COMPARATIVE ANALYIS OF 105 HIGHER EDUCATION

DOCTORAL PROGRAMS IN THE UNITED STATES

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The mission types of 105 current doctoral programs in higher education and the extent to which their missions have changed since a similar study was conducted by Dressel and Mayhew in 1974 was studied. The curricula offerings of these programs by degree type (e.g., Ed.D. & Ph.D.) were compared with Fife's 1991 findings. Finally, the study examined the various modes of instruction (e.g., classroom, online, cohort, blended) these programs utilize.

The population was the 131 U.S. higher education doctoral program coordinators or directors who were identified using the ASHE *Higher Education Program Directory*. A total of 46 hosted Ed.D. programs and 59 hosted Ph.D. programs for a combined total of 105 doctoral programs. An electronic survey, developed by utilizing an expert panel and the cognitive interviewing technique, was sent to each participant. A total of 46 hosted Ed.D. programs and 59 hosted Ph.D. programs for a combined total of 105 doctoral programs. A total of 77 institutions (59%) returned usable questionnaires, and six other universities (5%) indicated their doctoral higher education programs no longer existed. Twenty-three of the responding institutions identified with a research-focused mission; 25 institutions identified with a practitioner-based mission; and 28 institutions identified with both types of missions.

Pearson *r* correlation analysis revealed no statistically significant relationship between degree type and course offerings ($r = .123$, $p = .05$). However, χ^2 revealed that, compared to Ed.D. programs, Ph.D. programs enrolled significantly more full-time students ($\chi^2(3) = 14.504$, $p < .05$). Through further analysis, a core of nine courses emerged for more than 75% of all higher education doctoral programs. Those courses are general administration of higher

education, finance of higher education, legal studies, history of higher education, philosophy and theoretical foundations of higher education, teaching/learning in higher education, student affairs administration, college student research, and a dissertation seminar. Nearly 80% of all doctoral programs utilize some form of alternate delivery method (e.g., online, cohort, blended) in addition to traditional classroom instruction. Furthermore, Ph.D. programs employ larger full-time faculties, conduct more research, obtain more external funding, and publish more scholarship than Ed.D. programs.

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CHAPTER 1

INTRODUCTION

Granville Stanley Hall, a former professor of psychology at John Hopkins University and later President of Clark University, laid the foundation for the early study of higher education as an academic field in 1893 when he introduced a course that focused on post-secondary studies during his tenure at Clark University (Goodchild, 1991). This course was designed specifically to introduce a new view on educational studies and promote the exploration of further research into developing future university administrators.

While serving as president, Hall wrote several articles and gave numerous speeches that advocated for research to be conducted on educational institutions that would prepare future administrators to lead their institutions more effectively. Goodchild (1991) described:

> In a lengthy editorial … Hall identified topical issues in the field: the administration of colleges and universities, the teaching of college students, differentiation of the roles of the college and university through research and specialization, the presidency, and the need for inter-institutional cooperation to prevent program duplication. The purpose of such study was clear: "training future leaders in the field of higher education to the same expert knowledge of efforts and achievements in other lands' through 'a wide survey in order to profit by experiences of success and failure elsewhere." (p. 17)

It all began with a single course offering by Hall, approximately 25 years earlier, which lead to the first doctoral programs in higher education being established. In the early part of the 19th century, six major universities (e.g., Ohio State University in 1918; Teacher's College-Columbia University in 1920; University of Chicago in 1921; University of Pittsburg in 1928; University of California-Berkeley in 1929, and the University of Michigan in 1929), offered courses out of their elementary and secondary education departments to graduate students in order to develop their leadership skills in a fairly new educational enterprise, known as the American junior college (Fife, 1991).

Additionally, there were other educators who assisted Hall in bringing the study of higher education administration into the established realm of academe. For instance, at the University of Chicago during the 1920s and 1930s, distinguished educators such as Floyd W. Reeves, A. J. Brumbaugh, and John Dale Russell heavily examined the business practices of selected universities and outlined policies for "establishing principles of administration and finance" for other educational institutions (Dressel & Mayhew, 1974, p. 7). These principles allowed for a standardization of business practices that could be duplicated across the American Higher Education system.

Further, Dressel and Mayhew (1974) indicated that the early framework of institutional research developed around the same time under the leadership of W. W. Charters at Ohio State University. Charters was credited with formulating principles for systematically collecting and organizing university data for in depth examination. With the demand of increasing enrollments, declining faculty resources, and the need to attract more external funding to institutions, the development of institutional research techniques became necessary in order to provide "empirical evidence upon which some of its generalizations could be based" (Dressel & Mayhew, 1974, p. 8).

Townsend (1989) noted that prior to the early 1950s, the six previously mentioned universities offered only a few courses in the study of and/or administration of higher education rather than a full doctoral degree program. It was only after World War II, with the assistance of the Servicemen's Readjustment Act of 1944, otherwise known as the G.I. Bill, that the "field of higher education began to appear as a graduate program of study to provide formally trained administrators for the new colleges and universities" (Townsend, 1989, p. 4). According to the United States Department of Veterans Affairs (2009), returning World War II veterans accounted

for 49% of college admissions in 1947. With the large number of veterans returning from war

and entering college, institutions of higher education quickly prepared university administrators

to "not only direct and manage the day-to-day institutional operations but to also be

knowledgeable about federal and state regulations, alert to the needs of business and industry yet

able to withstand undue pressures from them, and capable of dealing with institutional

contraction and financial difficulties in a period of increasing concern for educational

accountability" (Townsend, 1990, p. 161).

With increased enrollments and demands on resources, it was apparent that more

individuals with specialized skills were needed to manage the future growth of these institutions.

Goodchild (1991) reported:

> Early higher education programs developed as institutions of higher learning. [They]
> became more specialized, which in turn gave rise to a need for greater numbers of
> professional administrators and faculty. The emergence of the junior/community college
> was the *raison d'être* for five out of the seven early higher education courses and
> programs studied. Out of secondary education concentrations came courses on higher
> education administration. (p. 28)

Consequently, not only were academic programs developed by graduate schools to meet

the challenge but intensive leadership programs were also formulated by professional

organizations in higher education to better equip future university leaders. For example, Amey

(2007) explained that in 1959, when Edmund Gleazer served as president of the American

Association of Community and Junior Colleges, he saw the need to approach the Kellogg

Foundation of Michigan to seek funding to develop future educational leaders in the community

college movement. His mission to secure funding was successful, and 12 universities including

Columbia University, Florida State University, Michigan State University, Stanford University,

University of California-Berkeley, University of California-Los Angeles, University of

Colorado, University of Florida, University of Michigan, University of Texas, University of

Washington, Wayne State University eventually received support to create Community College

Leadership Centers throughout the country. These centers provided essential learning

opportunities for participants to become engaged in developing and improving higher education

through practical observation and application. According to the Kellogg Community College

Project: Leadership Legacy (n.d.):

> The purpose of the unique university centers was to find and enable the new leadership necessary to stimulate the organizational development of community colleges through their contributions. Identification and development of community college leaders has been central to that vision and Fellows in the early Kellogg leadership programs. Fellows were carefully selected in anticipation of their significant future achievements. (Our Mission, para. 4)

Dressel and Mayhew (1974) further explained that with the establishment of the Kellogg

Fellows program, it paved the way for other groups to establish similar programs. For instance,

the North Central Association, the Phillips Foundation, and the American Council on Education

leadership development programs were all created to attract "young scholars and prepare them as

college and university administrators" (Dressel & Mayhew, 1974, p. 18). In addition to these

external leadership programs, some colleges and universities began their own leadership

development programs in order to retain talent and promote professional advancement.

However, Amey (2007) stressed that "the impact of the early Kellogg programs on the face of

community college leadership cannot be understated, and is perhaps as well documented as any

other higher education program" (p. 55).

In addition to preparing administrators for future community college leadership positions,

Dressel and Mayhew (1974) proposed that another factor attributed to the increase in the amount

of doctoral programs being created in the study of and/or administration in higher education.

They cited the student protest movement in the 1960s, which challenged the traditional role of

higher education and basically terminated the role of *in loco parentis*. Dressel and Mayhew

reported:

> The problem probably stimulated more research, writing, and speculated about the nature of higher education than any other event in recent times; and as compared with scholarly writing about collegiate administration or collegiate financing, the quality and insight appears substantially higher. (p. 19)

These demonstrations on campuses across the nation highlighted the need for researchers to

investigate psychological and social factors affecting both student development and degree

completion.

Dressel and Mayhew (1974) also contended that "the revolt of minority groups and their

demands on full-scale entry into higher education" played a significant role in the lucubration of

scholarly works" (p. 21). Dressel and Mayhew noted:

> The efforts of Blacks, Chicanos, and Puerto Ricans to develop programs of ethnic studies, modify admissions standards, gain administrative support for minority concerns, and increase financing of minority group education, produced a sharp increase in demand for minority group administrators. (p. 21)

These events reinforced the contribution of scholarship being produced on the topic which

sought to explain the multicultural impact higher education had on society.

In addition to cultural and societal demands, higher education doctoral programs gained

in academic stature with the flow of research dollars (Palinchak, Kane, & Jansen, 1970). "Earl

McGrath's institute at Columbia and T.R. McConell's Center at Berkeley thrived because of the

success in acquiring external funding from foundations and the federal government" (Dressel &

Mayhew, 1974, p. 21). The U.S. Department of Education, the Ford Foundation, and the

Carnegie Commission were all early funding sources for doctoral programs in the study of and/or

administration of higher education and provided scholars with the tools to provide a plethora of

research studies on the stakeholders of higher education including students, parents, community,

state legislatures, and federal government.

The result of these initiatives have created a steady growth in the number of graduate schools in the United States that have authorized the establishment of doctoral degree programs in the study of and/or administration of higher education "as a distinct field of study" (Dressel & Mayhew, 1974, p. 23). According to the Association for the Study of Higher Education (ASHE, 2010) program directory for institutions reporting in 2008-2009, 131 institutions of higher education in America awarded one or more doctoral degree in the study of and/or administration of higher education. Forty-three institutions offered the doctor of education degree (Ed.D.); 51 institutions offered the doctor of philosophy degree (Ph.D.); and 37 institutions offered both the Ed.D. and the Ph.D. degrees. However, due to several factors (e.g., date established, specific purpose, faculty allocated to program, focus on full-time vs. part-time students, etc.), there has been little consistency between the missions, curricula, and delivery methods utilized by doctoral programs in the study of and/or administration of higher education since the first report by Dressel and Mayhew (1974) in their seminal study.

Statement of the Problem

Although the study of and/or administration of higher education has grown tremendously over the last three decades, little is actually known about the missions, curricula, and modes of instruction of the 131 doctoral programs in higher education that now exist in American Higher Education. Several articles and books have been produced to document the early history of higher education as an academic area of interest (Burnett, 1972; Clark, 2000; Cremin, 1978; Dressel & Mayhew, 1974; Harris, 2007; Wright, 2007). However, only a few other reports have attempted to document and compare selected portions of doctoral programs in the study of and/or administration of higher education (Bizzoco, 1998; Chukwuemeka, 2004; Crosson & Nelson, 1986; Lail, 1998; Nelson, 1991). Additionally, there have been no published studies since Fife

(1991) attempting to comprehensively document and compare doctoral curricula in the study of and/or administration of higher education.

Purpose of the Study

The purpose of this study is to add to the knowledge base of the profession by surveying the 131 institutions as identified by the ASHE (2010) *Higher Education Program Directory*, as to their current missions, curricula, and modes of instructions to determine not only the field's current status, but also to determine whether there has been any significant change in the field since Dressel and Mayhew's (1974), Crosson and Nelson's (1986), and Fife's (1991) studies.

Research Questions

In order to accomplish the purpose of the study, the following research questions are addressed:

1. What are the dominant missions of higher education doctoral programs in the United States and have these missions changed since the seminal study conducted by Dressel and Mayhew in 1974?

2. What are main curricula requirements and offerings of doctoral programs in the United States and have these curricula offerings significantly changed since Jonathan Fife's study in 1991?

3. To what degree have doctoral programs in higher education adopted the use alternative course and program delivery methods (e.g., online courses delivery, executive/weekend format for program delivery, and/or 100% electronic course delivery)?

Theoretical Framework

The theoretical framework for this study is based upon Bolman and Deal's (1991) four frames model of organizational attributes. The first model, called the structural frame,

"emphasizes the importance of formal roles and relationships…commonly depicted by means of organization charts…created to fit an organization's environment and technology" (Bolman & Deal, 1991, p. 15). These types of organizations have clear rules and policies outlining their respective duties and functions. Most often, observers might look at this model as being very rigid and highly bureaucratic. Bolman and Deal (1991) reported the early works of organizational theorists Frederic W. Taylor (e.g., time and motion studies) and Max Weber (e.g., patrimony organizations) helped them to lay the foundation for this type of organizational perspective.

