year two survey, for the variable, the curriculum is relevant to my work, responses fell in the range of agree somewhat to agree strongly with the response range of (1) disagree strongly to (4) agree strongly. Cohort One's mean perception rating was M=3.62. For the variable, the quality of expectations is high, responses fell in the upper end of the range of agree somewhat to agree strongly range with Cohort One mean perception rating of M=3.71. The Cohort One mean perception rating of the variable, the requirements are reasonable also fell in the range of agree somewhat to agree strongly M=3.38 as did the perception rating for the variable, I feel stimulated/challenged by the curriculum M=3.43.

For the year three survey, for the variable, the curriculum is relevant to my work, responses fell in the range of agree somewhat to agree strongly with the response range of (1) disagree strongly to (4) agree strongly. The year three mean perception rating of M=3.43 was

lower than the year two mean perception of M=3.62. For the variable, the quality of expectations is high, responses fell in the upper end of the range of agree somewhat to agree strongly range with year three mean perception rating of M=3.74 which was higher than the year two mean perception of M=3.71. The year three mean perception rating of the variable, the requirements are reasonable, also fell in the range of agree somewhat to agree strongly M=3.09 which was lower than the year three mean perception of M=3.38. The perception rating for the variable, I feel stimulated/challenged by the curriculum also fell in the range of agree somewhat to agree strongly with a year three mean perception of M=3.36 which was lower than the year two mean perception of M=3.43.

Table 35

Cohort One, Perceptions: Program is Meeting Expectations in Years One, Two, and Three

	Cohort 1 Year 1 *n*=23		Cohort 1 Year 2 *n*=21		Cohort 1 Year 3 *n*=23	
	M	SD	M	SD	M	SD
Curriculum is relevant to my work	3.70	0.47	3.62	0.50	3.43	.507
Quality of expectations is high	3.70	0.47	3.71	0.46	3.74	.449
Requirements are reasonable	3.70	0.47	3.38	0.74	3.09	.900
I feel stimulated/challenged by the curriculum	3.70	0.47	3.43	0.60	3.36	.658

Note. The range of possible responses was from 1-4.

An ANOVA was conducted and revealed no significant difference in the means of each variable between year one and year two with the exception of I Feel Stimulated/Challenged by the Curriculum. Cohort One perception ratings did decline from year one, M=3.70 to year two, M=3.43 resulting in $F(1, 42) = 3.841$, $p=.057$. Table 36 presents the significance of the comparison of means for Cohort One between years one and two for each variable included in the analysis.

Table 36

ANOVA Cohort One, Between Year One and Two Perceptions: Program Meeting Expectations

		Sum of Squares	df	Mean Square	F	Sig.
Curriculum is relevant to my work	Between Groups	.064	1	.064	.275	.602
	Within Groups	9.822	42	.234		
	Total	9.886	43			
Quality of expectations is high	Between Groups	.265	1	.265	1.612	.211
	Within Groups	6.894	42	.164		
	Total	7.159	43			
Requirements are reasonable	Between Groups	.808	1	.808	1.867	.179
	Within Groups	18.170	42	.433		
	Total	18.977	43			
I feel stimulated/challenged by the curriculum	Between Groups	1.059	1	1.059	3.841	.057
	Within Groups	11.578	42	.276		
	Total	12.636	43			

ANOVAs were conducted for Cohort One responses among years one, two, and three for the program meeting expectations variable group and for each variable individually. The one-way ANOVA for the program meeting expectations variable group revealed that perceptions did not differ significantly among the three years, $F(2,64)=2.73$, $p=.072$. The one-way ANOVA for the individual variables revealed a significant difference in the mean responses for the variables the requirements are reasonable and I feel stimulated/challenged by the curriculum. For the variable, requirements are reasonable, Cohort One perceptions declined significantly from year one, $M=3.70$ to year two, $M=3.38$ to year three, $M=3.09$, $F(2, 64) = 3.268$, $p=.045$. Perceptions also declined significantly for the variable, I feel stimulated/challenged by the curriculum, with year one, $M=3.70$ to year two, $M=3.43$ to year three, $M=3.36$, $F(2, 64)=3.217$, $p=.047$. Cohort One responses for the variable, the curriculum is relevant to my work did decline over the three years though not significantly with year one, $M=3.70$, year two, $M=3.62$, and year three, $M=3.43$. Cohort One responses for the variable, the quality of expectations is high did increase

over the three years though not significantly with year one, M=3.70, year two, M=3.71, and year three, M=3.74. Table 37 presents the significance of the comparison of means for Cohort One among year one, two, and three for each variable included in the analysis.

Table 37

ANOVA Cohort One, Among Years One, Two, and Three Perceptions: Program Meeting Expectations

		Sum of Squares	df	Mean Square	F	Sig.
Curriculum is relevant to my work	Among Groups	.824	2	.412	1.705	.190
	Within Groups	15.474	64	.242		
	Total	16.299	66			
Quality of expectations is high	Among Groups	.313	2	.156	.883	.419
	Within Groups	11.329	64	.177		
	Total	11.642	66			
Requirements are reasonable	Among Groups	3.676	2	1.838	3.268	.045
	Within Groups	35.996	64	.562		
	Total	39.672	66			
I feel stimulated/challenged by the curriculum	Among Groups	3.166	2	1.583	3.217	.047
	Within Groups	31.491	64	.492		
	Total	34.657	66			

Ancillary Supplemental Analyses

Additional questions were included on the year two and year three surveys regarding participants' perceptions regarding the dissertation process. Survey two included: (a) faculty continually improve the program based on student feedback, (b) faculty continually align the program to current issues and problems of practice in the field, (c) knowledge learned has improved my ability to perform my job successfully or meet my career goals, (d) the process of selecting a dissertation is reasonable, (e) I am confident that I will successfully complete my chosen dissertation and balance the research with completing coursework, and (f) I was pleased with the topics generated from which I could select for the dissertation.

Year three survey included these variables except (f) I was pleased with the topics generated from which I could select for the dissertation, and also included (g) the process of preparing and defending my research proposal was reasonable, (h) the Executive Ed. D. in Educational Leadership program has sufficient support in place to assist me through the dissertation experience, and (i) I have/would recommend the Executive Ed. D. in Educational Leadership program to my colleagues. Participants selected from: (1) disagree strongly, (2) disagree somewhat, (3) agree somewhat, and (4) agree strongly for each of the variables listed.

Respondents indicated positive perceptions on all variables related to the dissertation process in the agree somewhat to agree strongly range with the response range of (1) disagree strongly to (4) agree strongly. Perceptions increased, though not significantly, between the two years for the variables that were on both surveys including: (a) faculty continually improve the program based on student feedback, (b) faculty continually align the program to current issues and problems of practice in the field, (c) knowledge learned has improved my ability to perform my job successfully or meet my career goals, (d) the process of selecting a dissertation is reasonable, and (e) I am confident that I will successfully complete my chosen dissertation and balance the research with completing coursework. For the variable, faculty continually improve the program based on student feedback, perceptions increased from year two, M=3.19 to year two, M=3.27. For the variable, faculty continually align the program to current issues and problems of practice in the field, perceptions increased from year two, M=3.33 to year three, M=3.43. For the variable, knowledge learned has improved my ability to perform my job successfully or meet my career goals, perceptions increased from year two, M=3.43 to year three, M=3.57. For the variable, the process of selecting a dissertation is reasonable, perceptions increased from year two, M=3.05 to year three, M=3.22. Finally, for the variable, I am confident

that I will successfully complete my chosen dissertation and balance the research with completing coursework, perceptions increased from year two, M=3.38 to year three, M=3.61. Table 38 presents descriptive statistics including means and standard deviations for all variables that were included in the two surveys.

Table 38

Descriptive Statistics Cohort One, Perceptions: the Dissertation

	Year 2 *n*=21		Year 3 *n*=23	
	M	SD	M	SD
Faculty continually improve the program based on student feedback.	3.19	.873	3.27	.935
Faculty continually align the program to current issues and problems of practice in the field.	3.33	.730	3.43	.590
Knowledge learned has improved my ability to perform my job successfully or meet my career goals.	3.43	.746	3.57	.590
The process of selecting a dissertation is reasonable.	3.05	.805	3.22	.998
I am confident that I will successfully complete my chosen dissertation and balance the research with completing coursework.	3.38	.740	3.61	.583
I was pleased with the topics generated from which I could select for the dissertation.	3.29	.717	n/a	n/a
The process of preparing and defending my research proposal was reasonable.	n/a	n/a	3.39	.988
The Executive Ed. D. in Educational Leadership program has sufficient support in place to assist me through the dissertation experience.	n/a	n/a	3.22	.850
I have/would recommend the Executive Ed. D. in Educational Leadership program to my colleagues.	n/a	n/a	3.52	.593

An additional ANOVA was conducted for Cohort One responses between Years Two and Three revealing no significant difference in the increase in mean responses for the variables that were incorporated in both surveys including: (a) faculty continually improve the program based on student feedback, (b) faculty continually align the program to current issues and problems of practice in the field, (c) knowledge learned has improved my ability to perform my job successfully or meet my career goals, (d) the process of selecting a dissertation is reasonable, and (e) I am confident that I have been and will continue to be successful in my chosen dissertation, balancing research with coursework. Mean responses for the variable, faculty continually improve the program based on student feedback, increased for Cohort One from year one, M= 3.19 to year two, M=3.27, though not significantly based on the one-way ANOVA which resulted in $F(1, 41)=.089$, $p=.767$. Mean responses for the variable, faculty continually align the program to current issues and problems of practice in the field also increased for Cohort One from year one, M=3.33 to year two, M=3.43, though not significantly based on the one-way ANOVA which resulted in $F(1, 42)=2.59$, $p=.613$. Mean responses for the variable, knowledge learned has improved my ability to perform my job successfully or meet my career goals increased as well for Cohort One from year one, M=3.43 to year two, M=3.57, though not significantly based on the one-way ANOVA which resulted in $F(1, 42)=.458$, $p=.502$. Mean responses for the variable, the process of selecting a dissertation is reasonable also increased for Cohort One from year one, M=3.05 to year two, M=3.22 though also not significantly based on the ANOVA which resulted in $F(1, 42)=.381$, $p=.540$. Mean responses for the variable, I am confident that I have been and will continue to be successful in my chosen dissertation in practice, balancing research with coursework also increased for Cohort One from year one, M=3.38 to year two, M=3.61 though not significantly based on the ANOVA which resulted in

F(1, 42)= 1.297, p=.261. Table 39 contains the ANOVA results for Cohort One, between years two and three, regarding perceptions on the dissertation.

Table 39

ANOVA Cohort One, Between Years Two and Three, Perceptions: The Dissertation

		Sum of Squares	df	Mean Square	F	Sig.
Faculty continually improve the program based on student feedback.	Between Groups	.073	1	.073	.089	.767
	Within Groups	33.602	41	.820		
	Total	33.674	42			
Faculty continually align the program to current issues and problems of practice in the field.	Between Groups	.113	1	.113	.259	.613
	Within Groups	18.319	42	.436		
	Total	18.432	43			
Knowledge learned has improved my ability to perform my job successfully or meet my career goals.	Between Groups	.205	1	.205	.458	.502
	Within Groups	18.795	42	.448		
	Total	19.000	43			
The process of selecting a dissertation is reasonable.	Between Groups	.316	1	.316	.381	.540
	Within Groups	34.865	42	.830		
	Total	35.182	43			
I am confident that I have been and will continue to be successful in my chosen dissertation in practice, balancing research with coursework.	Between Groups	.569	1	.569	1.297	.261
	Within Groups	18.431	42	.439		
	Total	19.000	43			

Qualitative Analysis

Each survey concluded with one or more optional open response items wherein respondents could provide valuable feedback to assist program faculty in their endeavor to keep the program elements aligned with the CPED Working principles and relevant to current practice in the field. Open response items included: (a) provide your reasons for applying to the program; (b) if you have enrolled in another doctoral program, why did you discontinue; (c) how

has participating in the Ed. D. Executive track changed the impact that you have on outcomes in your place of work; (d) as a result of being in the Ed. D. in Educational Leadership I have changed my thinking or professional practice in the following ways; and (e) provide additional feedback on perceptions and changes in perceptions about the program.

This section provides analysis and findings for each of the open response items asked on each of the surveys. Responses were organized into themes by the researcher and a table is presented for each open response item to illustrate the number of participants surveyed, the number of responses for each theme, as well as selected supporting comments. The supporting comments were coded to indicate the corresponding respondent, where R1.3 indicates respondent three from Cohort One, and R2.4 indicates respondent four from Cohort Two et cetera. Further, the researcher developed a coding system, where theme codes were input into the data file, so that response themes could be analyzed against demographic variables. In addition to the presentation of themes, data were also presented by cohort, years of professional employment, and professional position. Open responses from the Admission Survey were not available for Cohort One as the researcher began the study after that survey was disseminated to the cohort and only has access to compiled results. Also, some demographic information had not yet been gathered for Cohort Three at the time these analyses were conducted and tables were noted accordingly.

Open Response Item One; please provide reasons for applying to the program.

In the UCF Admission Survey, Reasons for Applying Executive Ed. D. in Educational Leadership (Appendix C), respondents were asked to provide feedback on their reasons for applying to the program. Responses were organized into a coding schema as illustrated in Appendix M.

Participants most often indicated that the program of study, or program design was the main reason for their decision to apply to the program (*f*=8). Participants also indicated that program faculty (*f*=3) and professional reasons (*f*=4) were also reasons why they applied to the program, along with UCF's reputation (*f*=2). Table 40 illustrates the response themes by code, the frequency of responses for each theme, as well as supporting comment examples.

Table 40

Reasons for Applying to the Program by Themes, Cohorts One, Two, and Three

n=17

Theme	*(f)*	Supporting Comment Examples
Faculty	3	I started in the Ed. S. program, and really enjoyed the courses and faculty. This led me to consider the Ed. D. program at UCF (R3.1).
		I really like the support and guidance this program offers (R3.9).
		I entered because of Dr. Taylor and the experience I had earning my M. Ed. in Ed Leadership at UCF (R3.10).
UCF	2	Loyalty to UCF (R3.18).
		My master's degree experience at UCF was very enjoyable, applicable, and exciting (R1.3).
Program	8	I appreciate the structure, the face to face instruction, and the client-based dissertation (R2.17).
		The time to completion was much more reasonable than many other institutions that drag out the dissertation period and subsequent cost (R3.15).
		The main reason was the cohort model with client-based research (R3.16).
		The shortness of the program. Final project interspersed with coursework so that at the end of courses, degree is completed (R1.1).
		Knowing the dissertation might be applied to my district (R1.2).
Professional	4	Career Change from Attorney to Education (R2.14). It is the right time in my life to pursue a doctorate, and--having just completed the M. Ed. with many of these professors (R3.23).
		Perfect timing for my life experience for the amount of the cost (R1.4).

The analysis by cohort reveals that student respondents in Cohort One most often cited the program design as their reason for applying to the program (*f*=2) as did Cohort Two (*f*=2), as well as the professional reasons (*f*=2) also cited by Cohort Two (*f*=1). Cohort Three most often cited the program of study as their reason for applying the program (*f*=4), followed by program faculty (*f*=3). Table 41 illustrates the frequency and percentage of responses per theme for each of the three cohorts. Percentages were calculated as the number of responses by cohort per theme, by the total number of responses.

Table 41

Reasons for Applying to the Program by Cohort, All Cohorts

Theme	Cohort 1 *n*=5		Cohort 2 *n*=3		Cohort 3 *n*=9	
	f	%	*f*	%	*f*	%
Faculty	0	0	0	0	3	18
UCF	1	6	0	0	1	6
Program	2	12	2	12	4	24
Professional	2	12	1	6	1	6

The analysis by years of professional employment illustrates that one respondent with one to 10 years of professional employment cited the program design as the reason for applying (*f*=1), as did one respondent with 21 to 30 years of professional employment (*f*=1). Finally, one student with over 30 years of professional employment cited professional reasons for applying to the program (*f*=1). Responses could only be tied back to years of professional experience for Cohort Two. Responses captured for Cohort One can only be attributed to the cohort overall and cannot be tied back to individual participants as the Admission Survey was distributed to this cohort prior to the researcher beginning this study (*n*=5), and Cohort Three had not yet completed the end of year one survey to provide years of professional employment (*n*=9). With this, only three of the 17 responses were included in Table 42 which displays responses by years

of professional employment. Percentages were calculated as the number of responses per theme by the total number of responses for Cohort Two.

Table 42

Reasons for Applying to the Program by Years of Professional Employment, Cohort Two

Theme	1-10 years *n*=1		11-20 years *n*=0		21-30 years *n*=1		>30 years *n*=1	
	f	%	*f*	%	*f*	%	*f*	%
Program	1	33	0	0	1	33	0	0
Professional	0	0	0	0	0	0	1	33

Note. *Only includes responses from Cohort Two

The analysis of reasons for applying to the program by professional position illustrates that classroom teachers cited program faculty (*f*=2) and the program design (*f*=2) as reasons for applying to the program. Teacher leaders also cited program faculty (*f*=1) and the program design (*f*=1) as reasons for applying, along with professional reasons (*f*=1). One principal cited UCF's reputation (*f*=1). One faculty in higher education respondent indicated time as the reason for applying (*f*=1) and one administrator in higher education respondent indicated the program design as the reason for applying to the program (*f*=1). Table 43 illustrates the frequency and percentage of responses per theme for each of professional positions. Percentages were calculated as the number of responses per theme by the total number of responses. Responses captured for Cohort One can only be attributed to the cohort overall and cannot be tied back to individual participants as the Admission Survey was distributed to this cohort prior to the researcher beginning this study (*n*=5). With this, only 12 of the 17 responses were included in this table.

Table 43

Reasons for Applying to the Program by Professional Position, Cohorts Two and Three

Theme	Classroom Teacher *n*=4		Teacher Leader/ Instructional Coach *n*=3		Principal *n*=1		Assistant Principal *n*=0		District Administrator *n*=0		Faculty in Higher Education *n*=1		Administrator in Higher Education *n*=1		Other *n*=2	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%
Faculty	2	17	1	8	0	0	0	0	0	0	0	0	0	0	0	0
UCF	0	0	0	0	1	8	0	0	0	0	0	0	0	0	0	0
Program	2	17	1	8	0	0	0	0	0	0	0	0	1	8	1	8
Professional	0	0	1	8	0	0	0	0	0	0	1	8	0	0	1	8

Note. Includes Cohorts Two and Three only.

Open Response Item Two; if you have enrolled in another doctoral program, why did you discontinue?

In the UCF Admission Survey, Reasons for Applying Executive Ed. D. in Educational Leadership (Appendix C), student respondents who had indicated previous enrollment in a doctoral program were asked to provide details on why they chose to discontinue enrollment in that program. Responses were organized into themes and the resulting coding schema was illustrated in Appendix N.

Respondents most often cited personal reasons for discontinuing previous enrollment in a doctoral program (*f*=4). Program methods and design were also indicated as reasons for not completing the previous program (*f*=2). Table 44 illustrates the response themes by code, the frequency of responses for each theme, as well as supporting comment examples.

Table 44

Reasons for Discontinuing Previous Enrollment in a Doctoral Program by Themes, Cohorts Two and Three

n= 6

Theme	*(f)*	Supporting Comment Examples
Personal	4	Started 1st principalship and felt like I could not be effective doing both (R3.18).
		I removed myself from the program before starting it; it was a Ph. D. with the College of Education. I would have been required to take three courses a term and I knew that would not be a possibility for me, due to my personal circumstances (R3.11).
		Family concerns (R2.15).
Program	2	Thesis concept was too unstructured (R2.8).
		I found the on-line model of instruction to be less than effective in providing feedback for work submitted. The members of the cohort were not all in the same degree program (R2.17).

The analysis by cohort revealed that participants in Cohort Two most often cited the program design as their reason for discontinuing enrollment in a previous doctoral program (*f*=2) and Cohort Three respondents most often cited personal reasons for discontinuing their previous enrollment in a doctoral program (*f*=3). Table 45 illustrates the frequency and percentage of responses per theme for each of the ranges of the cohorts. Percentages were calculated as the number of responses per theme by the total number of respondents in the cohort. Responses captured for Cohort One can only be attributed to the cohort overall and cannot be tied back to individual participants as the Admission Survey was distributed to this cohort prior to the researcher beginning this study. Three participants in Cohort One did discontinue a previous doctoral program but did not provide any related comments.

Table 45

Reasons for Discontinuing Previous Enrollment in a Doctoral Program by Cohort, All Cohorts

Theme	Cohort 1 *n*=0		Cohort 2 *n*=3		Cohort 3 *n*=3	
	f	%	*f*	%	*f*	%
Personal	n/a	n/a	1	17	3	50
Program	n/a	n/a	2	33	0	0

The analysis by years of professional employment illustrates that respondents with one to 10 years (*f*=1) and 21 to 30 years (*f*=1) of employment cited the program design as their reasons for discontinuing previous enrollment in a doctoral program. Also, one respondent with over 30 years of professional employment cited personal reasons for discontinuing previous enrollment in a doctoral program (*f*=1). Table 46 illustrates frequency and percentage of responses by theme for each of the years of professional employment ranges. Percentages were calculated as the number of responses per theme by the total number of responses. Responses captured for Cohort One can only be attributed to the cohort overall and cannot be related back to individual participants. In addition, not all demographic information had been gathered for Cohort Three at the time this analysis was conducted and as a result, this information could not be related back to years of professional employment for Cohorts One and Three and they were not included in Table 46.

Table 46

Reasons for Discontinuing Previous Enrollment in a Doctoral Program by Years of Professional Employment, Cohort Two

Theme	1-10 years *n*=1		11-20 years *n*=0		21-30 years *n*=1		>30 years *n*=1	
	f	%	*f*	%	*f*	%	*f*	%
Personal	0	0	0	0	0	0	1	33
Program	1	33	0	0	1	33	0	0

*Only includes Cohort Two

The analysis by professional position illustrates that classroom teachers cited both personal reasons (*f*=1) and program design (*f*=1) as reasons for discontinuing previous enrollment in a doctoral program. One principal indicated personal reasons for discontinuing (*f*=1). One district administrator (*f*=1) and one faculty in higher education (*f*=1) also cited personal reasons for discontinuing their previous enrollment and one administrator in higher education (*f*=1) indicated that the program design was the reason for discontinuing previous enrollment in a doctoral program. Table 47 contains frequency and percentage of responses by theme for each of the professional positions. Percentages were calculated as the number of responses per theme by the total number of responses. Responses captured for Cohort One can only be attributed to the cohort overall and cannot be related back to individual participants as the Admission Survey was distributed to this cohort prior to the researcher beginning this study.

Table 47

Reasons for Discontinuing Previous Enrollment in a Doctoral Program by Professional Position, Cohorts Two and Three

Theme	Classroom Teacher *n*=2		Teacher Leader/ Instructional Coach *n*=0		Principal *n*=1		Assistant Principal *n*=11		District Administrator *n*=1		Faculty in Higher Education *n*=1		Administrator in Higher Education *n*=1		Other *n*=0	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%
Personal	1	17	0	0	1	17	0	0	1	17	1	17	0	0	0	0
Program	1	17	0	0	0	0	0	0	0	0	0	0	1	17	0	0

Open Response Item Three; how has participating in the Ed. D. Executive track changed the impact that you have on outcomes in your place of work?