Their second model, called the human resource frame, "starts with the fundamental premise that organizations are inhabited by individuals who have needs, feelings, and prejudices...skills and limitations…great capacity to learn, as well as sometimes greater capacity to defend old attitudes and beliefs" (Bolman & Deal, 1991, p. 15). This model focuses on the relationship between the organization and its employees. Its premise is that when an employee feels good about the work he/she is doing and contributing to the organization, productivity will increase. However, the opposite effect can occur when an organization implements practices or policies that employees feel are insulting or dehumanizing. For example, some employees might steal from employers in either time (e.g., tardiness, extended lunch hours), money (e.g., embezzlement), and/or property (e.g., pilfering) when they feel unfairly treated. The human resource perspective of Bolman and Deal (1991) was influenced by Abraham Maslow (e.g., hierarchy of needs), Douglas McGregor (e.g., Theory X and Theory Y), and Chris Argyris (e.g., self-actualization trends).

A third model of the organizational perspective outlined by Bolman and Deal (1991) is the political frame. "The political frame asserts that, in the face of enduring differences and

scarce resources, conflict among members of a coalition is inevitable and power inevitably becomes a key resource" (Bolman & Deal, 1991, p. 187). An additional assumption of this frame purports that bargaining and negotiation is very important among rivals who jockey for position and build coalitions as needed to meet a desired goal. This frame is influenced heavily, of course, by political scientists who "view organizations as arenas in which different interest groups compete for power and scarce resources" (Bolman & Deal, 1991, p. 15). Furthermore, Bolman and Deal pointed to the unscrupulous actions of Machiavelli's Prince to better illustrate the political intrigue and sophistry that is required to conduct business affairs in this realm.

Bolman and Deal's (1991) final model is the symbolic frame. This perspective "treats organizations as tribes, theater, or carnivals. In this view, organizations are cultures propelled more by rituals, ceremonies, stories, heroes, and myths rather than by rules, policies, and managerial authority" (Bolman & Deal, 1991, p. 17). Participants in this frame are viewed as actors and the organization is the stage to which these individuals perform. The audience is those individuals who observe the actors' performances and form realities based upon what they see occurring. However, these opinions are not always accurate and problems occur when performances are not viewed as being good.

Murrel and Davis writing in Fife's (1991) book on the then status of doctoral programs in the study of and/or administration of higher education postulated that those doctoral programs' missions, organizational structures, and curricular development may have been significantly influenced by which models were operating at each institution at the time of the doctoral programs original inception and again during the later stages of the programs' development. They further hypothesized that the three program types developed by Dressel and Mayhew (1974) in their seminal study of graduate doctoral programs in the study of and/or administration

of higher education are roughly equivalent to the first three model types later developed by Bolman and Deal (1991). The results obtained from this study were analyzed to see if Bolman and Deal's four frames could still be applied to typing or categorizing current missions of doctoral programs in the study of and/or administration of higher education.

Significance of the Study

This study contributes to the field of higher education by documenting the 2010 ASHE doctoral program missions, curricula, and modes of instruction. This knowledge might help not only to maintain a historical evolutionary record of the development of doctoral programs in the study of and/or administration of higher education in the United States but might also prove useful to those individuals who contemplate a career in graduate teaching and research in such specific academic programs in 21st century institutions of higher education. As with any profession, the ability of its members to periodically assess its mission, educational training, and future development is essential to the longevity and success of its existence.

Definition of Terms

The following definitions of terms were applied to this study.

Carnegie classification. A typology that categorizes institutions of higher education as it relates to their institutional mission and focus.

Curricula. Course offerings by an academic program that leads to either a doctor of education degree or doctor of philosophy degree in the study of and/or administration of higher education.

Doctoral program. The academic unit within a college or university that directly administers the doctor of education degree and/or the doctor of philosophy degree in the study of and/or administration of higher education.

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Executive format delivery of course/program. Instructional format where by doctoral students physically attend classes together as a group throughout their program. Classroom interaction is usually one weekend a month.

Fully electronic delivery of course/program. Instructional format that allows a doctoral student to take 100 % of his/her coursework online without having any physical classroom instruction to attend.

Higher education. An academic field of study that trains professionals as scholars or administrators in the area of college and university administration.

Hybrid delivery of course/program. Instructional format that allows a doctoral student to both physically attend class as well as take instruction through electronic means (e.g., online).

Mission. The type of academic endeavor (e.g., research, teaching, and service) a particular doctoral program in the study of and/or administration of higher education wishes to pursue.

Private institution. A college or university that does not directly receive financial support from the state and is classified as a not-for-profit entity.

Public institution. A college or university that receives financial support by the state and its taxpayers.

Limitations

This study was limited to the accuracy of the ASHE (2010) program directory which identifies doctoral programs offering the doctor of education and doctor of philosophy degrees in the study of and/or administration of higher education. For example, if an institution did not include their directory information (including university name and/or contact) with ASHE, the doctoral program was not included in this study. Consequently, the survey results were impacted

by a lower response rate of institutions only offering the doctor of education degree. Less than half (47%) of Ed.D. only institutions responded to the survey as compared to the 58% response rate of institutions offering only the Ph.D. degree, and the response rate for those institutions offering both the Ed.D. and the Ph.D. degrees was 68%.

Additionally, the study was limited in comparing mission types historically, since the original work of Dressel and Mayhew (1974) did not include a comprehensive list of each of the 67 institutions with their designated mission types. Further, the identification and accuracy of mission type was limited to the responses provided by each institution. No further analysis was conducted to verify the accuracy of the reported mission type. The assumption was that the reported type was accurately provided and represented by the participants.

Delimitations

The study was restricted to surveying the 131 institutions who offered one or more doctoral programs in the study of and/or administration of higher education as outlined in the ASHE (2010) program directory. Additionally, the study restricted curricula as only one indicator of program emphasis.

Further, this study was focused exclusively on doctoral programs in the study of and/or administration of higher education. Universities that offered only master's degrees in higher education, student affairs, or community college administration were not included, nor were any graduate certificate programs surveyed. Finally, the study was restricted to doctoral programs in the United States only at not-for-profit public and private universities.

Organization of the Study

This study is organized into five chapters. Chapter 1: Introduction provides a theoretical basis for the issues involved with this topic, the purpose of the study, statement of the problem,

research questions, significance of the study, definition of terms, and limitations and delimitations of the study. Chapter 2: Review of Related Literature provides the current literature on topics specifically related to missions, curricula, and modes of instruction in doctoral programs whose stated purpose is the study of and/or administration of higher education. Chapter 3: Methodology outlines the data collection procedures, research design, sample, research instrument, and procedures for data analyses. Chapter 4: Results reports the data collection and response rate, the descriptive data, and the statistical analyses of the data. Chapter 5: Conclusions, Discussion, and Recommendations summarizes the findings, provides conclusions on the practical significance of the study, discusses some of the findings in greater detail, and recommends areas for further consideration and investigation.

CHAPTER 2

REVIEW OF RELATED LITERATURE

The purpose of this chapter is to provide a review of the previous research regarding the establishment of higher education as an academic field of study, and subsequently, the granting of doctoral degrees in the field. The chapter is organized into three sections. Section 1 examines the various missions of doctoral programs whose stated purpose is the study of and/or administration of higher education. It describes the various types of students these degree programs were designed to help prepare as educational leaders, and the primary professional path their graduates were intended to pursue. Section 2 introduces the emergence of electronic delivery of coursework as well as other non-traditional classroom modes in the doctoral program. Various types of instructional methods are discussed. Section 3 reviews the curricula of doctoral programs whose stated purpose is the study of and/or administration of higher education.

Missions of Higher Education Doctoral Programs

In their seminal work on the various types of doctoral programs in the study of and/or administration of higher education in existence in the U.S. until 1973, Dressel and Mayhew (1974) outlined three distinct types of programs that existed at that time. This first type of program was generally found in leading universities where the mission was to have a national prominence with a strong, productive research faculty that had an agenda of promoting the study of higher education as an academic discipline. Typically, this type of doctoral program was housed in its own department and faculty were predominately full time, tenured or tenured track. The primary focus was on doctoral students and their ability to master the techniques of independent research and subject mastery.

Programs such as these sought to "recruit students from all over the United States and from abroad and similarly (sought) to place graduates over a widely dispersed geographic region" (Dressel & Mayhew, 1974, p. 33). These students were almost exclusively engaged in full-time study and were financially supported by the department as graduate assistants. It was expected that these students would be engaged learners by attending and presenting at conferences, publishing journal articles, and some may even have taught undergraduate or master's level courses. Dressel and Mayhew (1974) further stated that "examples of this type of program (were) found at UCLA, Stanford University, UC-Berkeley, University of Michigan, Michigan State University, University of Minnesota, the SUNY-Buffalo, Teachers College, Columbia University, Florida State University and the University of Texas" (p. 33).

The second type of program that offered a doctoral degree in the study of and/or administration of higher education, categorized by researchers Dressel and Mayhew (1974), differed significantly from the Type I program in both scope and focus. For instance, the Type II program was found primarily in regional, public institutions whose primarily mission was to serve the part-time, professional student. The majority of these students were already employed in either the community college or four-year institutions as faculty or staff administrators. The overwhelming reason for this type of student to pursue a terminal degree in the study of and/or administration of higher education was for professional advancement within their own institution.

Dressel and Mayhew (1974) further explained that the Type II program had a small, cohort of full-time tenured or tenured track faculty and that adjunct instructors and/or university administrators were used most often to supplement the teaching schedule. These programs were usually administratively combined with other educational degree programs (e.g., secondary

education, educational psychology, educational policy, etc.) in a larger academic department. The application of practical administrative techniques and theories were most likely to be the focus of the curriculum. Doctoral students were generally not required to publish their work nor present their research at conferences. These types of doctoral students also tended to have limited interaction with their faculty advisors and were less likely to become engaged in scholarly research after graduation.

The third type of doctoral program in the study of and/or administration of higher education typically did not fall within a typical administrative structure like most degree granting programs. The faculty for this type of doctoral program was pulled from other established academic departments at the institution to teach in this specific degree program to a small number of enrolled students. Furthermore, these were usually part-time students from community colleges in the area (Adams, 1991, p. 37). However, Dressel and Mayhew (1974) also cited that some institutions would have used this type of program to develop a separate research unit in order to publish and conduct applied research (p. 34). Since this academic unit was outside the typical administrative structure, it most likely reported to a vice president for academic affairs/provost or another senior officer over research (e.g. vice president for research or graduate dean) rather than a dean of a particular school. See Appendix A for a complete list of participating institutions in the Dressel and Mayhew (1974) study.

Davis, Faith, and Murrell (1991) acknowledged the various characteristics of each doctoral program in the Dressel and Mayhew (1974) typology. However, Davis et al. advocated that all three types of doctoral programs should prepare graduates to be "reflective practitioners" and foster a "mentoring community" among each other (p. 66). Davis et al. stressed that the profession did not benefit as a whole if the divide between the higher education practitioner and

scholar was perpetuated. Furthermore, these authors recommended that programs with higher reputations (Type I) should partner with less prestigious programs (Type II) and "support quality, program integrity, and the long-term developmental needs of the field and of the programs themselves" (p. 66).

Crosson and Nelson (1986) attempted to replicate the initial study of Dressel and Mayhew by identifying the missions and goals of doctoral programs in the study of and/or administration of higher education at that time. Unfortunately, while conducting their investigation, Crosso and Nelson found that "it was impossible" to use those three categories to place their findings (p. 338). After identifying 72 doctoral degree programs meeting the criteria of the seminal study, 65 program directors responded to their survey. Crosson and Nelson found that the "major purpose of their programs [was] to prepare leaders for higher education….a second objective: preparing people for faculty or research positions involving the scholarly study of higher education" (pp. 338-339).

Emergence of Electronic Modes of Instruction in Higher Education Doctoral Programs

Ivankova and Stick (2007) acknowledged that online learning changed how universities and colleges deliver their educational product to students. Since the introduction of electronic delivery of courses in the early 1970s via microwave antennas, institutions of higher education have taken steps to continually update their instructional content in order to meet the demands of the educational market. However, Koontz, Li, and Compora (2006) stressed that the main goal of all distance education providers should be to provide a quality product to students, not just introduce new technologies.

The introduction of online courses and even online degree programs in the early 1990s not only changed the method by which instructors taught but required institutions to invest

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heavily in advanced information technology devices to offer such formats. This information technology infrastructure was required to support electronic documents being sent back and forth from professor to student; to provide instantaneous communications if it utilized a web chat devise; to record and maintain previous work submitted by an online student; and to have the potential to stream live or recorded video via the web. In some instances, a virtual professor, that is, a three-dimensional image of an instructor, could have been beamed into a classroom allowing students to view and interact with it.

The use of online courses and degree programs also attracted working professionals whose personal and professional commitments prevented them from physically attending a facility located some distance from their home or place of employment. Ivankova and Stick (2007) also suggested that the demand for professionals to constantly upgrade their knowledge and skill base helped contribute to the increased demand for online programs and certifications.

One early doctoral program that utilized an electronic mode of instruction in the study of and/or administration of higher education that Ivankova and Stick (2007) highlighted was the University of Nebraska-Lincoln. It delivered online education courses to Guam in early 1990. They reported that delivering these courses in the beginning was troublesome with many technical issues with internet service interruption and no full-time technical support. However, since the initial launch, the program and instructional technology have improved.

In 2006, Ivankova and Stick (2007) reported that the program in educational leadership and higher education in the department of educational administration flourished when 228 students pursed the doctor of philosophy degree and 38 students pursued the doctor of education degree. Additionally, there were 62 other students who pursued a joint doctor of education degree with the Lincoln campus and the Omaha campus of the University of Nebraska.