In the University of Central Florida Expectations Doctoral Cohorts Survey End of Year One (Appendix D) and the University of Central Florida Executive Ed. D. in Educational Leadership Expectations Survey, End of Year Two (Appendix E), participants were asked to provide comments on how their participation in the Ed. D. Executive track program had changed the impact they had on outcomes in their place of work. Responses were organized into themes and the resulting coding schema was illustrated in Appendix O.

Respondents most often indicated that their participation in the program had given them the foundation to impact outcomes in their place of work through more informed decision making (*f*=28). Respondents also cited collaboration with other student colleagues as being valuable (*f*=3) and believe themselves to be more informed on the field of education (*f*=10). Participants also commented on future contributions and indicated that participation in the program, continued study, and completion of the dissertation would prepare them to make a significant contribution and prepare them for professional advancement (*f*=4). Table 48 illustrates the response themes by code, the frequency of responses for each theme, as well as supporting comment examples.

Table 48

Program Participation Impact on Work Outcomes by Themes, Cohorts One and Two

n=45

Theme	*(f)*	Supporting Comments
More Informed Decision Making	28	It has given me a research based approach to examining our practices (R1.22). I try to view and address issues/concerns from the four frames we were exposed to (Bolman & Deal, 2008) (R2.11). I am much more aware of theoretical perspectives. In many cases, school-based decisions have been grounded in theory. Participation in the Ed. D. program has provided a foundation from which to make better, more informed decisions (R1.20). The variety of courses in the Ed. D. has proven to stimulate my thinking in variety of ways. As an instructional leader I now look at situations a little bit differently, making decisions and knowing the theory and practice behind the decision. I have become a better communicator, servant leader, and educated student since my enrollment in the program (R1.18). I have become a savvy consumer of research and more aware of the impact my decisions make on my school and the students in my school (R1.16).
More Informed on Field of Education	10	…and has provided me in advance information related to changes from the state and federal government (R1.22). I am more knowledgeable about the field of education as a whole, not just as it relates to my place of employment (R1.6).
Collaboration With Student Colleagues	3	The collaboration with the other students has been extremely valuable. I have received great ideas from the other students in the cohort (R1.1). …collaboration with the students in the cohort has helped me become a better leader (R1.11).
Future Contributions	4	I'm not certain that my participation in the Ed. D. Executive track so far has significantly changed the impact I have on outcomes, but my hope is that through my continued study and especially the completion of my client-based research, I will be able to make a significant contribution (R1.15). Once I graduate, I think that having my Ed. D. will make moving into an administrative position more readily available (R1.11).

Analysis by cohort revealed that respondents for Cohorts One (*f*=25) and Two (*f*=3) most often indicated that participating in the Ed. D. Executive track program has changed the impact they had on outcomes in their place of work through more informed decision making. Cohort One respondents also frequently indicated that they had become more informed regarding the field of education (*f*=10). Cohort One respondents also indicated that collaboration with student colleagues had changed their impact (*f*=3). One study participant from Cohort Two (*f*=1) and three participants from Cohort One (*f*=3) commented on how participation in the program has changed their impact on outcomes in their place of work and prepared them for advancement. Table 49 illustrates frequency and percentage of responses by theme for Cohort One and Two. Percentages were calculated as the number of responses per theme by the total number of responses as Cohort One responded to these questions in two surveys. Cohort Three comments were not included in this analysis as the participants had not received the corresponding survey at the time the analysis was conducted.

Table 49

Program Participation Impact on Outcomes at Work by Cohort, Cohorts One and Two

Theme	Cohort 1 *n*=41		Cohort 2 *n*=4	
	f	%	*f*	%
More Informed Decision Making	25	56	3	7
More Informed on Field of Education	10	22	0	0
Collaboration With Student Colleagues	3	7	0	0
Future Contributions	3	6	1	2

Analysis by years of professional employment illustrated that participants who responded most often indicated that they were more informed decision makers as a result of their participation in the Ed. D. Executive track (*f*=28). Student respondents with one to 10 years of

employment more often indicated that their participation in the program helped them to become more informed decision makers (*f*=7) as well as to become more informed on the field of education overall (*f*=3). Respondents with 11 to 20 years of experience most often indicated that they were more informed decision makers as a result of their participation in the program (*f*=13) and had become more informed on the field of education (*f*=6). Respondents with 21-30 years of professional experience also indicated that they had become more informed decision makers as a result of their participation in the program (*f*=6). Two respondents with over 30 years of professional employment indicated having become more informed decision makers as a result of their participation in the Ed. D. Executive track program (*f*=2). Table 50 contains the frequency and percentage of responses by theme for each of the years of professional employment ranges. Percentages were calculated as the number of responses per theme by the total number of responses as Cohort One participants answered this question in both the year two and three surveys.

Table 50

Program Participation Impact on Outcomes at Work by Years of Professional Employment, Cohort One

Theme	1-10 years *n*=14		11-20 years *n*=10		21-30 years *n*=7		>30 years *n*=2	
	f	%	*f*	%	*f*	%	*f*	%
More Informed Decision Making	7	16	13	29	6	13	2	4
More Informed on Field of Education	3	7	6	13	1	2	0	0
Collaboration With Student Colleagues	2	4	1	2	0	0	0	0
Future Contributions	2	4	2	4	0	0	0	0

Analysis by professional position illustrated that classroom teachers who responded believed that participation in the Executive Ed. D. track program prepared them to make future contributions and have impact on their professional careers and help them advance to higher positions after graduation (*f*=3), and that they had become more informed on the field of education (*f*=1), and benefitted from collaboration with student colleagues (*f*=1). Teacher leaders or instructional coaches indicated that they also had become more informed on the field of education (*f*=3), and also become more informed decision makers (*f*=4). Collaboration with student colleagues was also cited as contributing to their professional impact (*f*=1). Principal respondents indicated that they were more informed decision makers as a result of their participation in the program (*f*=10), become more informed on the field of education (*f*=2), and benefited from collaboration with student colleagues (*f*=1). Assistant principal respondents cited more informed decision making as changing their professional impact (*f*=8), and also become more informed on the field of education (*f*=2). One assistant principal indicated that participation in the program would continue to have an effect on their professional impact in terms of future contributions (*f*=1). School district administrators who responded indicated that they also were more informed decision makers as a result of their participation in the program their participation in the program (*f*=2) and had become more informed on the field of education (*f*=2). One administrator in higher education cited more informed decision making as having changed his professional impact (*f*=1), as did three respondents from the other professional category (*f*=3). Table 51 illustrates frequency and percentage of responses by theme for each of the professional positions. Percentages were calculated as the number of responses per theme by the total number of responses, as Cohort One answered this question on both year two and year three surveys.

Table 51

Program Participation Impact on Outcomes at Work by Professional Position, Cohorts One and Two

Theme	Class-room Teacher *n*=5		Teacher Leader/ Instructional Coach *n*=8		Principal *n*=13		Assistant Principal *n*=11		School District Administrator *n*=4		Faculty in Higher Education *n*=0		Administrator in Higher Education *n*=1		Other *n*=3	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%
More Informed Decision Making	0	0	4	8	10	22	8	17	2	4	0	0	1	2	3	6
More Informed on Field of Education	1	2	3	6	2	4	2	4	2	4	0	0	0	0	0	0
Collaboration With Student Colleagues	1	2	1	2	1	2	0	0	0	0	0	0	0	0	0	0
Future Contributions	3	6	0	0	0	0	1	2	0	0	0	0	0	0	0	0

Open Response Item Four; as a result of being in the Executive Ed. D. in Educational Leadership program I have changed my thinking or professional practice in the following ways.

In the University of Central Florida Expectations Doctoral Cohorts Survey End of Year One (Appendix D) and the University of Central Florida Executive Ed. D. in Educational Leadership Expectations Survey, End of Year Two (Appendix E), participants were asked to provide comments on how their thinking or professional practice had changed as a result of their participation in the program. Responses were organized into themes and the resulting coding schema was illustrated in Appendix P.

Respondents most often indicated that they had become a more informed decision maker as a result of their participation in the program (*f*=24), with specific references to knowledge of research methods (*f*=9) and knowledge learned from colleagues (*f*=3) as a framework for improved decision-making. Further, respondents indicated that they were more informed on the field of education (*f*=14), with specific references to navigating the political frame (*f*=1) and knowledge of research methods (*f*=3). Table 52 contains the response themes by code, the frequency of responses for each theme, as well as supporting comment examples.

Table 52

Program Participation Changed Thinking or Professional Practice by Theme, Cohorts One and Two
n= 38

Theme	*(f)*	Supporting Comments and Examples
More Informed Decision Maker	24	The way in which I view situations is now different and I now look at the situation through a multitude of lenses and play out several scenarios before dashing to make a decision (R1.18). I am able to anticipate areas of conflict and to address various stakeholders with ease and confidence. I am also much more aware of a responsibility to develop and cultivate a culture of collaboration. Perhaps most importantly, I am keenly aware of my responsibility to develop leadership potential among staff members (R1.20). I keep up with the current legislation and share more with my staff than I did before this program. I know how to find information about instructional practices and research on programs I might be thinking about implementing in my school. I use many of the ideas from the many instructional leadership theories we studied. I take an action research approach to new teaching strategies and programs I am looking at implementing (R.1.16). The experiences of my classmates and their perceptions of issues has made a significant impact on how I think about issues and make decisions (R1.22).
More Informed on Field of Education	14	I am more understanding of the current state and future of education in the state and US. I have a clearer understanding of accountability and the expectations of an instructional leader (R1.12). I am more open minded and try to see things from all points of view. I also find myself looking deeper into programs/practices to find if their impact on student learning is significant and if the resources we are using (i.e. tests) are valid and reliable (R2.11). I have become more aware of the importance of developing a mission and vision that all stakeholders have a hand in developing. Also, creating a purpose and being proactive by anticipating problems instead of addressing them as they arise (R1.5). Having Research I in the first semester, and then Research II in the second semester, I have become more interested in the correlation, or relationships, between items or subject matters, at work and in leisure. It is a bit amusing that my vernacular and way of thinking aligns with how I would submit a literature review or research paper, to the point and full of data (R2.4).

Analysis by cohort revealed that participants who responded from Cohort One indicated that they had become more informed decision makers (*f*=23), and more informed on the field of education overall (*f*=11). They also cited the use of frames and strands in decision making and leadership (*f*=5), the use of data for informed decision making (*f*=6), and an ability to better navigate the political environment (*f*=2). Participants who responded from Cohort Two also indicated that they had become more informed decision makers (*f*=1), and more informed on the field of education overall (*f*=3). Table 53 illustrates frequency and percentage of responses by theme for Cohorts One and Two. Percentages were calculated as the number of responses per theme by the total number of responses as Cohort One provided responses to these questions in surveys two and three. Cohort Three was not included as they had not received the corresponding survey at the time the analysis was conducted.

Table 53

Program Participation Changed Thinking or Professional Practice by Cohort, Cohorts One and Two

	Cohort 1 *n*=34		Cohort 2 *n*=4	
	f	%	*f*	%
More Informed Decision Maker	23	61	1	3
More Informed on Field of Education	11	29	3	8

Analysis by years of professional employment revealed that participants who responded with one to 10 years of professional employment had changed their thinking or practice most often through more informed decision making (*f*=5) as well as through becoming more informed on the field of education overall (*f*=4), specifically citing an improved use of data to inform decision making (*f*=2) as well as knowledge gained from course content and colleagues (*f*=2).

Participants who responded with 11 to 20 years of employment most often indicated that they had changed their thinking or practice through becoming a more informed decision maker, (*f*=11) as well as becoming more informed on the field of education overall (*f*=8), and specifically cited improved use of data to make informed decisions (*f*=3), and better understanding of navigating the political environment (*f*=2). Student respondents with 21 to 30 years of professional employment indicated that they also had changed their thinking or practice through more informed decision making (*f*=7), and were more informed on the field of education overall (*f*=2)also specifically citing an improved use of data to make informed decisions (*f*=1). One respondent with over 30 years of professional employment indicated having become a more informed decision maker as a result of his participation in the program (*f*=1). Table 54 contains the frequency and percentage of responses by theme for each range of years of professional employment. Cohort Two responses cannot be tied to years of professional experience as that cohort had not completed the survey with that question at the time of this analysis and therefore were not included in this table. Percentages were calculated as the number of responses per theme by the total number of responses, as Cohort One answered this question on both surveys for year two and year three.

Table 54

Program Participation Changed Thinking or Professional Practice by Years of Professional Employment, Cohort One

	1-10 *n*=9		11-20 *n*=19		21-30 *n*=9		>30 *n*=1	
	f	%	*f*	%	*f*	%	*f*	%
More Informed Decision Maker	5	13	11	29	7	18	1	3
More Informed on Field of Education	4	11	8	21	2	7	0	0

Analysis by professional position revealed that classroom teachers who responded to this question, most often indicated that they had changed their practice by becoming more informed on the field of education overall (*f*=5), with specific references to knowledge learned from course content or colleagues (*f*=4). Teacher leaders/instructional coaches indicated becoming more informed decision makers (*f*=3), as well as becoming more informed on the field of education overall (*f*=3), with specific references to the use of data in decision making (*f*=2) and knowledge learned from course content and colleagues (*f*=2), and improved navigation of the political environment (*f*=1). Principals who responded specified that they had become more informed decision makers (*f*=9), with specific references to knowledge gained from course content and colleagues (*f*=2), and better navigation of the political environment (*f*=1). Assistant principals indicated more informed decision making (*f*=8) and becoming more informed on the field of education overall (*f*=4), with specific references to knowledge gained from course content and colleagues (*f*=4), and data for decision making (*f*=2). School district administrators who responded indicated having become more informed decision makers (*f*=3), and more informed on the field of education overall (*f*=1), with specific references to knowledge gained from course content and colleagues (*f*=2) and data for decision making (*f*=2). Higher education administrators cited having become more informed decision makers (*f*=1), and more informed on the field of education (*f*=1), with specific references to the use of data for informed decision making as their change in practice (*f*=2). Table 55 focuses on the frequency and percentage of responses by theme for each professional position. Percentages were calculated as the number of responses per theme by the total number of responses as Cohort One answered this question for both year two and three surveys.

Table 55

Program Participation Changed Thinking or Professional Practice by Professional Position, Cohorts One and Two

	Classroom Teacher *n*=5		Teacher Leader/ Instructional Coach *n*=6		Principal *n*=9		Assistant Principal *n*=12		School District Administrator *n*=4		Faculty in Higher Education *n*=0		Administrator in Higher Education *n*=2		Other *n*=0	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%
More Informed Decision Maker	0	0	3	8	9	24	8	21	3	8	0	0	1	3	0	0
More Informed on Field of Education	5	13	3	8	0	0	4	11	1	3	0	0	1	3	0	0

Open Response Item Five; please provide additional feedback on perceptions and changes in perceptions about the program.

In the surveys disseminated at the end of years one and two, participants from Cohorts One and Two were asked to provide additional comments about their perceptions and changes in perceptions regarding the program as they progressed through it. Responses were organized into themes as illustrated in Appendix Q. Student respondents most often commented on the dissertation (*f*=12), indicating that they would have preferred to start working on their research earlier on in the program and that information and feedback regarding the process was inconsistent and confusing. Participants also commented on the design of the program, offering suggestions regarding course sequence and faculty continuity (*f*=11). General comments regarding overall satisfaction with the program were also made including satisfaction with the program along with suggestions for improvement including application of instructional techniques and other strategies expected in the K-12 classrooms, the need for improved classroom environments conducive to course content and suggestions for program admission practices (*f*=5). Participants also made specific references to program faculty, suggesting the need for increased communication among the faculty and alignment of course content between semesters as well as within semesters (*f*=3). Table 56 illustrates the response themes by code, the frequency of responses for each theme, as well as supporting comment examples.

Table 56

Feedback and Perceptions about the Program, Cohort One

n=28

Theme	*(f)*	Supporting Comments and Examples
Dissertation	12	I feel it would have been beneficial to have chosen a field study project during the first semester of taking classes in the program (R1.12). The dissertation process has been very confusing. Depending on who we talk to, we get a different answer (R1.1).
Program design	11	The classes do not seem to reflect the promise of a redesigned program, but are the same courses that have always been offered for the Ed. D. (R1.22). I feel that the three research classes should be offered in succession (R1.6). The three research classes should be taught by the same professor to provide continuity of knowledge (R1.8).
General satisfaction with the program	5	Just be sure to have the classes in classrooms that are conducive to learning - especially for that particular type of class. We had a statistics class which required a laptop, textbook, and notebook and the classroom was too small and we did not even have full desks. It was not good at all (R1.11). I love the program. The only thing that I would ask in order to improve the program would be to perhaps interview potential participants before admitting them, and focusing less on a resume. We don't hire teachers and administrators that way (R1.17). The program has had a positive impact on my practice as a school administrator. My only suggestion for change would be to use instructional techniques that we expect from classroom teachers that involve more collaboration, which was not evident in all courses (R1.5).

Analysis by cohort revealed that Cohort One most often provided feedback regarding the dissertation (*f*=12). Cohort One also commented on the program design (*f*=11), with specific references to program faculty (*f*=3), and on general satisfaction with the program including program resources and the admission process (*f*=5). No student in Cohort Two responded to this question. Percentages were calculated as the number of responses per theme by the total number

of responses, as Cohort One responded to this question on both the year two and year three surveys. Cohort Three was not included as they had not received the corresponding survey at the time the analysis was conducted. Table 57 illustrates the response themes by code, as well as the frequency and percentage of responses for each theme.

Table 57

Feedback and Perceptions about the Program by Cohort, Cohorts One and Two

Theme	Cohort 1 *n*=28		Cohort 2 *n*=0	
	f	%	*f*	%
Dissertation	12	43	0	0
Program Design	11	39	0	0
General satisfaction with the program	5	18	0	0

Analysis by years of professional employment revealed that participants who responded with one to 10 years of professional experience provided feedback regarding their general satisfaction with the program (*f*=2), the dissertation (*f*=2), the program design (*f*=3), while participants with 11 to 20 years of employment commented most on the dissertation (*f*=6), the program design (*f*=5), and general satisfaction with the program (*f*=3). Participants who responded with 21 to 30 years of professional employment also provided feedback on the dissertation (*f*=3), and the program design (*f*=3). One respondent with over 30 years of employment commented on the dissertation (*f*=1). Table 58 displays frequency and percentage of responses by theme for each category of years of professional employment. Percentages were calculated as the number of responses per theme by the total number of responses, as this question was answered by Cohort One in both year two and three surveys.

Table 58

Feedback and Perceptions about the Program by Years of Professional Employment, Cohort One

	1-10 years *n*=7		11-20 years *n*=14		21-30 years *n*=6		>30 years *n*=1	
	f	%	*f*	%	*f*	%	*f*	%
Dissertation	2	7	6	21	3	11	1	4
Program Design	3	11	5	18	3	11	0	0
General Satisfaction	2	7	3	11	0	0	0	0

Analysis by professional position revealed that classroom teachers provided feedback on general satisfaction with the program (*f*=4). Teacher leaders / instructional coaches provided feedback on the dissertation (f=5), and program design (*f*=2). Principals provided feedback on the program design (*f*=2) and the dissertation (*f*=3). Assistant principals provided feedback on the program design (*f*=6), the dissertation (*f*=2), and general satisfaction with the program (*f*=1). School district administrators provided feedback on the dissertation (*f*=2) and the program design (*f*=1). Table 59 illustrated the frequency and percentage of responses by theme for each professional position. Percentages were calculated as the number of responses per theme by the total number of responses, as Cohort One answered this question in both year two and three surveys.

Table 59

Feedback and Perceptions about the Program by Professional Position, Cohort One

	Classroom Teacher *n*=4		Teacher Leader/ Instructional Coach *n*=7		Principal *n*=5		Assistant Principal *n*=9		School District Administrator *n*=3		Faculty in Higher Education *n*=0		Administrator in Higher Education *n*=0		Other *n*=0	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
Dissertation	0	0	5	18	3	11	2	7	2	7	0	0	0	0	0	0
Program Design	0	0	2	7	2	7	6	21	1	4	0	0	0	0	0	0
General Satisfaction	4	14	0	0	0	0	1	4	0	0	0	0	0	0	0	0

Summary

The five research questions, five open response items and principal investigator requests served as the basis for the analyses of quantitative and qualitative data respectively presented in Chapter Four. Chapter Five includes a discussion of results and presents conclusions, implications for practice, and recommendations for further study.

CHAPTER FIVE DISCUSSION

Introduction

In the preceding chapter, data, and analyses were presented. The purpose chapter five is to discuss the findings and present conclusions from the research conducted on the Executive Ed. D. in Educational Leadership program at the University of Central Florida. The researcher also discusses implications for professional practice doctorates and proposes further research in support of initiatives to strengthen the education doctorate.

Summary of the Study

The purpose of this study was to identify the extent to which the participants in the Executive Ed. D. in Educational Leadership program at the University of Central Florida (UCF) perceived that the program was meeting their expectations, was aligned with the goals of the program, and with the Carnegie Project on the Education Doctorate. Program faculty will use this information for continued program improvement to meet the needs of future doctoral students.

Surveys were designed by the faculty advisor and edited by the researcher to gather students' reasons for applying to the program, their perceptions of program alignment with CPED Working Principles (Appendix A), as well as their perceptions on the program design, curriculum, and dissertation elements as they progressed through the program. Participants were asked to rate their perceptions on a Likert scale of one to four or one to five. Surveys also included a series of demographic questions including professional position, years of professional experience, GRE score, and undergraduate GPA. Perceptions were analyzed in relation to these demographic variables. The surveys included a series of open response items in which

participants were encouraged to provide additional written explanations on their rating choices and these open responses were analyzed and presented qualitatively.

The study included 64 participants from three cohorts who were admitted annually. Admission details were provided for each cohort including GRE scores and undergraduate GPAs. Demographic information was also provided including ethnicity, gender, age range, years of professional employment, distance from campus, and professional position.

This study was guided by the following five research questions which were analyzed quantitatively:

1. To what extent do cohort demographic variables (such as GRE, undergraduate GPA, position of employment, and professional demographics) relate to success (graduate GPA and persistence) in completing the program?
2. To what extent does the Executive Ed. D. in Educational Leadership program reflect the Carnegie Project on the Education Doctorate (CPED) Working Principles (Appendix A)?
3. To what extent do doctoral students who are accepted into the Executive Ed. D. in Educational Leadership program, perceive that their reasons for applying to the program are aligned with the program design?
4. To what extent do doctoral students in the Executive Ed. D. in Educational Leadership program, perceive that the program is meeting their expectations after two semesters of coursework, following the first milestone qualifying whitepaper?
5. To what extent do doctoral students in the Executive Ed. D. in Educational Leadership program, perceive that the program is meeting their expectations after two years of coursework and successfully defending their research proposal?

To answer Research Question One, a multiple regression analysis was conducted with graduate GPA as the dependent variable and (a) GRE score, (b) undergraduate GPA, (c) current professional position, and (d) years of professional employment as the predictor variables. To address persistence, which was defined as whether or not the student was enrolled at the time the survey was administered, descriptive statistics were presented as a linear analysis was not appropriate due to the low number of participants who had discontinued.