Furthermore, they reported that between May 1998 and May 2006, the doctoral programs had graduated 231 students. The majority of students ($n = 161$) earned the doctor of philosophy degree, while 70 students earned the doctor of education degree.

Although the University of Nebraska-Lincoln was one of the first doctoral programs in the study of and/or administration of higher education to utilize an electronic format for course delivery, several other doctoral programs followed. One such program was the University of North Texas. Although their doctoral program did not offer students the ability to complete 100% of the coursework online, the doctoral program did offer the majority of their doctoral core and base core courses in an online format.

<div align="center">Use of the Executive MBA Model</div>

Although the use of a cohort model for an executive master's in business administration (EMBA) program has been place for over 40 years, its use in doctoral programs in the study of and/or administration of higher education is a fairly recent trend. One such program that began in the early 1990s that utilized this model was Baylor University's College of Education, Scholars of Practice Program. This cohort only model brought professionals from both K-12 and higher education to the main campus in Waco, Texas, for one weekend a month to take courses leading toward a doctor of education degree in the study of and/or administration of higher education. This doctoral program had three unique summer learning experiences that lasted two weeks each and gave students the opportunity to travel and engage professionally with various educational leaders at the state, national, and international levels (S. Summers, personal communication, October 17, 2009). In 2002, this doctoral program was phased out and only their master's program in higher education remained.

Another doctoral program in the study of and/or administration of higher education that offered the cohort format was George Washington University's doctor of education program. In addition to their traditional track program located at the Foggy Bottom campus in Washington D.C., they offered a cohort class for doctoral students at their Virginia campus. This program required students to meet once a month on the weekends and attracted academic professionals throughout the nation. An added attraction for prospective students was the location of this campus. It was housed across from Dulles International Airport in Virginia, with hotel accommodations available at a reduced rate for weekend participants. Admission requirements were the same for both the Foggy Bottom and Virginia campuses and the full-time faculty were required to teach in both programs (George Washington University, n.d.).

The use of the cohort model was not restricted to programs that offer the doctor of education degree exclusively. The doctor of philosophy degree also was offered in this format. For instance, Colorado State University offered a Ph.D. in education and human resource studies as part of their college and university leadership cohort program. This program targeted individuals who wished to seek advancement within institutions of higher education. It was structured so that students would travel to the main campus in Fort Collins, Colorado, for approximately two weeks in the summer and then for two days in January to meet residency requirements. Otherwise, doctoral students utilized online learning for all their required coursework (Colorado State University, n.d.).

McPhail, Robinson, and Scott (2008) examined the cohort learning model using a doctoral community college leadership program for their study. Of the 50 students enrolled in the program, 20 participated in a focus group. McPhail et al. found that students had both positive and negative experiences while they pursued their degree. Some of the positive

attributes cited about this format was the interaction with scholars in the field; the ability to network with other professionals; the strong sense of community and support of each other; and the structured environment was conducive to staying motivated and progressing towards course completion. Some of the negative feedback shared was that some cohort members did not meet their obligations to other class members during group activities; some students monopolized the class time with specific personal questions; some faculty members were still teaching in the traditional method of lecturing for long periods of time; and classroom facilities needed to be upgraded to accommodate this format (McPhail et al., 2008).

Despite those negative comments, Chairs, McDonald, Shroyer, Urbanski, and Vertin (2007) found that successful cohort programs fostered a "sense of belonging" among members; provided students with opportunities to share and network together professionally; taught students how to apply classroom theories; and promoted "professional confidence" within their students (Background, para. 8). Chairs et al. also discovered that the cohort model was very successful for the adult learner.

The Curricula of Doctoral Degree Programs in Higher Education

The foundation of any academic discipline or profession begins with a set of core beliefs and practices. Once adopted, those core principles provide the foundation from which the group transfers knowledge to its members. Hence, as the study of and/or administration of higher education evolved into an academic area of scholarship, certain core courses were developed by early educators to provide some type of cohesion to this emerging discipline.

Goodchild (1991) reported that three themes emerged in the study of and/or administration of higher education curriculum as the early programs developed in 1893 through 1960. The first theme was that the faculty "used theoretical principles to structure their curricular

offerings" which began primarily because of G. Stanley Hall's usage of "psychological principles to structure Clark University's curricular offerings in higher education" (p. 29). Hall was a developmental psychologist by training and thus drew upon that academic discipline to structure early courses. Furthermore, Goodchild (1991) stated that Ralph Tyler, a well-known educator in educational evaluation and the former department chair of education in 1938 "achieved a social science approach to the study of education at the University of Chicago by the 1940s and thereafter" (p. 29).

Goodchild (1991) stated that the second theme that emerged in the higher education curriculum was the introduction of courses like those at Teachers College (Columbia University), Ohio State University, the University of Chicago, the University of California at Berkeley, and the University of Michigan that were "shaped by the practical needs of administrators and faculty" (p. 29). This curriculum was implemented in order to provide an applied foundation for students pursuing education as a profession. Goodchild noted that by the 1950's the debate over "theory versus praxis had emerged fully" and that the majority of doctoral programs in the study of and/or administration of higher education had adopted that focus (p. 29). Goodchild identified the third theme in higher education curricular development was "using applied research to create curricula (that is, combing research findings based on practical needs)…" (p. 29). Goodchild added that the "best higher education examples of this development may be seen in the areas of organizational theory, curriculum, and student personnel (for example, psychological concepts)" (p. 29).

As doctoral programs in the study of and/or administration of higher education developed and the number of programs grew to 67 in 1974, according to Dressel and Mayhew (1974), the debate over degree requirements and program focus emerged. Many programs wanted to remain

solely a research intensive producer of new theories and scholarship. However, others wanted to remain focused on their mission of educating future professionals to work in educational institutions. This schism in the profession led to some programs in the study of and/or administration of higher education to offer two separate types of doctoral degrees. Programs recruited students whose career goals and professional objectives meshed with their focus. Additionally, specific course requirements, number of credit hours required, type of dissertation completed were all metrics used programs to determine which degree was the best fit for a student.

The two degree types offered were the doctor of philosophy degree and the doctor of education degree. Traditionally, a student pursued the Ph.D. degree in the study of and/or administration of higher education to research various aspects of higher education and develop new theories about the profession. This individual wanted to update knowledge about the profession through conducting independent research and disseminating the discovery through published works or presentations. Unlike the research oriented nature of the Ph.D. degree, the doctor of education degree focused on the practical application of knowledge. However, this early mark of distinction has not always held true. Dressel and Mayhew (1974) found that despite the two distinct degree types, many programs geared their Ph.D. degrees toward "the preparation of administrators, teachers, or other personnel in a manner which other universities would insist is the function of an Ed.D." (p. 54). Therefore, with the blending of missions and purposes, the ability to distinguish between the two doctoral degree types has become more difficult.

When Dressel and Mayhew (1974) reviewed the curricula of their study's 67 doctoral programs of higher education, they found that only three to six core courses were designated

requirements to earn the doctoral degree. They found the typical courses included: "Foundations (Nature, Issues) of Higher Education, Student Personnel Work, Community College, and Administration….American College and University, History and Current Issues, Research on the College Student, Academic Program, and Organization and Administration, Research Seminar (sic)" (p. 62). However, in a later study, Fife (1991) decided to reexamine the latest course inventory for doctoral programs in the study of and/or administration of higher education. Through his research, Fife developed a new curricular model for the doctoral curriculum. Fife outlined eight conceptualized areas where these higher education courses should be placed. The areas identified were: "Introductory/Foundation, Theory, Application, Clinical/Internship Experiences, Synthesis, Research Skills, Dissertation Research, and Continuing Professional and Lifelong Learning" (p. 78).

According to Fife's (1991) model (see Figure 1), the first conceptual area was called the introductory/foundation category, and these courses were "designed to give a broad review of relationships" and provide a basic understanding of higher education as a field of study (p. 78). For instance, a course title under this category would have included history of higher education, administration in higher education, or introduction to student personnel work.

The second category listed by Fife (1991) was called theory. These courses allowed the doctoral student in higher education to "move from a broad based background of introductory and foundation courses…to theory courses that reviews in depth the theoretical, conceptual, and research knowledge underlying specific concepts" (p.78). Examples of these types of courses would have included research on students in higher education, theories of student personnel administration and leadership, or administrative decision making in higher education.

The third category was called application. An application course was "more oriented toward skills but in many cases (were) highly interdependent with theory courses" (Fife, 1991, p. 78). One example of this type of course would have been called planning in higher education or policy issues in American higher education.

The fourth category was called clinical/internship experiences (Fife, 1991). This type of course would have been a paid or non-paid administrative internship with a local community college or university where the doctoral intern would have gained valuable knowledge under the mentorship of a senior educational leader. The doctoral student would have had the opportunity to apply his/her knowledge of theoretical understanding of higher education in a professional setting.

The fifth category was called synthesis (Fife, 1991). These types of courses were generally offered at the final stage of the doctoral degree program and were "designed to bring together into a conceptual whole the various theories and administrative skills" offered in one's doctoral program (Fife, 1991, p. 78). In this type of capstone course, the doctoral students would see how everything might fit together and then develop a core understanding of the profession.

The sixth category was called research skills (Fife, 1991). These courses were created to immerse the doctoral student in the essence of understanding and conducting research in higher education. Additionally, these courses would supply the basic tools for doctoral students to begin their own independent research. Examples of these types of courses would have been called educational statistics and research, survey research, or research in higher education.
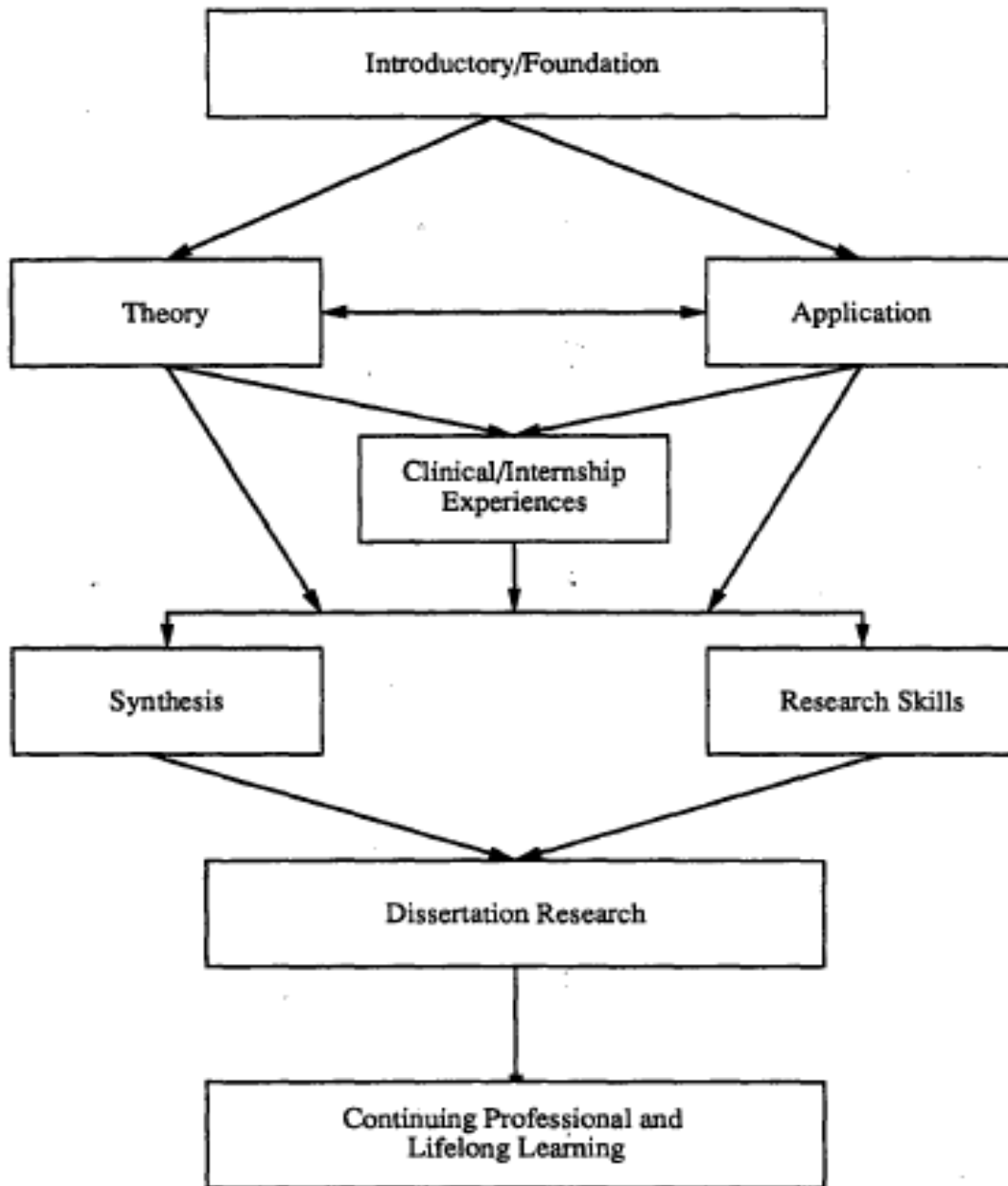
Figure 1. Conceptual framework of course offerings in programs of higher education administration from Fife (1991, p. 79).