To answer Research Question Two, descriptive statistics were presented, illustrating mean perceptions and standard deviations on items relating to the CPED Working Principles including: (a) "the program is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice"; (b) "the program prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities"; (c) "the program provides opportunities for candidates to develop and demonstrate collaboration and communication skills, to work with diverse communities, and to build partnerships"; (d) "the program provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions"; (e) "the program is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry"; and (f) "the program emphasizes the generation, transformation, and use of professional knowledge and practice" (The Carnegie Project on the Education Doctorate, n.d.b; The University of Central Florida College of Education, 2011, p. 5). Additional ANOVA analyses were conducted to determine if there were any significant differences in perceptions between Cohort One and Cohort Two, as well as for Cohort One between year one and year two surveys.

To answer Research Question Three descriptive statistics were presented, illustrating mean perceptions and standard deviations on items related to the extent to which their reasons for applying to the program were aligned with the program design including: (a) I liked the program design, (b) UCF's reputation, (c) I wanted face to face instruction, (d) faculty reputation, (e) field study, (f) course location, (g) expenses compared to other institutions, (h) I liked the cohort model, (i) the structured sequenced program of study, (j) what I think I'll learn, (k) to be an effective leader, (l) I want to be superintendent, and (m) I thought it would be easy. An additional ANOVA analysis was conducted to determine if there were any significant differences in perceptions among Cohort One, Cohort Two, and Cohort Three.

To answer Research Question Four, descriptive statistics were presented, illustrating mean perceptions and standard deviations on items related to the extent to which participants perceived that the program met their expectations after two semesters of coursework, and following the first milestone, a qualifying whitepaper. Items included: (a) the curriculum is relevant to my work, (b) the quality of expectations is high, (c) the requirements are reasonable, (d) the milestone whitepaper reflects my learning, and (e) I feel stimulated/challenged by the curriculum. An additional ANOVA analysis was conducted to determine if there were significant differences in perceptions between Cohort One and Cohort Two.

To answer Research Question Five, descriptive statistics were presented, illustrating mean perceptions and standard deviations on items related to the extent to which doctoral participants in the Executive Ed. D. in Educational Leadership program perceived that the program was meeting their expectations after two years of coursework and successfully defending their research proposal. Items included: (a) the curriculum is relevant to my work, (b)

the quality of expectations is high, (c) the requirements are reasonable, (d) the milestone whitepaper reflects my learning, and (e) I feel stimulated/challenged by the curriculum.

Open responses were presented in qualitative form for four items including: (a) Please provide reasons for applying to the program; (b) If you have enrolled in another doctoral program, why did you discontinue?; (c) How has participating in the Ed. D. Executive track changed the impact that you have on outcomes in your place of work?; and (d) As a result of being in the Executive Ed. D. in Educational Leadership program I have changed my thinking or professional practice in the following ways.

Open response item one answers were organized and presented in themes that emerged during the analysis including: (a) program faculty, (b) UCF-institution, (c) program design program of study, (d) professional reasons, and (e) the timing was right. Response frequencies were presented by themes, cohorts, years of professional employment, and professional position.

Open response item two answers were organized and presented in themes that emerged during the analysis including: (a) professional reasons, (b) personal reasons, and (c) program methods and design. Response frequencies were presented by themes, cohorts, years of professional employment, and professional position.

Open response item three answers were organized and presented in themes that emerged during the analysis including: (a) implementation of learned knowledge and strategies in decision making, (b) I have become more informed regarding factors affecting education, (c) collaboration with student colleagues, (d) I will advance to a higher position, (e) I have become a more confident and effective leader/decision maker, and (f) participation in the program has not changed my impact. Response frequencies were presented by themes, cohorts, years of professional employment, and professional position.

Open response item four answers were organized and presented in themes that emerged during the analysis including: (a) improved decision making / leadership, (b) use of frames and strands in decision making and leadership, (c) better navigation of political environment, (d) data informed decision making, and (e) knowledge gained from course content and colleagues. Response frequencies were presented by themes, cohorts, years of professional employment, and professional position.

Discussion of Findings

Program reform should center on the main purpose of the education doctorate (Ed. D.), which is the preparation of "quality practitioners" who can transform knowledge into action (Shulman et al., 2006, p. 25). Shulman, et al. (2006) specifically stated that programs of study must be made to purposefully meet the needs of education practitioners, continually asking the question-does this Ed. D. program truly prepare students to have impact in a professional role? Further, incorporating the two concepts of rigor and impact as defined by Cremin (1978) is important so that the program requirements are rigorous in preparing students to have impact in their professional positions.

This study served to measure perceptions of the students in the Executive Ed. D. in Educational Leadership program at the University of Central Florida (UCF) on the extent to which the program was satisfying their expectations, was aligned with the goals of the program, and with the Carnegie Project on the Education Doctorate. Program faculty continually improved the program during the three years of the study based on students' feedback and data as the surveys were completed. The faculty will continue to use this information to assure that the program is aligned with the students' needs. Student responses outlined in chapter four and discussed in this chapter, indicated that the Executive Ed. D. in Educational Leadership program

faculty were successful in achieving these elements. This section discusses the findings for each of the five research questions that drove this study.

Research Question One Findings

> To what extent do cohort demographic variables (such as GRE, undergraduate GPA, position of employment, and professional demographics) relate to success (graduate GPA and persistence) in completing the program?

A multiple regression analysis revealed a positive correlation between students' graduate GPA, and their undergraduate GPA, and GRE scores, for students in the Executive Ed. D. in Educational Leadership program. The relationship between graduate and undergraduate GPA was significant, meaning prospective students' undergraduate GPAs may be used to predict their graduate GPAs. The higher the undergraduate GPA, the higher the graduate GPA is expected to be. The mean graduate GPA for administrators in higher education was 4.0, which was the highest mean, so students who are administrators in higher education could be expected to earn a graduate GPA close to 4.0. Assistant principals could be expected to earn a graduate GPA of close to 3.91, principals could be expected to earn close to a 3.89, classroom teachers close to a 3.8, teacher leaders/instructional coaches close to a 3.79, and school district administrators close to a 3.79. Though not statistically significant, student GRE scores were positively correlated with graduate GPAs meaning the higher the GRE score, the higher the graduate GPA students were expected to earn.

Descriptive statistics were analyzed for the variable, persistence, which was defined as whether or not a student was enrolled at the time of the survey administration. The researcher was unable to conduct a correlation or prediction analysis due to the low number of students who had discontinued from the program at the time of this study. Analyses for these variables may become more meaningful as time passes and more cohorts have enrolled and completed the

program. However the low rate of attrition at the time this study was conducted indicates that the program as it is currently designed, facilitates a student's completion of the program requirements.

The findings of the multiple regression analysis that was conducted provided meaningful information in answering Research Question One. These results may be used to inform admission decisions as well as instruction and targeted advising. If going forward students perform lower than expected, based on the relationships determined in this linear prediction model, program faculty may evaluate program requirements and curriculum to make sure they are properly aligned with the students' needs. Due to the small number of students who had discontinued the program, the researcher was not able to conduct a correlational analysis or regression analysis to determine relationships between whether or not the student was enrolled at the time of the survey administration and variables including their GRE scores and GPA. With this, success was defined as graduate GPA and persistence. The researcher was only able to effectively answer the GPA portion of the question. As this longitudinal study continues and students discontinue for various reasons, another researcher will be able to conduct analyses to determine if a relationship exists between admissions variables and persistence. This information would be helpful for faculty in the admissions process as well as identifying where to support students with targeted advising once admitted into the program.

Research Question Two Findings

> To what extent does the University of Central Florida's Executive Ed. D. in Educational Leadership program reflect the Carnegie Project on the Education Doctorate (CPED) principles (Appendix A)?

Means and standard deviations were calculated for each of the six survey questions where participants rated the extent to which they believed the program was aligned to the Carnegie Project on the Education Doctorate (CPED) Working Principles. For each of the questions, all

three of the cohorts' ratings were positive, in the range of agree somewhat to agree strongly. This illustrates that overall, participants agreed to some extent that the program was aligned with the following question variables from the end of year one and two surveys (Appendices D, and E) including: (a) "the program is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice"; (b) "the program prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities"; (c) "the program provides opportunities for candidates to develop and demonstrate collaboration and communication skills, to work with diverse communities, and to build partnerships"; (d) "the program provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions"; (e) "the program is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry"; and (f) "the program emphasizes the generation, transformation, and use of professional knowledge and practice" (The Carnegie Project on the Education Doctorate, n.d.b; The University of Central Florida College of Education, 2011, p. 5).

Additional ANOVAs conducted to determine if student perceptions differed among cohorts or changed over time revealed only one significant change. The significant change was a decline in Cohort One's perception that "the program was grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that linked theory with systemic and systematic inquiry" (The Carnegie Project on the Education Doctorate, n.d.b; The University of Central Florida College of Education, 2011, p. 5) among the year one, two, and three surveys. Though perceptions declined in a statistically significant manner, the

mean rating for Cohort One in years two and three was still agree somewhat, approaching agree strongly so perceptions remained on the positive end of the rating scale.

The researcher was able to successfully answer Research Question Two and take another step in determining if perceptions changed over time. Based on these ratings, the researcher concluded that program faculty were successful in aligning the program's design with the CPED Working Principles and continued to keep the program aligned by using feedback from participants to make adjustments to the program. In the following discussion of additional findings section of this chapter, open responses are discussed, organized by CPED Working Principles to give deeper insight into all students' ratings for this research question.

Research Question Three Findings

> To what extent do doctoral students who are accepted into the Executive Ed. D. in Educational Leadership program, perceive that their reasons for applying to the program are aligned with the program design?

To answer this research question, the researcher calculated means and standard deviations to illustrate student perceptions on applicable questions from the Admission Survey (Appendix C) including: (a) I liked the program design, (b) UCF's reputation, (c) I wanted face to face instruction, (d) faculty reputation, (e) field study, (f) course location, (g) expenses compared to other institutions, (h) I liked the cohort model, (i) the structured sequenced program of study, (j) what I think I'll learn, (k) to be an effective leader, (l) I want to be superintendent, and (m) I thought it would be easy. Participants rated their perceptions on a Likert scale from one to five including: (1) not important, (2) a little important, (3) neither important nor unimportant, (4) somewhat important, and (5) most important.

Perception ratings were positive and all cohorts overall rated to be an effective leader, program design, and what they thought they would learn as the most important reasons for

applying to the program. To further illustrate these ratings on program design as a main reason for applying to the program, participants provided greater insight in their open responses including respondent R3.15 who stated, "The time to completion was much more reasonable than many other institutions that drag out the dissertation period and subsequent cost." Also, respondent R3.16 stated, "The main reason [for applying to the program] was the cohort model with client based research." Additionally, respondent R3.11 stated, "The lock-step (two classes a semester, each offered on Monday and Thursday evenings, for three years), cohort-based…and it being a doctoral program are the reasons I selected the program." Finally, respondent R1.2 stated, "Knowing the dissertation might be applied to my district." was a significant factor in the decision to apply. Several participants also provided comments regarding the faculty's role in the decision to apply, including respondent R3.1 who stated, "I started in the Ed. S. program, and really enjoyed the courses and faculty. This led me to consider the Ed. D. program at UCF." as well as respondent R3.10 who stated, "I entered because of Dr. Taylor and the experience I had earning my M. Ed. in Ed Leadership at UCF. I also had the opportunity to meet with doctorate students and professors prior to applying to the program."