The seventh category was called dissertation research (Fife, 1991). This type of course was focused on exploring a topic for independent research, the theories behind the study, and

other methodological applications in order to produce a quality, publishable dissertation. All doctoral programs in the study of and/or administration of higher education had a course for the preparation of the dissertation. However, the format for each course varied. For instance, some doctoral programs in higher education, such as the Curry School of Education at the University of Virginia, designated a course called EDLF 9810: Research Seminar in Higher Education for "advanced doctoral students, in which they develop research topics and strategies and write the qualifying paper" (Center for the Study of Higher Education, 2010, Degree Requirements, para. 3).

The final category that Fife (1991) outlined in his curricular model was called continuing professional and lifelong learning. Fife said many doctoral programs in the study of and/or administration of higher education have offered special conferences or workshops targeting both senior and mid-level administrators. One such higher education program was housed thorugh Harvard's Institutes of Higher Education. In the past, it has provided management development programs for deans and directors as well as specialized training for new college and university presidents.

Although previous researchers identified themes and commonalities within the doctoral curriculum, many scholars felt deficiencies existed. For instance, Bray (2007) concluded that the role of doctoral programs in the study of and/or administration of higher education traditionally was for the production of new scholars in the field of higher education as faculty members and/or administrative professionals working in academe. However, he advised that graduates of doctoral programs in the field were viewed with less prestige than graduates of other doctoral programs (Bray, 2007; Townsend & Wiese, 1991). The reason cited for this academic slight is that other disciplines and fields of study employ crystalized concepts, core knowledge, and

values but higher education tends to borrow in an interdisciplinary manner from other disciplines including sociology and psychology for explaining phenomena.

Additionally, Crosson and Nelson (1986) discovered in their study of 72 doctoral programs in the study of and/or administration of higher education that a significant amount of scholarship in the field drew "much of its content from the disciplines, particularly, economics, history, philosophy, political science, psychology, sociology, and/or other fields of management, organizational studies and business administration" (p. 339). Furthermore, they cited that many of the programs surveyed relied extensively on other courses outside of the field to meet degree requirements. In a later study of 1,100 randomly selected senior level administrators, Townsend and Wiese (1991) found that a lack of core concepts and common practices in the field of higher education contributed to an illegitimate perception of the degree by other academic disciplines.

> In an academic culture that emphasises disciplinary specialization and competence and that has no widely accepted measures of administrative competence, it may be strategic for individuals interested in pursuing higher education administration to pursue a doctorate in an academic discipline and then pursue a postdoctoral study in higher education administration" (Townsend & Wiese, 1991, p. 12).

Dressel and Mayhew (1974) claimed the major weakness they saw in the curricula of early higher educational doctoral programs was the "course content" (p. 111). They described that the majority of courses were only describing general observations and focused only on trivial matters relating to current affairs in higher education.

> Except for the courses on the history of higher education which adopt a chronological framework, courses rarely appear to present a consistent framework or a consistent set of theoretical presuppositions. In part, this reflects the descriptive quality of much of the available literature, and it obviously reflects the fact that, as a young field of study, the basic descriptive data on higher education is still being collected. (Dressel & Mayhew, 1974, p. 11)

Wright (2007) acknowledged in her study similar concerns that Dressel and Mayhew had about the field lacking a general body of knowledge, a unique vocabulary, specific techniques for

theory testing, a standard methodology for research, and practices for replication of previous research. However, Wright felt that borrowing from the other social science disciplines helped move the field more towards meeting the criteria of a "specialized field of study" (p. 20).

More importantly, Wright (2007) stressed that this field of study (i.e., the study of and/or administration of higher education) was unlike others since higher education students come from various academic backgrounds and that the higher education graduate program of study should enable practitioners to acquire the knowledge and skills needed to understand the domain in which they operate or will operate; to master the information that they must command; to provide effective leadership for their organizations; and to do a better job. Wright argued that:

> These programs of study should also equip graduates with the broad administrative and management skills, and leadership capabilities that are crucial for sustaining them as members of the profession through periods of uncertainty and instability that have become quite common in the 21st century. (p. 26)

CHAPTER 3

METHODOLOGY

This study investigated the development and the 2010 status of doctoral programs in the study of and/or administration of higher education within the United States. In this investigation, through electronic measures, 131 institutions that offered one or more doctoral degree programs in the study of and/or administration of higher education as outlined in the 2008-2009 Association for the Study of Higher Education (ASHE, 2010) directory of programs in higher education were surveyed. The survey sought each institution's responses regarding their program mission, their curricula, and their modes of instruction which included online education, cohort and weekend formats, and traditional courses.

Research Design

The research design for this study was a descriptive, comparative statistical analysis. More specifically, the study gathered descriptive statistics on a selected national sample of 131 doctoral programs engaged in the study of and/or administration of higher education from throughout the United States. The research design included a statistical comparison of these data to previously published research from 1974 and 1991 to determine the extent to which these doctoral programs have changed over the past 35 and 18 years respectively.

Population and Sample

The population for this study was the 131 institutions that offered one or more doctoral degree programs in the study of and/or administration of higher education as listed in the ASHE (2010) *Higher Education Program Directory*. An electronic survey delivered through SurveyMonkey was utilized to solicit responses from the 131 institutional program coordinators/directors whose doctoral programs engaged in the study of and/or administration of

higher education. Each doctoral program coordinator/director's name, email address, and higher education institutional affiliation was entered into SurveyMonkey. For each individual contact name, an initial e-mail request was sent seeking their participation in the survey with a link to the online website where the questionnaire was stored. Additionally, all participants were assured that all responses would be kept confidential and that data would only be presented in the aggregate. Participants were also asked to complete the survey as soon as possible. Appendix B contains the list of doctoral programs that was surveyed for this study.

The survey was first administered in mid-April 2010. In this email, program coordinators/directors were introduced to the study and asked to complete the electronic survey by selecting the hyperlink which led them to the online questionnaire. Also, included in this introductory email, was an option that allowed each participant to "opt-out" of this survey. Of the 131 institutions surveyed, three universities selected this "opt-out" feature and no further information about the survey was sent to them.

With this initial request, 35 institutions submitted their completed questionnaires. Approximately one week later, a second request was sent out via the SurveyMonkey database to the same group of doctoral program coordinators/directors who had not previously returned their questionnaire, asking for their assistance to complete the survey. This follow up request yielded an additional 34 institutional responses. The final request soliciting participation was sent approximately three weeks later to those program coordinators/directors who had not yet responded to the initial or second requests. The final request email informed the remaining institutions of the response rate of 56% at that time, encouraged them to participate in the study, and advised them that the survey would be closed in mid-May. This final e-mail reminder yielded seven additional institutional responses. The final count totaled 77 institutions who

offered one or more doctoral degrees in the study of and/or administration of higher education

participating and resulting in a response rate of 62%. Appendix C contains the initial survey

request with cover letter, the second follow up letter, and the final follow up letter. Additionally,

the survey is located in this Appendix D.

Survey Instrument and Cognitive Interviewing Technique

The survey instrument was constructed using an expert panel of three full-time faculty

members who taught in various graduate programs that offer a graduate degree in the study/and

or administration of higher education. Two members of the panel taught at a master's level only

program in the area of student affairs and higher education. The first expert panelist was a senior

faculty member from a private university in the South who taught courses in the area of higher

education, chaired several dissertations, and held the most senior appointment at two separate

community colleges. The second panelist was a junior faculty member in the field teaching at a

medium sized public university in the South who was well published and has served on a few

dissertations in the field. The third expert panelist was from an institution whose doctoral

program in the study of and/or administration of higher education was under development, so it

was not included in the ASHE (2010) program directory. However, this panelist has 10 years of

experience in academe and published frequently since obtaining the doctorate.

The expert panel reviewed this researcher's questions and critiqued the survey instrument

for clarity and face validity. Additionally, the panel checked the questionnaire for the amount of

time it would take for each respondent to complete the survey. The recommendations from the

expert panel were incorporated into the survey instrument.

The design of the survey instrument and the technique used to secure face validity for the

construction of this questionnaire was based on the cognitive interviewing theory. Willis (1999)

said this theory was first developed by psychologists during the 1980s to address the concerns of errors being detected in survey questionnaires. He outlined four unique features of this method. The first feature of this approach focused on being more concerns with the appropriateness of the survey questions rather than how the survey is administered. A second feature of this method was that "it explicitly focuses on the cognitive processes that respondents use to answer survey questions; therefore, covert processes that are normally hidden, as well as overt, observable ones are studied" (Willis, 1999, p. 1). A third factor involves recruiting and interviewing all participants in the cognitive interview in a setting that was conducive to soliciting feedback. The final feature of this method requires the "recruitment of subjects target persons with specific characteristics of interest" (Willis, 1999, p. 1).

Drennan (2003) discussed the benefits of using this method for pre-testing the questionnaire with certain groups to reduce the non-completion rate and develop better questions tailored for specific populations. Drennan explained that "through the process of cognitive interviewing the process question completion can be viewed from the perspective of the respondent rather than the researcher" (p. 62). Furthermore, Drennan added that this method "allows the researcher to gain insight into the problems that may not have been anticipated prior to the general distribution of the questionnaire. It also ensures that the data computability in that the majority of respondents will interpret questions in the same way" (p. 62).

Ouimet, Bunnage, Carini, Kuh, and Kennedy (2004) utilized the cognitive interviewing techniques to establish the validity of the National Survey of Student Engagement (NSSE) survey instrument which collected data on students' college experiences. Ouimet et al. found that through focus groups and expert advice, they were able to improve the original instrument through item clarity, survey appearance, and accuracy of responses. Ouimet et al. noted that

future researchers could use a similar approach to "examine the properties of survey items" (p. 248).

Using the above method, this researcher used the cognitive interview method to design a survey that elicited responses from faculty members serving as program coordinators/directors of their respective doctoral programs that engage in the study of and/or administration of higher education. Additionally, this survey followed the Gall, Gall, and Borg (2003) methodology for conducting this type of survey research which outlined measures for ensuring that a statistical significance sample size is represented. Gall et al. acknowledged that a 50 % return yield is what is expected for comparable surveys. They further concluded that if a 50 % return rate was not achieved during the first 30 day response period, then additional follow up e-mails should be sent as necessary to achieve a minimum of a 50% return rate. As previously noted, this type of procedure was employed in this researcher's methodology in order to secure the minimally acceptable response rate. Furthermore, a third and final request was deployed in order to achieve a more robust sample size.

<div align="center">Data Analyses</div>

The data were analyzed using the SPSS 18.0 statistical and data management package. Descriptive statistics (mean, median, mode, frequencies, etc.) were run for all subjects to determine patterns, trends, and similarities and differences. Pearson r correlation coefficients were computed between the doctor of philosophy and doctor of education curricular offerings. Additionally, the coefficients between those programs that have primarily a full-time student clientele and those programs that have primarily a part-time student clientele were examined. A correlation between mission type of doctoral program and part-time status of students was also calculated.

A *t*-test was utilized to measure the statistical significance of any difference reported relative to program missions on this survey instrument with the three missions' characteristics reported by Dressel and Mayhew in their 1974 study. Additionally, a *t*-test was run between the required courses and non-required courses for both the doctor of education and the doctor of philosophy degrees.

CHAPTER 4

RESULTS

This chapter presents the findings of the study. It is organized into five sections. The first section relates to the population studied and the sample data received. The second section presents the findings of research question one. The third section presents the findings of research question two. The fourth section presents the findings of the research question three. The final section presents a summary of the research findings. When appropriate, additional supporting data is referenced in the appendices.

Population and Sample

The 2008-2009 *Higher Education Program Directory* listed 131 institutions that engage in the study of and/or administration of higher education (Association for the Study of Higher Education [ASHE], 2010). Of this number, six institutions of higher education are no longer offering at least one doctoral degree or are in the process of phasing out their existing doctoral programs in the study of and/or administration of higher education. This left 125 universities that offered one or more doctoral degree programs in the study of and/or administration of higher education.

From the remaining 125 institutions, a usable response from 77 institutions was received. Collectively, these 77 institutions offer 46 doctor of education degrees and 59 doctor of philosophy degrees in the study of and/or administration of higher education. These 77 responding institutions constitute a return rate of 62% of the total population. For a complete list of participating institutions and degree offerings, see Appendix B.

As Table 1 indicates, 75% of respondents who offer the doctor of education degree and/or the doctor of philosophy degree in the study of and/or administration of higher education

are located primarily at two types of Carnegie classified institutions: doctoral/research university and very high research activity. Likewise, universities classified as high research activity represent the remaining 25% of Carnegie institutions offering such a doctoral degree. Table 2 indicates that the majority (81 %) of these responding universities are state-supported public institutions of higher education, while only 19% are classified as private institutions.

Table 1

Carnegie Classification of Institutional Respondents

Carnegie Classification	*n*	%
Doctoral/Research University	31	40
High Research Activity	19	25
Very High Research Activity	27	35
Total	77	100

Table 2

Public and Private Status of Responding Institutions of Higher Education

Institution	*n*	%
Public	62	81
Private	15	19
Total	77	100

Of the 77 responding institutions, Table 3 shows that 23% (*n* = 18) of universities offer the doctor of education degree exclusively, while 40% (*n* = 31) of universities offer only the doctor of philosophy degree. However, 37% (*n* = 31) of universities continue to offer both the doctor of education and the doctor of philosophy degrees. As Table 4 indicates, these 77 institutions offer a total of 105 doctoral programs in the study of and/or administration of higher

education. The data also indicate the doctor of philosophy degree is the most awarded degree
type in the field.