Participants also rated face to face instruction, the cohort model, the structured sequenced program of study, UCF's reputation, the program's reputation, and faculty's reputation as somewhat important reasons for applying. Participants cited the field study, the program's location, and expenses compared to other institutions more neutrally, approaching the somewhat important rating. Most participants rated wanting to be a superintendent as neither important nor unimportant to their reasons for applying and finally, rated thinking the program would be easy as not important, but it is important to note that many did indicate the goal of becoming a superintendent. These ratings gave good insight into the reasons why admitted

participants applied to the program. Program faculty can capitalize on the areas which were the more important reasons why participants applied to the program including the program design, curriculum content, and leadership content. The ANOVA between cohorts on these perception ratings did reveal one relationship that approached significance, which was what participants thought they would learn in the program. Participants in every cohort perceived this as one of the more important reason for applying to the program. The research answers the question successfully with participants rating positive perceptions that their reasons for applying aligned with the program design. This further illustrates that program faculty have successfully redesigned the program to address prospective students' reasons for applying to the program. Specifically, faculty have made changes to the dissertation process as well as course sequence. In addition, nine new courses were implemented as part of this program with only five courses continuing from the previous Ed. D. program. These alignments have served to generate prospective student interest as illustrated by cohort enrollment, with Cohort Three enrollment being almost as large as Cohort One and not diminishing over time. This continued alignment and keeping the program relevant to prospects' needs should serve to generate interest with each application cycle.

Research Question Four Findings

> To what extent do doctoral students in the Executive Ed. D. in Educational Leadership program, perceive that the program is meeting their expectations after two semesters of coursework, following the first milestone qualifying whitepaper?

To answer this research question, the researcher calculated means and standard deviations to illustrate student perceptions on applicable questions from the end of year one survey (Appendix D) including: (a) the curriculum is relevant to my work, (b) the quality of expectations is high, (c) requirements are reasonable, (d) the milestone whitepaper reflects my learning, and (e) I feel stimulated and challenged by the curriculum. Participants selected from (1) disagree strongly, (2) disagree somewhat, (3) agree somewhat, and (4) agree strongly for each of the variables listed. This survey was disseminated to Cohorts One and Two as they had completed two semesters of instruction at the time of this analysis.

Overall, participants in Cohorts One and Two rated their perceptions approaching agree strongly for all items. Participants rated the quality of expectations is high uppermost followed by the curriculum is relevant to my work, and I feel stimulated/challenged by the curriculum. Finally, participants rated the requirements are reasonable and the milestone whitepaper reflects my learning the lowest. However, these ratings were still in the agree strongly range. The researcher answered the question successfully with participants rating positively that the program was meeting their expectations after two semesters of coursework, following the first milestone qualifying whitepaper. The researcher concluded that this is the result of faculty responsiveness to individual student needs, as well as having made changes to the program overall based on student feedback. Also, the research strand was revised based on student feedback. The addition of a full-time associate professor with experience in the field to the educational leadership faculty, assisted in refining this strand. The result is increased relevancy of research and

curriculum to practice, as well as an improved support structure for developing research methods and statistical tests for the dissertation process.

Research Question Five Findings

> To what extent do doctoral students in the Executive Ed. D. in Educational Leadership program, perceive that the program is meeting their expectations after two years of coursework and successfully defending their research proposal?

To answer this research question, the researcher calculated means and standard deviations to illustrate student perceptions on applicable questions from the end of year two survey (Appendix E) including: (a) the curriculum is relevant to my work, (b) the quality of expectations is high, (c) requirements are reasonable, and (d) I feel stimulated and challenged by the curriculum. Participants selected from: (1) disagree strongly, (2) disagree somewhat, (3) agree somewhat, and (4) agree strongly for each of the variables listed. This survey was disseminated to Cohort One only at the time of this analysis, as these were the only students to have completed two years of coursework and also defended research proposals.

Participants rated their perceptions in the agree somewhat to agree strongly range for all items, illustrating a positive perception of the program meeting expectations after two years of coursework. The items were ranked in the same order of agreement as when the cohort completed the survey after two semesters. The ratings were weaker at the end of the second year for all items except the quality of expectations is high. A between year ANOVA was conducted to compare Cohort One's perceptions at the end of year one and year two. The rating on, I feel stimulated/challenged by the curriculum, though positive, did decline significantly. With this data, the researcher successfully answered the question with participants having rated positively that the program was meeting their expectations after the second year of coursework. Student

perceptions of the program continued to be positive after two years of coursework and completion of the second milestone.

Discussion of Additional Findings

Open response items on the surveys provided a forum through which participants could share additional details of their perceptions of the program, specifically addressing the extent to which the program stayed true to the CPED working principles (Appendix A). This section discusses the responses by working principle.

Carnegie Project on the Education Doctorate (CPED) Working Principle One Findings

> "The program is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice" (The Carnegie Project on the Education Doctorate, n.d.b; The University of Central Florida College of Education, 2011, p. 5).

Participants discussed how the program helped them to become better consumers of research and turn theory and research into action to solve problems of practice. To illustrate this, respondent R1.22 stated that, "Because I am continually reading research, this has changed my practice in interventions and instruction, as well as, professional development for my teachers. I understand now potential outcomes of actions based on a more solid foundation in the research and can apply what is written in research to my situation." This illustrates how participants in the program have developed into good consumers of research and transforming data and knowledge into practical application. Respondent R1.9 further supported this by stating, "Keep the research base relevant in [the] decision making process." Finally, respondent R2.4 discussed not only being a good consumer of research but also turning that information into action:

> By learning the concept of action research, I am able to identify problems in my classroom and execute the steps for practical solutions. The program has given me the knowledge on how to start the process of research at my school and in my classroom

(asking permission), how to execute the research and interpret the results, and how to perform follow-up on the research and results; more importantly use the data for positive change.

Carnegie Project on the Education Doctorate (CPED) Working Principle Two Findings

> "The program prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities" (The Carnegie Project on the Education Doctorate, n.d.b; The University of Central Florida College of Education, 2011, p. 5).

Regarding leadership preparation, participants discussed how their leadership skills were improved by participation in the program. Respondent R1.20 described it this way:

> I am able to anticipate areas of conflict and to address various stakeholders with ease and confidence. I am also much more aware of a responsibility to develop and cultivate a culture of collaboration. Perhaps most importantly, I am keenly aware of my responsibility to develop leadership potential among staff members.

Respondent R1.24 more succinctly described his improved leadership skills with, "[I am] More deliberate. More confident. Broader perspective. More strategic." Respondent R1.12 specifically addressed leadership from the political frame (Bolman & Deal, 2008) to say, "I have become better prepared to work through the politics I encounter in the field of education."

Carnegie Project on the Education Doctorate (CPED) Working Principle Three Findings

> "The program provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships" (The Carnegie Project on the Education Doctorate, n.d.b; The University of Central Florida College of Education, 2011, p. 5).

While perceptions for this principle did positively increase over the three years for Cohort One, participants did not discuss this principle in their responses, leaving it as an area of opportunity for program growth to provide improved opportunities for students to work with

more diverse communities within and external to their own school districts or work environments. Also, comments on building partnerships were not made indicating this as an area for focus. Based on feedback, program faculty have refined the course offering and timing of the instructional leadership course, which is focused on urban and diverse learning. This course, taught for Cohort One in the final semester, is now being taught in the third semester. The importance placed by the program faculty on the feedback from participants, particularly in Cohort One, is represented by the course sequence change.

Carnegie Project on the Education Doctorate (CPED) Working Principle Four Findings

> "The program provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions" (The Carnegie Project on the Education Doctorate, n.d.b; The University of Central Florida College of Education, 2011, p. 5).

Regarding the use of multiple frames (Bolman and Deal, 2008), participants discussed using the four frames from Bolman and Deal (2008) in navigating the political environment, working better with stakeholders and making decisions. Respondent R2.11 illustrates this by stating "I have become more involved in the decision making process at my place of work. I try to view and address issues/concerns from the four frames we were exposed to (Bolman & Deal, 2008)." Respondent R1.20 further provides support, "I am able to anticipate areas of conflict and to address various stakeholders with ease and confidence. I am also much more aware of a responsibility to develop and cultivate a culture of collaboration. Perhaps most importantly, I am keenly aware of my responsibility to develop leadership potential among staff members." Finally, respondent R2.11 stated, "I view my work place as more interdependent than ever. I use my understanding of Bolman and Deal's frames in my daily work."

Regarding field-based opportunities, participants also provided feedback specific to the design of the program and related elements. They gave suggestions regarding the dissertation,

"Clearer expectations of the final project/dissertation [are needed]. Some of the courses seemed like flying the plane while it was being built" (R1.24). In addition, respondent R1.12 stated:

> I feel it would have been beneficial to have chosen a field study project during the first semester of taking classes in the program. Also, having more clarity and specific information on the make-up of the project (with each course adding to the outcome) would have made the research process more defined, focused and easier to manage.

Finally, respondent R1.16 shared:

> I think the dissertation should be explained in a more detailed manner early on in the program. If I had known in the first semester what I know now, I would have done some things differently. For example, I would have taken the Graduate studies workshop on formatting my dissertation in my first semester so that I could have been practicing using the formatting techniques in my papers all along. Definitely require the training with the research librarian on using the data base search agents in the first semester.

These comments from cohort one participants resulted from being the inaugural class and experiencing the redesign growing pains of the program. These kinds of comments might be typical of any doctoral student as they may not understand the dissertation until working on it. The Executive Ed. D. in Educational Leadership Handbook including the dissertation process and checklists for students' reference and use.

Carnegie Project on the Education Doctorate (CPED) Working Principle Five Findings

> "The program is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry" (The Carnegie Project on the Education Doctorate, n.d.b; The University of Central Florida College of Education, 2011, p. 5).

Participants provided feedback on the research strand, including three research courses and proper evaluation. Respondent R1.6 indicated, "I feel that the three research classes should

be offered in succession." Respondent R1.8 stated, "The three research classes should be taught by the same professor to provide continuity of knowledge." The research sequence was newly designed for this specific program in collaboration with practitioner researchers. The courses were continually revised from 2009 through 2012 to provide consistency and to meet the intention of the program. When the opportunity arose, a faculty member with expertise in data, accountability, and research, with expertise in the practice of educational research was invited to join the educational leadership faculty.

Carnegie Project on the Education Doctorate (CPED) Working Principle Six Findings

> "The program emphasizes the generation, transformation, and use of professional knowledge and practice" (The Carnegie Project on the Education Doctorate, n.d.b; The University of Central Florida College of Education, 2011, p. 5).

Participants discussed an increased ability to make more informed decisions in their places of work. To illustrate, respondent R1.24 stated, "The knowledge I have gained through the program adds theory and research base to my current practice and decision making. Further, respondent R1.17 stated, "I am more confident in the decision making process. I have learned that making decisions on the spot is not always the answer. It is alright to take the time to digest the issue, discuss it with appropriate individuals, and then provide a more, well-informed solution." Finally, respondent R1.18 said, "The way in which I view situations is now different and I now look at the situation through a multitude of lenses and play out several scenarios before dashing to make a decision."

These qualitative responses, organized by CPED Working Principle (Appendix A) provide deeper insight into students' perceptions on the program's alignment with the principles. Of the six principles, comments were made specifically addressing five, leaving principle three as an area of opportunity for the program's future development.

Implications for Practice

This study focused on gathering perceptions from participants enrolled in the Executive Ed. D. in Educational Leadership program at the University of Central Florida on elements designed to strengthen the program. As a result of this study, the suggestions are made to improve this and all programs that seek to align degree requirements with students' needs.