Table 3

*Institutions Offering Doctoral Degrees in the Study of and/or Administration of Higher
Education*

Types of Degrees	n	%
Doctor of Education	18	23
Doctor of Philosophy	31	40
Both Degrees Offered	28	37
Total	77	100

Table 4

*Graduate Academic Programs Offering Doctoral Degrees in the Study of and/or Administration
of Higher Education*

Types of Degree	n	%
Doctor of Education	46	43
Doctor of Philosophy	59	57
Total	105	100

In addition to the types of degrees being awarded, the data indicate the majority (63%) of
academic programs listed have been awarding doctoral degrees between 10 to 39 years.
According to Table 5, less than 30% ($n = 21$) of institutions have been awarding the doctorate
degree for more than 40 years, and 4% ($n = 3$) of institutions have been awarding degrees for
more than 60 years.

Table 5

*Age of Doctoral Programs of Responding Institutions (*n *= 77)*

Age of Program	*n*	%
Less than 10 years	5	6
10 to 19 years	22	29
20 to 39 years	24	31
40 to 60 years	18	23
More than 60 years	3	4
Missing Data	5	7

Another characteristic about the responding doctoral institutions who offer the doctor of education and/or the doctor of philosophy degrees in the study of and/or administration of higher education relates to their selectivity in admitting graduate students. As Table 6 displays, 14% (*n* = 6) of graduate programs offering the doctor of education degree and 30% (*n* = 17) of graduate programs offering the doctor of philosophy degree identify themselves as highly selective in their admission of prospective students. Likewise, 79% (*n* = 35) of graduate programs offering the doctor of education degree and 68% (*n* = 38) of graduate programs offering the doctor of philosophy degree identify themselves as selective. However, three graduate programs offering the doctor of education degree and one program offering the doctor of philosophy degree identify themselves as non-selective in their admission process.

Table 6

Program Admission Criteria of Doctoral Programs in the Study of and/or Administration of Higher Education Totals and Frequencies

Degree Type	Program Admission Criteria			Missing Data	Total
	Highly Selective	Selective	Non-Selective		
Doctor of Education	6 (14%)	35 (79%)	3 (7%)	N/A	44 (100%)
Doctor of Philosophy	17 (30%)	38 (68%)	1 (2%)	N/A	56 (100%)
Missing Data	N/A	N/A	N/A	5	5 (100%)
TOTAL	23 (22%)	73 (69%)	4 (4%)	5 (5%)	105 (100%)

A final characteristic of the responding doctoral programs relates to the enrollment status profile (e.g., full-time or part-time study) of their student population. As displayed in Table 7, currently 33% ($n = 15$) of the Ed.D. programs have between one to 10 doctoral students engaged in full-time study while 30% ($n = 14$) of them have more than 10 full-time students enrolled. Another 22% ($n = 10$) of the responding Ed.D. programs have no full-time students currently enrolled despite the fact they offer a full-time study option.

Table 7

*Enrollment Profile of Doctor of Education Programs by Full-time Status (*n *= 46)*

Enrollment Status	*n*	%
None, part-time only Ed.D. Program offered	3	6
No full-time Ed.D. students enrolled	10	22
1 - 10 full-time Ed.D. students enrolled	15	33
More than 10 full-time Ed.D. students enrolled	14	30
Missing Data	4	9

However, the part-time student enrollment counts for the same Ed.D. programs are considerably higher than those for full-time numbers. Table 8 indicates that 65% (n = 30) of the Ed.D. programs have more than 10 full-time students. Likewise, only 8% (n = 4) of the Ed.D. programs offer the degree exclusively as a full-time program.

Table 8

*Enrollment Profile of Doctor of Education Programs by Part-Time Status (*n = 46)

Enrollment Status	n	%
None, full-time only Ed.D. Program offered	4	8
No part-time Ed.D. students enrolled	3	7
1 - 10 part-time Ed.D. students enrolled	6	13
More than 10 part-time Ed.D. students enrolled	30	65
Missing Data	3	7

In contrast, Table 9 provides the student enrollment status for the responding 57 doctor of philosophy programs. As displayed, 51% (n = 30) of the responding Ph.D. programs have between one to 10 students engaged in full-time study while 41% (n = 24) of them have more than 10 full-time students enrolled. There is only one program that has no full-time enrollment.

Table 9

*Enrollment Profile of Doctor of Philosophy Programs by Full-Time Status (*n = 59)

Enrollment Status	n	%
None, part-time only Ph.D. Program offered	2	3
No full-time Ph.D. students enrolled	1	2
1 - 10 full-time Ph.D. students enrolled	30	51
More than 10 full-time Ph.D. students enrolled	24	41
Missing Data	2	3

The part-time enrollment data for these Ph.D. programs show that 14% (*n* = 8) have

between 1 to 10 students enrolled. However, these numbers rise substantially for programs that

have more than 10 students enrolled. Table 10 shows that 73% (*n* = 42) of the responding Ph.D.

programs are represented in this category.

Table 10

*Enrollment Profile of Doctor of Philosophy Programs by Part-Time Status (*n = 59)

Enrollment Status	*n*	%
None, full-time only Ph.D. Program offered	6	10
No part-time Ph.D. students enrolled	1	2
1 - 10 part-time Ph.D. students enrolled	8	14
More than 10 part-time Ph.D. students enrolled	42	71
Missing Data	2	3

Research Question 1: Missions of Doctoral Programs in the Study of and/or Administration of
Higher Education

The first question addresses the primary mission of each respective higher education

doctoral program as described in the 1974 seminal work conducted by Dressel and Mayhew. For

the first research question regarding the dominant missions of higher education doctoral

programs in the United States and if these missions have changed since the seminal study

conducted by Dressel and Mayhew in 1974, the responding 77 institutions offering a doctoral

degree in the study of and/or administration were asked to select a mission type which best

describes their current academic program(s) based on such characteristics as institutional focus,

faculty scholarship, and student profile. Table 11 outlines the three original mission types of

Type I, Type II, and Type III identified by Dressel and Mayhew in 1974 to categorize the early

doctoral programs in the study of and/or administration of higher education.

Table 11

Dressel and Mayhew's (1974) Typology of Programs Offering Doctoral Degrees in the Area of Higher Education

Dressel & Mayhew's Descriptions of Mission Types	Characteristics of Mission Type	Dressel & Mayhew's Institutional Mission Types
Type I Model		
The first type is found in institutions that support a department or concentration in higher education in a quest to maintain a national perspective. Generally five to ten faculty members throughout the university give major attention to the study of higher education, even if they are not all administratively lodged in the same unit. (p. 32)	• Primarily housed in a college/school of education with its own academic department • University may also maintain a Center or Institute for research in higher education • Emphasis is on doctoral level scholarship , although some may also offer master's degrees • Graduates are expected to be leaders in academe, public service, and non-profit organizations • Students are recruited nationally and internationally • Faculty are regarded as scholars in the field • Faculty serve on national committees & commissions • Average faculty size is 5 to 10 full-time members	Univ. of California - Los Angeles Stanford University University of California - Berkeley University of Michigan Michigan State University University of Minnesota State University of New York at Buffalo Teachers College - Columbia University Florida State University University of Texas
Type II Model		
The second type of program is considerably smaller and considerably more local in the sort of student it intends to serve. Such programs offer formal instruction in higher education to junior administrators at the institution itself and to teachers and administrators needed to staff junior colleges and other institutions in the immediate vicinity there is usually a small full-time equivalent faculty, possibly no more than one or two persons, aided by administrators teaching part-time who offer practically-oriented courses in their administrative specialties. (pp. 33-34)	• Administratively located in a college/school of education; might be a program or in a combined department with another discipline • Large part-time student population • Most part-time students work at local colleges/universities • Faculty are more closely tied to other regional universities in the area; not necessarily nationally known • Curriculum is limited and focused on application, not necessarily research/theory • Average faculty size is 1 to 2 full-time faculty; rely heavily on adjuncts	*Arizona State University *University of Washington *Southern Illinois University *University of Pittsburgh

(table continues)

Table 11 continued.

Dressel & Mayhew's Descriptions of Mission Types	Characteristics of Mission Type	Dressel & Mayhew's Institutional Mission Types
Type III Model		
A third kind of program possesses a much less formal structure. These programs are quite small, staffed by one or occasionally two faculty members offering courses on higher education or preparation for college teaching, generally taken by future junior college teachers and occasionally by doctoral students in other fields at the parent institution who wish some exposure to techniques and theory of pedagogy. (p. 34)	• Less formal administrative structure than other models • Curriculum focuses on higher education or college teaching • Faculty members come from various professional disciplines, psychology, or sociology • University might also have an institute or center for research in higher education • Average faculty size is 1 to 2 faculty members; other university faculty teach courses in this program	No examples available

In addition to the original typology of Dressel and Mayhew (1974), this study has

expanded the original three model types of Type I, Type II, and Type III to include three

additional categories labeled as Type IV, Type V, and Type IV for program self-identification.

Table 12 outlines this new typology and provides characteristics of each model. Furthermore,

the responses from these 77 institutions are displayed in aggregate form by their current mission

typology.

Table 12

Valerin (2010) Typology of the 77 Programs Offering Doctoral Degrees in the Study of and/or Administration of Higher Education

Mission Type	Characteristics of Mission Type	%
Type I Model		
Found in institutions which support a department or concentration in higher education in a quest to seek and maintain a national perspective …. consistent with a national perspective to recruit from all over the United States and from abroad and similarity seek to place graduates over a widely dispersed geographic region...most existing programs of this type are located in complex institutions willing to marshal a rich variety of scholarly talent for a sustained program...senior faculty members at institutions supporting this type of program are found in disproportionately large numbers on various national committees and commissions studying higher education. (pp. 33-34)	• Primarily housed in a College/School of Education with its own academic department • University also maintains Centers or Institutes for research in higher education • Emphasis is on doctoral level scholarship , although some may also offer master's degrees • Graduates are expected to be leaders in academe, public service, and non-profit organizations • Students are recruited nationally and internationally • Faculty serve on national committees & commissions • Average faculty size is 5 to 10 full-time members	31 (n = 23)
Type II Model		
The second type of program is considerably smaller and considerably more local in the sort of student it intends to serve...the student body includes a large proportion of parttime (sic) students who work at nearby intsitutions (sic) of higher education...of necessity the curriculum is likely to be limited and composed of courses oriented toward application...since service to a limited geographical area is the hallmark of this kind of program, the fulltime (sic) faculty maybe more concerned about intimate contact with nearby institutions than with a national reference group. (pp. 33-34)	• Administratively located in a college/school of education; might be a program or in a combined department with another discipline • Large part-time student population • Most part-time students work at local colleges/universities • Faculty are more closely tied to other regional universities in the area; not necessarily nationally known • Curriculum is limited and focused on application, not necessarily research/theory • Average faculty size is 1 to 2 full-time faculty, rely heavily on adjuncts	33 (n = 25)

(table continues)

Table 12 continued.

Mission Type	Characteristics of Mission Type	%
Type III Model		
A third kind of program possesses a much less formal structure. These programs are quite small, staffed by one or occasionally two faculty members offering courses on higher education or preparation for college teaching, generally taken by future junior college teachers and occasionally by doctoral students in other fields at the parent institution who wish some exposure to techniques and theory of pedagogy...faculty members for this sort of program generally come out of professional education, psychology, or social psychology. (p. 34)	• Less formal administrative structure than other models • Curriculum focuses on higher education or college teaching • Faculty members come from various professional disciplines, psychology, or sociology • University might also have an institute or center for research in higher education • Average faculty size is 1 to 2 faculty members; other university faculty teach courses in this program	0 ($n = 0$)
Type IV Model		
This fourth type of program combines elements from Dressel & Mayhew's (1974) Type I Model and their Type II Model. One aspect of this type of new model might appear to be focused on gaining or maintaining a national research reputation for the study of and/or administration of higher education while also maintaining a strong cadre of part-time practitioners from the surrounding areas. This type of program might be found at universities that are shifting their institutional focus from predominately a teaching institution to more of an emerging research university.	• Primarily housed in a College/School of Education with its own academic department • University also maintains Centers or Institutes for research in higher education • Emphasis is on doctoral level scholarship, although some may also offer master's degrees • Graduates are expected to be leaders in academe, public service, and non-profit organizations • Students are recruited locally, nationally and internationally • Faculty serve on national committees & commissions • Average faculty size is 5 to 10 full-time members • Administratively located in a College/School of Education; might be a program or in a combined department with another discipline • Large part-time student population; small full-time student population • Most part-time students work at local colleges/universities • Faculty are more closely tied to other regional universities in the area; not necessarily nationally known	36 ($n = 28$)

Table 12 continued.

Mission Type	Characteristics of Mission Type	%
Type V Model		
This fifth type of program combines elements from Dressel & Mayhew's (1974) Type II Model and their Type III Model. A program identifying itself as this type might have a larger part-time student population being taught by 1 or 2 "designated" higher education faculty while the majority of coursework is taught by shared faculty from other university disciplines. Furthermore, the degree itself might be offered by the college or other academic unit besides a department.	• Administratively located in a college/school of education; might be a program or in a combined department with another discipline • Part-time student population • Most part-time students work at local colleges/universities • Less formal administrative structure than other models • Curriculum focuses on higher education or college teaching • Faculty members come from various professional disciplines, psychology, or sociology • University might also have an institute or center for research in higher education • Average faculty size is 1 to 2 faculty members; other university faculty teach courses in this program	1 ($n = 1$)
Type VI Model		
The final type of program combines elements from Dressel and Mayhew's (1974) Type I Model and their Type III Model. This type of program might appear to be housed at a nationally ranked research university where the majority of students are full-time and they primarily focus on producing scholarship for the field. Students may receive their degree from a "center" for the study of higher education where the faculty might be from various university disciplines.	• Primarily housed in a college/school of education with its own academic department • University also maintains centers or institutes for research in higher education • Emphasis is on doctoral level scholarship • Graduates are expected to be leaders in academe, public service, and non-profit organizations • Students are recruited nationally and internationally • Faculty serve on national committees & commissions • Average faculty size is 5 to 10 full-time members • Less formal administrative structure than other models • Curriculum focuses on higher education or college teaching • Faculty members come from various professional disciplines, psychology, or sociology • University might also have an institute or center for research in higher education	0 ($n = 0$)

In 2010, 31% ($n = 23$) of the responding universities identified their program mission as Type I. The second group of responding institutions, 33% ($n = 25$) reported that they identify their program mission most closely with Type II. The largest group, with 36% ($n = 28$) of respondents, identified themselves as Type IV. This type is a new category that has characteristics of both Type I and Type II models.

For each type, there are several identifiers that are used to classify a program. For instance, one value that correlates to mission type, according to the Dressel and Mayhew's (1974) typology, is a program's full-time faculty size. Generally, Type I Models have a larger full-time faculty base (i.e., 5 to 10 members) than Type II Models. Institutions identifying with the Type II Model tend to maintain a larger group of adjuncts/clinical faculty to teach specialized courses, as needed. Table 13 shows 56% ($n = 41$) of responding institutions maintain a full-time faculty base that is between one to five full-time members. Only 44% ($n = 32$) of responding institutions have a full-time faculty base that has more than 5 members. Likewise, Table 14 indicates that the use of adjunct/clinical faculty is utilized by 93% ($n = 58$) of all respondents.

Table 13

*Higher Education Full-Time Faculty Size by Institution (*n *= 77)*

Higher Education Faculty	n	%
More than 5 full-time faculty members	32	42
1 to 5 full-time faculty members	41	53
No full-time faculty	0	0
Missing data	4	5

Table 14

*Higher Education Adjunct/Clinical Faculty Size by Institution (*n = *77)*

Higher Education Faculty	*n*	%
More than 5 adjunct/clinical faculty	12	16
1 to 5 adjunct/clinical faculty	46	60
No adjunct/clinical faculty	4	5
Missing data	15	19

Another identifier that correlates with mission type relates to the scholarship and national reputation of its program faculty. One measure of faculty research and reputation is by the number of articles published in refereed journals. As shown in Table 15, 66% (*n* = 51) of full-time faculty have published at least one to five referred journal articles over the past five years. Six or more referred journal articles were published over the past five years by 29% (*n* = 22 institutions) by responding institutions.

Table 15

*Publishing Record of Full-Time Faculty over the Past Five Years (*n = *77)*

Referred Journal Articles	*n*	%
None	0	0
1 to 5 articles	51	66
6 or more articles	22	29
Missing data	4	5

In addition to publishing articles in referred journals, the national reputation of a program and its faculty are associated with the amount of external funding the academic program/department is able to secure for research. With external funds, programs are better able to increase their research presence in the field and attract better students through graduate assistantships, travel grants, and other environmental considerations including research facilities, internships, and technology support.

As Table 16 indicates, the majority of doctoral programs in the study of and/or administration of higher education have received less than $50,000 of external funding over the previous five years. However, 29% ($n = 22$) of responding universities received external funding between $50,000 and $999,999 during the same time period. Funding at the highest level, over 1 million dollars in the previous five years, was secured by 9% ($n = 7$) of respondents.

Table 16

External Grant Money Awarded to Higher Education Department over the Previous Five Years (n = 77)

Amount of External Funding Awarded	n	%
Less than $50,000	45	58
$50,000 to $99,999	9	12
$100,000 to $249,999	5	6
$250,000 to $499,999	6	8
$500,000 to $999,999	2	3
$1,000,000 or more	7	9
Missing data	3	4

A fourth identifier of mission type identified by Dressel and Mayhew (1974) relates to the administrative structure of the doctoral program as to whether a research center for the study

of and/or administration of higher education is affiliated with the academic department. After

reviewing Table 17, it appears that only 18% ($n = 14$) of responding institutions operate some

type of center for higher education. Among those 14 institutions, only half of those centers assist

faculty in securing external grants for conducting research.

Table 17

*Doctoral Programs Affiliated with a Center for the Study of Higher Education or Equivalent Entity (*n = 77)

Research Center Status	*n*	%
Yes	14	18
Not affiliated	62	81
Missing data	1	1

The last indicator reviewed for mission type in this study investigates the ability of

programs to secure external funding from various resources. Dressel and Mayhew (1974) suggest

programs that are able to secure private funding are more closely associated with Type I models.

As Table 18 reports, only 27% ($n = 20$) of responding institutions receive some type of private

endowment funding. Hence, 73% ($n = 55$) do not receive any type of private funding.

Table 18

*Doctoral Programs in the Study of and/or Administration of Higher Education and Private Endowment Funding (*n = 77*)*

Private Endowments	*n*	%
No private funding received	55	73
Private funding received (Professorships, travel grants, offices, scholarships travel grants, etc.)	20	27
Missing data	2	38

A Pearson *r* correlation was run on two traits closely associated with mission type. The first analysis was a calculation for the correlation between mission type and part-time course loads to determine if one mission type attracts more part-time students than others. The results show that a significant relationship does exist between mission type and the number of part-time students enrolled, ($r = .251$). In Type I programs, there are fewer part-time students than in Type II or Type IV programs. Furthermore, the data show that there are more part-time students in Type II and Type IV programs than in Type I programs. Consequently, a second analysis was conducted to determine if a relationship existed between mission type and the number of full-time students. However, in that analysis, no significant relationship was found.

In the second analysis, a Pearson *r* correlation was calculated to determine if a significant relationship existed between mission type and full-time faculty size. The results show there are more programs listed as having five or more full-time faculty associated with Type I doctoral programs ($r = -.194$) than Type II and Type IV programs.   However, when an analysis was conducted to determine if a significant relationship existed between mission type and part-time faculty size, no significant relationship was found.

Research Question 2: The Curricula of Doctoral Programs in the Study of and/or Administration of Higher Education

The second research question addressed the current curricula offerings of doctoral programs in the study of and/or administration of higher education. For this research question regarding the main curricula requirements and offerings of doctoral programs in the United States and whether these curricula significantly have changed since Jonathan Fife's study in 1991, 46 doctor of education programs and 59 doctor of philosophy programs were surveyed to record the frequency counts of courses offered from 24 broad subject areas related to the study of and/or administration of higher education. The respondents were instructed to identify if a particular subject area (e.g., general administration of higher education, finance of higher education, legal studies, etc.) was offered as a specific course. If the subject area was taught, respondents were asked to describe if the course offering was a degree requirement or an elective in each respective doctoral program (e.g., Ed.D. or Ph.D.). If the course was not presently offered, respondents were asked if the particular subject area might be a possible future course offering.

Doctor of Education Degree Programs

As Table 19 indicates, there are currently seven subject areas offered in the doctor of education degree that are commonly offered by at least 90% of the responding Ed.D. programs. These courses have a subject area of finance of higher education, legal studies, policy studies in higher education, teaching/learning in higher education, research/educational statistics, advanced quantitative research methods, and qualitative research methods. However, there are four courses that are offered by only half of the responding Ed.D. programs. These courses are in the subject areas of human resource management, academic publishing and presentations, grant writing, and a higher education capstone course.

Additionally, these findings show that there are some common required subject areas across the curriculum in the doctor of education degree. For instance, general administration is required by 65% ($n = 24$) of the responding 37 Ed.D. programs; history of higher education is required by 65% ($n = 27$) of the responding 42 Ed.D. programs; philosophy/theory is required by 59% ($n = 19$) of the responding 32 Ed.D. programs; a dissertation seminar is required by 72% ($n = 28$) of the responding 39 Ed.D. programs; research/educational statistics is required by 95% ($n = 38$) of the responding 40 Ed.D. programs; advanced quantitative research methods is required by 62% ($n = 23$) of the responding 37 Ed.D. programs; and qualitative research methods is required by 82% ($n = 31$) of the responding 38 Ed.D. programs.

Doctor of Philosophy Degree Programs

In addition to tabulating the frequency counts of the curricular offerings and requirements of the doctor of education programs, the same data were collected for the doctor of philosophy degree programs. As Table 20 indicates, there are eight subject areas offered in the doctor of philosophy degree that are commonly offered by at least 90% of the responding Ph.D. programs. These courses have a subject area of general administration of higher education, legal studies, history of higher education, teaching/learning in higher education, student affairs administration, college student research, research/educational statistics, advanced quantitative research methods, and qualitative research methods. However, just like the doctor of education degree, there are courses that are offered by less than half of the responding doctor of philosophy programs. These courses include the following: academic publishing/presentations, grant writing, and a higher education capstone course.

Table 19

Current Doctoral of Education Course Offerings in the Study of and/or Administration of Higher Education

Higher Education Subject Area	Program Requirement n (%)	Program Elective n (%)	Not Offered n (%)	Possible Future Course n (%)	Total Programs Responding
General Administration of Higher Education	24 (65)	9 (24)	4 (11)	0 (0)	37
Finance of Higher Education	20 (49)	19 (46)	0 (0)	2 (5)	41
Legal Studies	22 (55)	16 (40)	2 (5)	0 (0)	40
Policy Studies in Higher Education	18 (53)	14 (41)	2 (6)	0 (0)	34
Human Resource Development/Mgmt.	6 (18)	10 (29)	17 (50)	1 (3)	34
History of Higher Education	27 (65)	9 (21)	5 (12)	1 (2)	42
Ethics in Higher Education	14 (38)	6 (16)	13 (35)	4 (11)	37
Planning in Higher Education	11 (30)	9 (24)	12 (32)	5 (14)	37
Philosophy/Theory of Higher Education	19 (59)	6 (19)	13 (35)	4 (11)	32
Teaching/Learning in Higher Education	17 (44)	18 (46)	4 (10)	0 (0)	39
Community College Administration	4 (11)	23 (62)	8 (22)	2 (5)	37
Student Affairs Administration	8 (22)	24 (65)	3 (8)	2 (5)	37
College Student Research	13 (36)	16 (44)	5 (14)	2 (6)	36
Comparative International Studies	4 (11)	14 (39)	15 (42)	3 (8)	36
Professoriate	6 (16)	14 (37)	17 (45)	1 (2)	38
Academic Publishing/Presentations	2 (6)	9 (26)	19 (56)	4 (12)	34
Grant Writing	1 (2)	11 (29)	20 (53)	6 (16)	38
Academic Technology	4 (11)	15 (42)	16 (44)	1 (3)	36
Adult/Continuing Education	4 (12)	16 (47)	12 (35)	2 (6)	34
Dissertation Seminar	28 (72)	4 (10)	6 (15)	1 (3)	39
Research/Educational Statistics	38 (95)	2 (5)	0 (0)	0 (0)	40
Advanced Quantitative Research Methods	23 (62)	14 (38)	0 (0)	0 (0)	37
Qualitative Research Methods	31 (82)	7 (18)	0 (0)	0 (0)	38
Higher Education Capstone Course	12 (32)	3 (8)	19 (50)	4 (10)	38

The data from Table 20 indicates that there is a group of *required* course offerings across the curriculum for the doctor of philosophy degree. These courses are general administration of higher education which is required by 62% ($n = 34$) of the responding 55 Ph.D. programs, history of higher education which is required by 67% ($n = 37$) of the responding 55 Ph.D. programs, philosophy/theory of higher education required by 65% ($n = 32$) of the responding 49 Ph.D. programs, a dissertation seminar is required by 76% ($n = 41$) of the responding 54 Ph.D. programs, research/educational statistics is required by 94% ($n = 51$) of the responding 54 Ph.D. programs, advanced quantitative research methods is required by 66% ($n = 37$) of the responding 56 Ph.D. programs, and qualitative research methods required by 82% ($n = 46$) of the responding 56 Ph.D. programs.

Having tabulated the current subject area course offerings and requirements for both the doctor of education (46 programs) and the doctor of philosophy (59 programs) degree programs, it was then possible to compare curricula offerings found by Fife (1991) with this study's findings. Table 21 presents this comparison.