1. Admission variables undergraduate GPA and GRE score should continue to be used to inform advisory efforts.
2. Focus instructional and advisory efforts on narrowing the gap for students for students with lower undergraduate GPAs who also tended to have lower graduate GPAs.
3. Place more emphasis on gathering open responses from students in an anonymous environment as this information provides insight into and clarification of program perceptions in terms of what is working and what is not working as actionable information.
4. Continue to solicit students' perceptions on the extent to which the program is meeting their expectations at defined points in the program of study, following key milestones, and identify areas in need of change or improvement.
5. Monitor program alignment with CPED working principle three, the program provides opportunities for candidates to develop and demonstrate collaboration and communication skills, to work with diverse communities, and to build partnerships (The Carnegie Project on the Education Doctorate, n.d.b; The University of Central Florida College of Education, 2011, p. 5).
6. Follow up with graduates to gather perceptions on the perceived impact of their study.

7. Identify industries in which enrolled students work outside of education to broaden recruiting efforts.

Recommendations for Further Research

Recommendations for future research are for institutions that have redesigned programs or seek to align programs with students' needs.

1. Follow-up with graduates to see if they use what they learned in the program and in their research as they continue in their careers.
2. Seek perceptions of those who initiated the research topics to determine if the studies were useful and if they impacted decision-making and effectiveness at the local, state, or national levels.
3. Continue a longitudinal study to gather perceptions for changes over time (prior to entering the program, at different points throughout the program and after completing the program).
4. Continue to gather data on the variable of persistence, to determine relationships between whether or not a student remains enrolled in the program and predictor variables including GRE score and undergraduate GPA.
5. Gather measurements of program viability including graduation rates and time to degree completion to compare with those measurements prior to being redesigned.
6. Evaluate relationships between the admission requirements undergraduate GPA and GRE score and success factors including graduate GPA, time to degree completion, and graduation rate.
7. Replicate this study in various contexts (small, large, independent, and public institutions) to gather student perceptions and make adjustments accordingly.

Conclusions

Shulman et al. (2006) called for emphasis on the strengthening the Ed. D. so that graduates have greater impact in their profession. Program faculty redesigned the Ed. D. in Educational Leadership K-12 track in 2009 to be the Executive Ed. D. in Educational Leadership program in keeping with the Carnegie on the Education Doctorate (CPED) Working Principles (Appendix A), for the purpose of preparing scholar practitioners to have impact in the field. While alignment with agreed upon principles can provide tools for reflection, the local context of a doctoral program within an institution and educational community is important to consider. The participants in this study represent the local context and their perceptions are important for continued improvement as they would be in any institution. One of the goals is to meet the needs of the local community including prospective students, current students, and school districts.

This study revealed that participants in the Executive Ed. D. in Educational Leadership program have positive perceptions on the extent to which the program was meeting their expectations at defined points in the program. Participants did provide additional qualitative feedback about the program, presented by CPED Working Principles (Appendix A) in the additional findings section of this chapter. Program faculty did use this feedback to make changes in the program curriculum, dissertation, and course sequence in an effort to align with students' needs and to be relevant to the field of educational leadership. Information gathered in future research efforts will also be used in the same capacity, particularly in the areas of building partnerships, collaboration, and working work diverse communities.

This chapter included a summary of the study, discussion of the findings, implications for practice, recommendations for further research, and conclusions, synthesizing the findings of this study with implications for both practice and further research.

APPENDIX A: WORKING PRINCIPLES FOR THE PROFESSIONAL PRACTICE DOCTORATE IN EDUCATION

Working Principles for the Professional Practice Doctorate in Education

Developed by The Carnegie Project on the Education Doctorate

We, the members of CPED, believe

"The professional doctorate in education prepares educators for the application of appropriate and specific practices, the generation of new knowledge, and for the stewardship of the profession."

With this understanding, we have identified the following statements that will focus a research and development agendas to test, refine, and validate principles for the professional doctorate in education.

The Professional doctorate in education:

1. Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
2. Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
3. Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.
4. Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.
5. Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.
6. Emphasizes the generation, transformation, and use of professional knowledge and practice. (The Carnegie Project on the Education Doctorate, n.d.b).

APPENDIX B: ED. D. DESIGN CONCEPT DEFINITIONS

Ed. D. Design Concept Definitions

Scholarly Practitioner:

Scholarly Practitioners blend practical wisdom with professional skills and knowledge to name, frame, and solve problems of practice. They use practical research and applied theories as tools for change because they understand the importance of equity and social justice. They disseminate their work in multiple ways, and they have an obligation to resolve problems of practice by collaborating with key stakeholders, including the university, the educational institution, the community, and individuals.

Signature Pedagogy:

Signature Pedagogy is the pervasive set of practices used to prepare scholarly practitioners for all aspects of their professional work: "to think, to perform, and to act with integrity" (Shulman, 2005, p.52). Signature pedagogy includes three dimensions, as articulated by Lee Shulman (2005):

Teaching is deliberate, pervasive and persistent. It challenges assumptions, engages in action, and requires ongoing assessment and accountability.

Teaching and learning are grounded in theory, research, and in problems of practice. It leads to habits of mind, hand, and heart that can and will be applied to authentic professional settings.

Teaching helps students develop a critical and professional stance with a moral and ethical imperative for equity and social justice.

Inquiry as Practice:

Inquiry as Practice is the process of posing significant questions that focus on complex problems of practice. By using various research, theories, and professional wisdom, scholarly practitioners design innovative solutions to address the problems of practice. At the center of Inquiry of Practice is the ability to use data to understand the effects of innovation. As such, Inquiry of Practice requires the ability to gather, organize, judge, aggregate, and analyze situations, literature, and data with a critical lens.

Laboratories of Practice:

Laboratories of Practice are settings where theory and practice inform and enrich each other. They address complex problems of practice where ideas—formed by the intersection of theory,

inquiry, and practice—can be implemented, measured, and analyzed for the impact made. Laboratories of Practice facilitate transformative and generative learning that is measured by the development of scholarly expertise and implementation of practice.

Dissertation:

As the culminating experience that demonstrates the scholarly practitioner's ability to solve problems of practice, the dissertation exhibits the doctoral candidate's ability "to think, to perform, and to act with integrity" (Shulman, 2005).

(The Carnegie Project on the Education Doctorate, n.d.b)

APPENDIX C: UNIVERSITY OF CENTRAL FLORIDA ADMISSION SURVEY, REASONS FOR APPLYING EXECUTIVE ED. D. IN EDUCATIONAL LEADERSHIP

UCF Admission Survey, Reasons for Applying Executive Ed. D. in Educational Leadership

Directions: Please circle the appropriate number that best represents your reason for selecting the Executive Ed. D. in Educational Leadership for August 2010:
1=Not important at all 2=A little unimportant 3=Neither important nor unimportant
4= Somewhat important 5=Most important

The reason I applied to the Executive Ed. D. for August 2010 was….

1. I was ready to begin doctoral studies. 1 2 3 4 5
2. I liked the redesign of the Ed. D. 1 2 3 4 5
3. UCF's reputation. 1 2 3 4 5
4. I wanted face to face instruction. 1 2 3 4 5
5. The faculty's reputation. 1 2 3 4 5
6. UCF's educational leadership Ed. D. reputation. 1 2 3 4 5
7. The client-based dissertation. 1 2 3 4 5
8. The location of the courses. 1 2 3 4 5
9. The expense compared to other institutions. 1 2 3 4 5
10. The cohort model. 1 2 3 4 5
11. The structured, sequenced program of study. 1 2 3 4 5
12. What I think I'll learn. 1 2 3 4 5
13. I want to be an effective leader. 1 2 3 4 5
14. I want to be a superintendent. 1 2 3 4 5
15. I thought it would be easy. 1 2 3 4 5

My current professional position is best described as: classroom teacher, teacher leader/coach, school-based administrator, district-administrator administrator.

Please add any other comments that will assist the evaluator to understand why you selected this doctoral program.

APPENDIX D: UNIVERSITY OF CENTRAL FLORIDA EXPECTATIONS DOCTORAL COHORTS SURVEY END OF YEAR ONE

University of Central Florida Expectations Doctoral Cohorts Survey End of Year One

I. Demographic Information

Please begin by completing the following general demographic questions.

1. My gender is:

   Female_____
   Male_____

2. My current age is in the range:

   < 25 _____
   25-35_____
   36-45_____
   46-55_____
   Over 55_____

3. I have a total of _____ years of professional employment experience.

4. I live about _____ miles from campus.

5. I consider my race/ethnicity to be (check all that apply):

   African American_____
   Asian American_____
   Hispanic_____
   Caucasian_____
   American Indian_____
   Other_____

II. Curriculum

Indicate if you strongly disagree, disagree somewhat, agree somewhat, or strongly agree.

		Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
6	The curriculum is relevant to my work.	1	2	3	4
7	The quality of the expectations is high.	1	2	3	4
8	The course requirements are reasonable.	1	2	3	4
9	The milestone white paper reflects	1	2	3	4

	my learning.				
10	I feel stimulated and challenged by the curriculum	1	2	3	4

III. Carnegie Project Working Principles

Rate items 11-16 based on your experiences in the Executive Ed. D. in Educational Leadership Education Doctorate.

		Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
11	Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.	1	2	3	4
12	The program prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.	1	2	3	4
13	Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.	1	2	3	4
14	Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.	1	2	3	4
15	Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.	1	2	3	4
16	Emphasizes the generation, transformation, and use of professional knowledge and practice.	1	2	3	4

IV. Open Response

Please provide any additional feedback that would be helpful in the improvement of the program.

_____
_____
_____
_____
_____
_____

APPENDIX E: UNIVERSITY OF CENTRAL FLORIDA EXPECTATIONS DOCTORAL COHORTS SURVEY END OF YEAR TWO

University of Central Florida Executive Ed. D. in Educational Leadership Expectations End of Year Two

I. Curriculum

Directions: Indicate if you strongly disagree, disagree, agree, or strongly agree.

		Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
1	The curriculum is relevant to my work.	1	2	3	4
2	The quality of the expectations is high.	1	2	3	4
3	The course requirements are reasonable.	1	2	3	4
4	I feel stimulated and challenged by the curriculum.	1	2	3	4

II. Carnegie Project on the Education Doctorate Working Principles

Directions: Rate items 5-10 based on your experiences in the Executive Ed. D. in Educational Leadership.

		Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
5	Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.	1	2	3	4
6	Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.	1	2	3	4
7	Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.	1	2	3	4
8	Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.	1	2	3	4

9	Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.	1	2	3	4
10	Emphasizes the generation, transformation, and use of professional knowledge and practice.	1	2	3	4

III. Program and Dissertation

Directions: Rate items 11-16 based on your experiences in the Executive Ed. D. in Educational Leadership.

		Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
11	Faculty continually improve the program based on student feedback.	1	2	3	4
12	Faculty continually align the program to current issues and problems of practice in the field.	1	2	3	4
13	Knowledge learned has improved my ability to perform my job successfully.	1	2	3	4
14	The process of selecting a dissertation is reasonable.	1	2	3	4
15	I was pleased with the topics for dissertations in practice generated from which I could choose.	1	2	3	4
16	I am confident that I will be successful in my chosen dissertation, balancing research with coursework.	1	2	3	4

IV. Open Response

17. As a result of being in the Ed. D. in Educational Leadership I have changed my thinking or professional practice in the following ways:

_____

_____

_____

_____

18. Please provide any additional feedback, including explanation of perceptions and changes in perceptions that would be helpful in the improvement of the program.

_____
_____
_____
_____
_____
_____

APPENDIX F: UNIVERSITY OF CENTRAL FLORIDA EXPECTATIONS DOCTORAL COHORTS SURVEY YEAR THREE

University of Central Florida Executive Ed. D. in Educational Leadership Expectations Year Three

I. Curriculum

Directions: Indicate if you strongly disagree, disagree somewhat, agree somewhat, or strongly agree.

		Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
1	The curriculum is relevant to my work.	1	2	3	4
2	The quality of the expectations is high.	1	2	3	4
3	The course requirements are reasonable.	1	2	3	4
4	I feel stimulated and challenged by the curriculum.	1	2	3	4

II. Carnegie Project on the Education Doctorate Working Principles

Directions: Rate items 5-10 based on your experiences in the Executive Ed. D. in Educational Leadership.

		Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
5	Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.	1	2	3	4
6	Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.	1	2	3	4
7	Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.	1	2	3	4
8	Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.	1	2	3	4

9	Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.	1	2	3	4
10	Emphasizes the generation, transformation, and use of professional knowledge and practice.	1	2	3	4

III. Program and Dissertation

Directions: Rate items 11-16 based on your experiences in the Executive Ed. D. in Educational Leadership.

		Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
11	Faculty continually improve the program based on student feedback.	1	2	3	4
12	Faculty continually align the program to current issues and problems of practice in the field.	1	2	3	4
13	Knowledge learned has improved my ability to perform my job successfully.	1	2	3	4
14	The process of selecting a dissertation committee is reasonable.	1	2	3	4
15	The process of preparing and defending my research proposal was reasonable.	1	2	3	4
16	The Executive Ed. D. in Educational Leadership has sufficient support in place to assist me through the dissertation experience.	1	2	3	4
17	I am confident that I have been and will continue to be successful in my chosen dissertation, balancing research with coursework.	1	2	3	4
18	I have/would recommend the Executive Ed. D. in Educational Leadership program to my colleagues.	1	2	3	4

IV. Open Response

17. As a result of being in the Ed. D. in Educational Leadership I have changed my thinking or professional practice in the following ways:

_____
_____
_____
_____

18. Please provide any additional feedback, including explanation of perceptions and changes in perceptions that would be helpful in the improvement of the program.

_____
_____
_____
_____
_____
_____

APPENDIX G: UCF EXECUTIVE ED. D. IN EDUCATIONAL LEADERSHIP CLIENT REQUEST FOR RESEARCH PROPOSAL (RFP)

UCF Executive Ed. D. in Educational Leadership Client Request for Research Proposal (RFP)

Purpose:

The Executive Ed. D. was designed in 2009 and implemented in August 2010 to increase graduation rate at the 4th year, to eliminate issues of availability of specialization and cognate courses, and to align learning experiences with needs of future executive leaders in education. Faculty agreed to learning principles that all would include in the coursework researcher will assist in providing data to show the extent to which these purposes have been achieved by the end of the first cohort, summer 2010.

Background:

UCF's Educational Leadership program was designed about 25 years ago and since that time the College has become a participant in the Carnegie Initiative on the Education Doctorate. Participation provided an opportunity to rethink the program. Furthermore, more competition by for profit and online providers of educational leadership doctorate programs has motivated the faculty to target a specific group of potential students.

Statement of Needs:

The research questions the educational leadership faculty wish to have studied are:

1. To what extent do students apply to the program as a result of the design, client based research, and cohort model?
2. To what extent do the students in Cohort One indicate that the program is meeting their expectations at the end of the first two semesters and completion of the first milestone, end of year two and second milestone, year three?
3. To what extent do cohort demographic variables (such as GRE and undergraduate GPA) relate to success in the program (graduate GPA and persistence)?

Deliverables and Timeline:

Completed proposal and interim reports.
Proposal Spring 2011
Interim report 1, Summer 2011
Interim report 2, Summer 2012
Final report and executive summary Summer 2013

Consult with Dr. Taylor, client, on a continuing basis.

APPENDIX H: SUBJECT INFORMED CONSENT FORM

Subject Informed Consent Form

To: Students of the Executive Ed. D. in Educational Leadership Executive Program

From: Nicole Marsh

Topic: Research on the Implementation of the Executive Ed. D. in Educational Leadership at the University of Central Florida.

Thank you for taking the time to read this email. I invite you to complete a short survey that was created as part of my doctoral research study designed to evaluate students' perceptions on the newly redesigned Ed. D. in Educational Leadership. Your perceptions of the program requirements, as well as the program's alignment with the Carnegie Project on the Education Doctorate Working Principles, are integral to the program faculty and administration's efforts to make this program rigorous and relevant to your field of work. You must be 18 years or older to complete this survey.

The survey will only take a few minutes to complete, and the Executive Ed. D. in Educational Leadership, Program Coordinator and faculty have approved this study. There are no perceived benefits, or anticipated risks for participating in this study as your identity and responses are confidential. Your participation, though encouraged, is voluntary and you may decline to participate at any time without penalty. Also, you do not have to answer any questions that you do not wish to. Data and results will be analyzed and reported in aggregate form, not by individual student response or demographic information. Your name and any other identifiable information will not be associated with responses.

Thank you in advance for your participation in this study. This survey will take you approximately 10 minutes to complete. Your responses will be valuable in the continual improvement of the Executive Ed. D. in Educational Leadership program. To complete the survey please click on the following link: http://www.surveymonkey.com/s/GCQQC7V

By completing this survey, you are giving informed consent. Information on your rights as a research volunteer may be obtained from:
Institutional Review Board (IRB)
University of Central Florida
12201 Research Parkway, Suite 501
Orlando, FL 32826
407-823-2901

If you have any questions or concerns, please contact me at nmarsh@knights.ucf.edu or 407-257-1782. You may also contact my dissertation chairperson, Dr. Rosemarye Taylor at rosemarye.taylor@ucf.edu or 407-823-1469.

APPENDIX I: APPROVAL OF EXEMPT HUMAN RESEARCH, MARCH 21, 2011

University of Central Florida Institutional Review Board
Office of Research & Commercialization
12201 Research Parkway, Suite 501
Orlando, Florida 32826-3246
Telephone: 407-823-2901 or 407-882-2276
www.research.ucf.edu/compliance/irb.html

Approval of Exempt Human Research

From: **UCF Institutional Review Board #1**
FWA00000351, IRB00001138

To: **Nicole L. Marsh**

Date: **March 21, 2011**

Dear Researcher:

On 3/21/2011, the IRB approved the following activity as human participant research that is exempt from regulation:

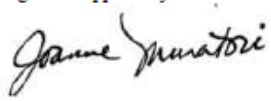
Type of Review:	Exempt Determination
Project Title:	A Study of the Implementation of the Executive Ed.D in Educational Leadership at the University of Central Florida 2010-2013: A Professional Practice Doctorate.
Investigator:	Nicole L Marsh
IRB Number:	SBE-11-07495
Funding Agency:	
Grant Title:	
Research ID:	N/A

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

In the conduct of this research, you are responsible to follow the requirements of the Investigator Manual.

On behalf of Joseph Bielitzki, DVM, UCF IRB Chair, this letter is signed by:

Signature applied by Joanne Muratori on 03/21/2011 10:48:53 AM EST



IRB Coordinator

APPENDIX J: APPROVAL OF EXEMPT HUMAN RESEARCH, JANUARY 04, 2012

University of Central Florida Institutional Review Board
Office of Research & Commercialization
12201 Research Parkway, Suite 501
Orlando, Florida 32826-3246
Telephone: 407-823-2901 or 407-882-2276
www.research.ucf.edu/compliance/irb.html

Approval of Exempt Human Research

From: **UCF Institutional Review Board #1**
FWA00000351, IRB00001138

To: **Nicole L Marsh**

Date: **January 04, 2012**

Dear Researcher:

On 1/4/2012, the IRB approved the following activity as human participant research that is exempt from regulation:

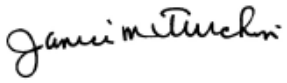
Type of Review:	Addendum/Modification Request Form
Modification Type:	New survey submitted for the end of year 2, spring semester 2012, for Cohort 1.
Project Title:	A Study of the Implementation of the Executive Ed.D. in Educational Leadership at the University of Central Florida 2010-2013: A Professional Practice Doctorate.
Investigator:	Nicole L Marsh
IRB Number:	SBE-11-07495

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

In the conduct of this research, you are responsible to follow the requirements of the Investigator Manual.

On behalf of Sophia Dziegielewski, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed by:

Signature applied by Janice Turchin on 01/04/2012 01:29:19 PM EST



IRB Coordinator

APPENDIX K: APPROVAL OF EXEMPT HUMAN RESEARCH, JULY 31, 2012

University of Central Florida Institutional Review Board
Office of Research & Commercialization
12201 Research Parkway, Suite 501
Orlando, Florida 32826-3246
Telephone: 407-823-2901 or 407-882-2276
www.research.ucf.edu/compliance/irb.html

Approval of Exempt Human Research

From: **UCF Institutional Review Board #1**
FWA00000351, IRB00001138

To: **Nicole L. Marsh**

Date: **July 31, 2012**

Dear Researcher:

On 7/31/2012, the IRB approved the following minor medication to human participant research that is exempt from regulation:

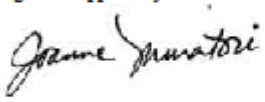
Type of Review:	Exempt Determination
Modification Type:	The final survey to be used in the study has been uploaded in iRIS.
Project Title:	A Study of the Implementation of the Executive Ed.D. in Educational Leadership at the University of Central Florida 2010-2013: A Professional Practice Doctorate.
Investigator:	Nicole L Marsh
IRB Number:	SBE-11-07495
Funding Agency:	
Grant Title:	
Research ID:	N/A

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

In the conduct of this research, you are responsible to follow the requirements of the Investigator Manual.

On behalf of Sophia Dziegielewski, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed by:

Signature applied by Joanne Muratori on 07/31/2012 10:41:54 AM EDT



IRB Coordinator

APPENDIX L: CROSSTABULATION BETWEEN GRADUATE GPA AND CURRENT PROFESSIONAL POSITION

		Current Professional Position					
		Classroom Teacher	Teacher Leader/ Instructional Coach	Principal	Assistant Principal	District Administrator	Administrator in Higher Education
Graduate GPA	3.900	1	0	0	0	0	0
	3.907	0	0	0	1	0	0
	3.917	0	1	0	0	1	0
	3.920	0	0	0	1	0	0
	3.921	0	0	1	0	0	0
	3.925	0	0	1	0	0	0
	3.926	0	0	0	1	0	0
	3.929	1	0	1	0	0	0
	3.934	1	0	1	0	0	0
	3.960	0	1	0	0	0	0
	3.990	0	1	0	0	0	0
	4.000	0	1	1	4	0	2

APPENDIX M: REASONS FOR APPLYING TO THE PROGRAM CODING SCHEMA

Reasons for Applying to the Program Coding Schema

Theme Code	Description
FACULTY	Program faculty
UCF	UCF – institution
PROGRAM	Program design, program of study
PROFESSIONAL	Professional reasons

APPENDIX N: REASONS FOR DISCONTINUING PREVIOUS DOCTORAL PROGRAM CODING SCHEMA

Reasons for Discontinuing Previous Doctoral Program Coding Schema

Theme Code	Description
PROFESSIONAL	Professional reasons
PERSONAL	Personal reasons
PROGRAM	Program methods and design

APPENDIX O: IMPACT ON WORK OUTCOMES CODING SCHEMA

Impact on Work Outcomes Coding Schema

Theme Code	Description
INFORMED - DECISION	I have become a more informed decision maker.
INFORMED - FIELD	I have become more informed on the field of Educational Leadership.
FUTURE	Participation in the program effect on future professional impact.

APPENDIX P: HOW THINKING AND PROFESSIONAL PRACTICE HAS CHANGED CODING SCHEMA

How Thinking and Professional Practice has Changed Coding Schema

Theme	Description
INFORMED - DECISION	I have become a more informed decision maker.
INFORMED - FIELD	I have become more informed on the field of Educational Leadership.

APPENDIX Q: CHANGES IN PERCEPTIONS OF PROGRAM CODING SCHEMA

Changes in Perceptions of Program Coding Schema

Theme	Description
PROGRAM	Program design
DISSERTATION	Dissertation
GENERAL	General satisfaction with the program

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