In reviewing Table 21, the expansion of both doctoral course offerings and programs in the study and /or administration of higher education is displayed. A deeper analysis was performed using a *t*-test between this study and the Fife (1991) study. It found that there was a significant difference in the number of program offerings between the two studies, $t (40) = 3.276$, $p > .05$. Due to the lower number of programs in the Fife (1991) study than in the present study, the data in the Fife (1991) study was weighted to account for the differences in program numbers. The percentage difference between the Fife (1991) study and this study was used to weight the Fife data to appropriately account for the differences in the number of programs.

Table 20

Current Doctoral of Philosophy Course Offerings for the Study of and/or Administration of Higher Education

Higher Education Subject Area	Program Requirement *n* (%)	Program Elective *n* (%)	Not Offered *n* (%)	Possible Future Course *n* (%)	Total Programs Responding
General Administration of Higher Education	34 (62)	17 (31)	4 (7)	0 (0)	55
Finance of Higher Education	25 (47)	22 (42)	4 (8)	2 (3)	53
Legal Studies	24 (45)	26 (48)	4 (7)	0 (0)	54
Policy Studies in Higher Education	25 (47)	23 (43)	4 (7)	2 (3)	54
Human Resource Development/Management	10 (20)	17 (35)	22 (45)	0 (0)	49
History of Higher Education	37 (67)	15 (27)	3 (5)	0 (0)	55
Ethics in Higher Education	13 (25)	13 (25)	20 (40)	5 (10)	51
Planning in Higher Education	8 (17)	20 (42)	16 (33)	4 (8)	48
Philosophy/Theory of Higher Education	32 (65)	11 (23)	6 (12)	0 (0)	49
Teaching/Learning in Higher Education	15 (29)	34 (65)	2 (4)	1 (2)	52
Community College Administration	4 (8)	33 (63)	11 (21)	4 (8)	52
Student Affairs Administration	14 (26)	34 (64)	4 (8)	1 (2)	53
College Student Research	19 (36)	29 (54)	3 (6)	2 (4)	53
Comparative International Studies	6 (12)	25 (47)	17 (32)	5 (9)	53
Professoriate	5 (10)	24 (46)	19 (36)	4 (8)	52
Academic Publishing/ Presentations	9 (18)	8 (16)	27 (53)	7 (13)	51
Grant Writing	0 (0)	15 (28)	31 (59)	7 (13)	53
Academic Technology	2 (4)	19 (37)	29 (57)	1 (2)	51
Adult/Continuing Education	3 (6)	22 (45)	24 (49)	0 (0)	49
Dissertation Seminar	41 (76)	6 (11)	6 (11)	1 (2)	54
Research/Educational Statistics	51 (94)	3 (6)	0 (0)	0 (0)	54
Advanced Quantitative Research Methods	37 (66)	18 (32)	1 (2)	0 (0)	56
Qualitative Research Methods	46 (82)	10 (18)	0 (0)	0 (0)	56
Higher Education Capstone Course	15 (29)	7 (14)	22 (43)	7 (14)	51

Table 21

Comparison of Curricular Offerings: 1991 vs. 2010

Higher Education Subject Area	Valerin (2010) Study Ed.D. Programs ($n = 46$) n (%)	Valerin (2010) Study Ph.D. Programs ($n = 59$) n (%)	Valerin (2010) Study Total ($n = 105$) n (%)	Fife (1991) Study Total ($n = 88$) n (%)
General Administration of Higher Education	33 (89)	51 (93)	84 (91)	70 (79)
Finance of Higher Education	39 (95)	47 (89)	86 (92)	56 (64)
Legal Studies	38 (95)	50 (93)	88 (94)	43 (49)
Policy Studies in Higher Education	32 (36)	48 (54)	80 (45)	78 (89)
Human Resource Development/Management	16 (45)	27 (54)	43 (50)	36 (41)
History of Higher Education	36 (86)	52 (92)	88 (89)	56 (64)
Ethics in Higher Education	20 (54)	26 (51)	46 (53)	3 (3)
Planning in Higher Education	20 (54)	28 (58)	48 (56)	31 (35)
Philosophy/Theory of Higher Education	25 (78)	43 (88)	68 (83)	56 (64)
Teaching/Learning in Higher Education	35 (90)	49 (92)	84 (92)	61 (69)
Community College Administration	27 (73)	37 (71)	64 (72)	64 (73)
Student Affairs Administration	32 (86)	48 (91)	80 (89)	64 (73)
College Student Research	21 (81)	48 (91)	69 (86)	54 (61)
Comparative International Studies	18 (50)	31 (60)	49 (55)	19 (22)
Professoriate	20 (53)	29 (56)	49 (55)	27 (31)
Academic Publishing/Presentations	11 (32)	17 (33)	28 (33)	5 (6)
Grant Writing	12 (32)	15 (28)	27 (30)	-
Academic Technology	19 (50)	22 (41)	41 (47)	10 (12)
Adult/Continuing Education	20 (59)	25 (51)	45 (55)	15 (17)
Dissertation Seminar	32 (82)	47 (87)	79 (85)	-
Research/Educational Statistics	37 (100)	54 (100)	91 (87)	***
Advanced Quantitative Research Methods	37 (100)	54 (96)	91 (99)	***
Qualitative Research Methods	38 (100)	56 (100)	94 (100)	***
Higher Education Capstone Course	15 (47)	22 (43)	37 (45)	-

Note. ***Not included in higher education course inventory for 1991 study.

Another *t*-test was run on the weighted data. It was found the current program offerings were still significantly higher than the Fife (1991) study, $t (40) = 1.969, p > .05$. The figures

show there is substantial growth in both the number of programs and subject area course

offerings since the Fife (1991) study. However, there was only one course that showed a

dramatic decline between the Fife (1991) study and this study. This particular course was policy

studies. In 1991, 89% ($n = 78$) of programs offered this type of course. However, in 2010, only

45% ($n = 80$) of programs offered a similar course.

In the Fife (1991) study, there were only two subject area courses offered by at least 75%

of responding doctoral programs. Those two subject area courses were general administration of

higher education (79%) and policy studies in higher education (89%). However, in this study,

there are nine subject area courses, not including the research oriented courses, which are offered

by at least 75% of the responding programs. These subject area courses are: general

administration of higher education (91 %); finance of higher education (92%); legal studies

(94%); history of higher education (89%); philosophy/theory of higher education (83%),

teaching/learning in higher education (92%); student affairs administration (89%); college

student research (86%); and the dissertation seminar (85%).

After reviewing the descriptive statistics relating to the subject area course offerings and

requirements of both the doctor of education and doctor of philosophy degrees in this study, a

further analysis was undertaken to determine if a significant relationship existed between degree

type and subject area course offerings and between degree type and subject area course

requirements. In the first analysis, the Pearson r shows that there is no significant correlation

between degree type and subject area course offerings ($r = .123$). Both degree types offer similar

subject area courses. Additionally, a second analysis to determine if a relationship between

degree type and subject area course requirements exists also indicated that no significant

relationship is present, (r = .015). Therefore, both degree programs on average offer the same number of required courses. Figure 2 illustrates these data.
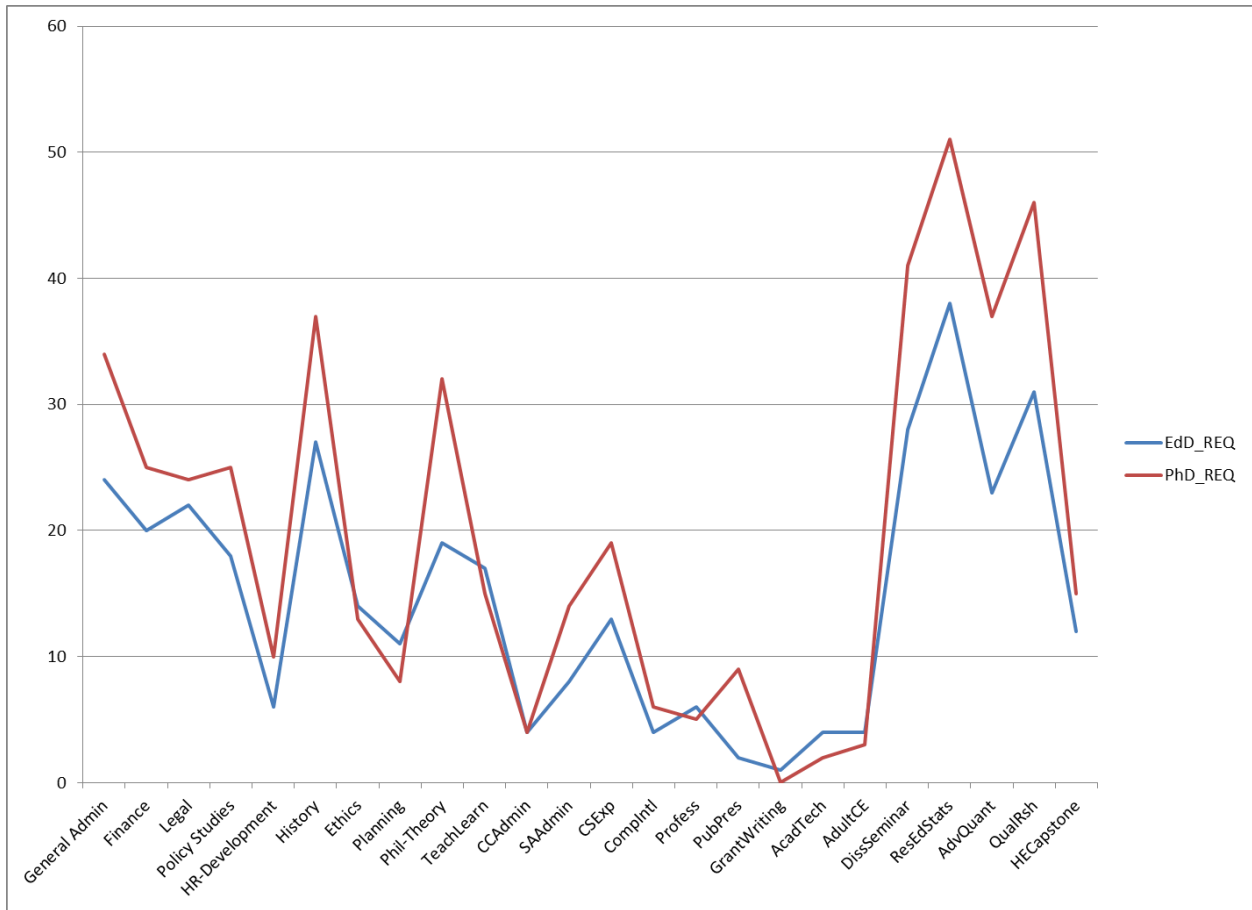

Figure 2. Line chart comparison of required course offerings for the doctor of education and the doctor of philosophy degrees.

A *t*-test was run to determine if there is a significant difference between the doctor of education and the doctor of philosophy regarding the average number of elective course offerings. The findings indicate that none exist, t (88) = -1.56, p > .05. Furthermore, the results of a *t*-test to determine if there is a significant difference between the mean number of research course requirements for the Ed.D. degree and the Ph.D. degree types indicate no significant relationship exists, t (103) = -.952, p > .05.

However, an analysis between degree type and course load (e.g., full-time & part-time status) indicates that there is a significant relationship between the doctor of philosophy programs and students enrolled in a full-time course of study, $\chi^2 (3) = 14.504$, $p < .05$. Table 22 shows more full-time students (i.e., 1 to 10 and 10 or more) than expected using the χ^2 analysis. Additionally, fewer doctor of education programs have full-time students than statistically expected. However, using the same χ^2 analysis to determine if a relationship between part-time status and degree type exists, the findings do not support such a conclusion.

Table 22

Chi-square Results ($\chi^2 = 14.504$, df = 3, p = .002) *for Full-Time Status and Degree Type*

Degree Type	Full Time Status			
	Not Available	No Students	1 to 10 Students	More than 10 Students
Observed Ed.D. *n*	5.0	10.0	15.0	14.0
Expected Ed.D. *n*	3.1	4.8	19.4	16.7
Observed Ph.D. *n*	2.0	1.0	29.0	24.0
Expected Ph.D. *n*	3.9	6.2	24.6	21.3
Total Observed *n*	7.0	11.0	44.0	100.0
Total Expected *n*	7.0	11.0	44.0	100.0

Research Question 3: The Instructional Delivery Methods of Doctoral Programs in the Study of and/or Administration of Higher Education

The final research question of this study addresses the various modes of instruction that are currently being offered in doctoral programs in the study of and/or administration of higher education. For this research question regarding the degree to which doctoral programs in higher education have adopted the use alternative course and program delivery methods such as online

courses delivery, executive/weekend format for program delivery, and/or 100% electronic course delivery, 46 doctor of education programs and 59 doctor of philosophy programs were surveyed about their current instructional delivery methods. These doctoral programs were asked if they offer courses only in the traditional classroom format (i.e., face to face); only in a cohort format (i.e., weekend/executive); as part of a cohort model that is also supplemented by online instruction; a blended format that utilizes both face to face instruction and online education; and/or offer the entire doctoral degree coursework online.

As Table 23 outlines, some programs have embraced various instructional mediums while others have not. For example, 15% ($n = 6$) of programs offering the doctor of education degree and 32% ($n = 18$) of programs offering the doctor of philosophy degree have chosen to provide only one format. This format is the traditional classroom method where instruction is given exclusively face to face and where students attend class as individuals and not as a part of any particular cohort group.

However, the remaining doctoral programs in this study have elected to offer more than just one instructional method. As previously mentioned, these methods include offering students the ability to take courses together as a group (e.g., the cohort method) throughout their doctoral coursework; to take courses together as a group while giving the flexibility of taking some courses online (e.g., cohort and blended instruction methods); to take some courses online and not as part of a particular class group (e.g., blended instruction method); and the ability to take 100% of doctoral coursework online. This last method of alternative instruction allows a student to take all of his/her coursework, not including any comprehensive exams or dissertation advising, without having to attend any classes in person.

As Table 23 illustrates, the most common delivery method utilized by programs offering the doctor of education degree is the cohort and blended instruction model. Of the responding 46 Ed.D. programs, 36% ($n = 15$) indicate they offer this type of instructional format. However, the most common delivery format for the doctor of philosophy degree is the blended instructional method. Of the responding Ph.D. programs, 38% ($n = 21$) report that they offer this type of instruction.

Upon further review of the data, an analysis was run to determine if there was any correlation between delivery method and degree type. A Chi-square ($\chi 2$) test was conducted to determine if any patterns existed between a specific degree type (e.g., Ed.D. & Ph.D.) and any particular mode of instruction. The findings indicate that no significant relationship existed between these two variables, $\chi^2 (4, 100) = .189$, $p = .05$. Additionally, a second test was run looking deeper into the data to see if any relationship might exist between a certain degree type and the use of traditional (e.g., face to face) versus alternative (e.g., cohort, blended, or online) methods of instruction. However, that produced the same result, $\chi^2 (1, 100) = .074$, $p = .05$. The overall findings show that both the Ed. D. and Ph.D. degree types currently utilize various instructional methods. There is not one particular degree type that significantly utilizes one method over another.

Table 23

Course Delivery Methods Utilized in Doctoral Programs in the Study of and/or Administration of Higher Education

Instructional Method	Ed.D. *n* (%)**	Ph.D. *n* (%)**	Total *n* (%)**
Traditional Classroom Instruction Only (Instruction is given exclusively on campus with no other means of attending class. Students are not a part of any particular class or group.)	6 (15)	18 (32)	24 (23)
Cohort Only (Students are admitted as a group and take all classes physically together until their degree candidacy. They take pre-selected classes at a physical building with no means of utilizing online educational opportunities.)	7 (17)	7 (13)	14 (13)
Cohort & Blended Instruction (Students are admitted as a group and take all their pre-selected classes together until their degree candidacy. However, they do not have to physically attend all classes together. This group has the ability to utilize online education opportunities.)	15 (36)	9 (16)	24 (23)
Blended instruction (Students are not admitted into a cohort group and do not progress through the program together. These students are able to take courses both on campus and through online education opportunities.)	11 (27)	21 (38)	32 (30)
100% Online Degree Instruction (Students are not admitted into a cohort group and do not progress through the program together by taking pre-selected courses. These students receive all their instruction remotely from outside of a physical classroom until degree candidacy.)	2 (5)	1 (1)	3 (3)
TOTAL*	41 (100)	56 (100)	97 (100)

Note. *Not all programs responded. **If all programs had responses, Ed.D total would have been 46; Ph.D. total would have been 59; and total number of programs would have been 105.

Summary of the Research Findings

The following items summarize the findings of this survey:

1. There are fewer part-time students in Type I research focused programs than in Type II practitioner focused or Type IV combination of research and practitioner focused programs.

2. Type I research programs have a larger number of full-time faculty, such as five or more, than Type II practitioner or Type IV combination programs. All mission types utilize part-time faculty for the delivery of some courses and dissertation committee membership.

3. There has been a significant increase in the both the number of doctoral programs in existence since the Dressel and Mayhew (1974) and Fife (1991) studies.

4. There is no significant correlation between degree type (Ed.D. versus Ph.D.) and the type or number of courses being offered.

5. A significant correlation exists between the number of doctor of philosophy programs and the number of full-time students enrolled. Likewise, there are few doctor of education programs with a substantial number of full-time students.

6. There is no statistically significant relationship between specific degree type (Ed.D. versus Ph.D.) and mode of instruction (online, cohort, blended, face-to-face). Both doctoral degree programs utilize the various instructional methods outlined and there is not one format significantly correlated with any particular degree type.

CHAPTER 5

CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

This chapter presents a summary of the study, conclusions and discussion of the findings, and recommendations for further study.

Summary of the Study

As previously noted in Chapter 1, the purpose of the study was to gain a better understanding of the current state of doctoral programs in the United States that offer a degree in the study of and/or administration of higher education in relation to three specific areas. The first area relates to the mission type that each one of these doctoral programs most closely identifies with using the Dressel and Mayhew (1974) typology model. The second area concerns the present curricula offerings for these programs. The third and final area relates to the mode of instruction that is used in each of the doctoral programs. Questions relating to these three specific areas were sent to the 131 program coordinators/directors identified in the Association for the Study of Higher Education's (ASHE, 2010) directory of higher education programs. A total of 77 institutions responded providing demographic data on 105 doctoral programs in higher education (e.g., 46 Ed.D. programs and 59 Ph.D. programs).

Specifically, the study examined the dominant mission types of doctoral programs in the study of and/or administration of higher education in the U.S. and sought to determine if there has been a significant change since the Dressel and Mayhew (1974) typology was first introduced. In addition, the current curricula offerings were reviewed against the course offerings from the Fife (1991) study to determine if they have significantly changed. Finally, the current modes of instructional delivery were reviewed to determine the use of various methods (e.g., online, cohort, blended, traditional) in these doctoral programs.

Conclusions and Discussions

For each of the three research questions presented in this study, a summary discussion of the findings from Chapter 4 is presented.

Research Question 1: Missions of Doctoral Programs in the Study of and/or Administration of Higher Education

In addressing this research question, program directors from 77 responding institutions, with their 46 doctor of education and 59 doctor of philosophy degree programs, chose from six higher education mission types that best matched their current mission. The results show that 31% ($n = 23$) of the current institutions offering one or more doctoral programs in higher education identify best with the Dressel and Mayhew Type I model. This model represents a program that is housed at a large, national research university where the primary focus is on creating new scholarship for the discipline and maintaining a national, if not an international, reputation. Students in this type of program are predominately engaged in full-time study and seek to become the next generation of faculty in the field.

In Dressel and Mayhew's original work, they cited nine institutions that offered one or more doctoral degrees in higher education (e.g., University of California at Los Angles, Stanford University, University of California-Berkeley, University of Michigan, Michigan State University, Florida State University, University of Minnesota, State University of New York-Buffalo, and Teacher's College/Columbia University) that fell within that category. However, for this study, only six institutions of the previously mentioned Type I programs responded. Four of the institutions still identify with the Type I mission. Unfortunately, the other two report that their programs have been discounted and are no longer in operation.

Additionally, the findings of this study show that 33% ($n = 25$) of institutions identify best with the Dressel and Mayhew Type II model. This type of program is characterized as

having a reduced focus on research generation and more engagement in the practical application of specific knowledge. The majority of students in this type of doctoral program are predominately engaged in part-time study and typically are already serving as administrators in colleges and universities nearby.

The Dressel and Mayhew (1974) study lists four doctoral institutions (e.g., Arizona State University, University of Washington, Southern Illinois University at Carbondale, and the University of Pittsburg) in the field that best represented the Type II mission. For this study, only half of the institutions from this group responded. However, for the two that did respond, they now indicate that they have changed from a Type II mission to a newly created category called Type IV.

The Type IV model, a combination of the Type I research focused model and the Type II practitioner focused model, is represented by 28 institutions (36%) currently. This category provides a synergistic movement between scholarship generation and practical application of higher education theories and practices for students and faculty. This type of program appears to be growing in both numbers and stature since approximately one-third of the institutions surveyed best identify with this model. However, since this category is a new product of this study, there is no comparative data to evaluate any changes presently. Future researchers will be able to determine to what extent this mission type develops.

There were no current institutions surveyed that identify with either the Type III model or with another newly created mission type, the Type VI model. However, one program did identify with another new mission type, the Type V model. This program mission type is a combination of the Type II model and the Type III model.

It was expected that the missions of these doctoral programs would have significantly changed since the initial study conducted by Dressel and Mayhew in 1974. It was also expected that the current data would suggest a change in mission type over the past 40 years. In reviewing the previous findings, the data supports that both of these expectations were valid.

Research Question 2: The Curricula of Doctoral Programs in the Study of and/or Administration of Higher Education

In addressing this question, the curricula requirements and course offerings of the responding programs awarding the doctor of education degree ($n = 46$) and the doctor of philosophy degree ($n = 59$) were analyzed. The findings show that the doctor of education degree has seven main subject area course offerings that are commonly offered by the majority of these programs. Those subject area course offerings are in finance of higher education, legal studies, policy studies in higher education, teaching/learning in higher education, research/educational statistics, advanced quantitative research methods, and qualitative research methods. In addition to offering those subject area course offerings, the majority of Ed.D. programs require doctoral students to complete a course in general administration of higher education, history of higher education, philosophy/theory of higher education, a dissertation seminar, research/educational statistics, advanced quantitative research methods, and qualitative research methods.

The results of this study show that the doctor of philosophy programs have a unique set of commonly offered courses as part of their degree. The majority of responding Ph.D. programs indicate they offer courses in the subject area of general administration of higher education, legal studies, history of higher education, teaching/learning in higher education, student affairs administration, college student research, research/educational statistics, advanced quantitative research methods, and qualitative research methods. Furthermore, the majority of Ph.D.

programs require courses of their students in general administration, history, philosophy/theory, a dissertation seminar, research/educational statistics, advanced quantitative research methods, and qualitative research methods.

These results show that a required set of common core courses has emerged for doctoral programs in the study of and/or administration of higher education. Further, this study shows these required subject area courses apply across both the doctor of education and doctor of philosophy degrees. These data are congruent with the recommendation of Davis et al. (1991) that advocated that all types of doctoral programs should prepare graduates to be "reflective practitioners" and foster a "mentoring community" among each other (p. 66). They felt that the profession as a whole did not benefit if the divide between practitioner and scholar was perpetuated. Davis et al. further recommended that Type I research programs should partner with Type II practitioner programs to "support quality, program integrity, and the long term developmental needs of the field and of the programs themselves" (p. 66).

Although the Fife (1991) study did not make a distinction between the two degree types offered in the field or indicate if a particular offering was required, a comparison between the two studies can be discussed relating to change in subject area offerings. For instance, the data show an increase in the number of programs ($n = 88$) in 1991 to the number of programs in this study ($n = 105$) that offer a doctorate degree in the study of and/or administration in higher education. Furthermore, the results show that even when equally comparing the two studies using a t-test to compare means of course offerings, an increase in the number of courses being offered is observed.

In addition to the previous findings regarding the current curricular requirements and offerings, 12 doctor of education programs and 16 doctor of philosophy programs report changes

in their respective curricula. Additionally, 12 more doctor of education programs and 13 more doctor of philosophy programs report expected changes to their curricula in the near future. Unfortunately, the exact nature of the respective changes could not be determined from the data.

Finally, prior expectations about the doctoral curricula in the study of and/or administration of higher education were not supported by the findings of this study. In particular, one assumption proposed was that the doctor of philosophy curriculum would have more required courses that those of the doctor of education. However, the overall statistical analysis did not support such a conclusion. A second expectation was that the doctor of philosophy degree would require more research/statistical courses than the doctor of education degree and that the doctor of education degree would allow students more flexibility in selecting electives and areas of concentration. There were no statistically significant differences between the elective course offerings and required offerings. However, a future study might want to examine more exhaustively the curricular differences between programs that offer both the doctor of education and doctor of philosophy to determine specific course requirements, including credit hours and electives.

Research Question 3: The Instructional Delivery Methods of Doctoral Programs in the Study of and/or Administration of Higher Education

In addressing this research question, the responding 97 doctoral programs (41 Ed.D.; 56 Ph.D. programs) who offer one or more degrees in the study of and/or administration of higher education were reviewed to determine to what extent they utilize various modes of instruction. Although distance learning has expanded with complete degree programs being offered fully online in many academic fields, only 3% (2 Ed.D.; 1 Ph.D.) of the current doctoral programs responding in this study are utilizing that format for coursework. However, it does not mean that they are not utilizing other methods.

For instance, 32% (11 Ed.D.; 21 Ph.D.) of these doctoral programs use a blended method of instructional delivery. With this format, instruction is given partially in a traditional face to face classroom setting while the other part is delivered by means of online learning. Likewise, some doctoral programs have decided to combine two alternative modes of instruction (e.g., cohort and online learning). In this particular model, which is used by 24% (15 Ed.D.; 9 Ph.D.) of doctoral programs, students are part of a group that take all their coursework together while utilizing some aspect of online learning while in the program. The cohort model by itself is being used by 14% (7 Ed.D.; 7 Ph.D.) of doctoral programs. However, in this model, there is no online learning component to it. Most programs offer this format on the weekends and at other times that are convenient for working professionals in the field.

Despite the various modes of instruction that are available, some doctoral programs have elected to not adopt their use. In particular, 23% (6 Ed.D.; 18 Ph.D.) of the responding programs remain steadfast to the traditional face to face method of instruction. The majority of these types of programs have a Carnegie classification as a very high research activity university.

For the final research question, the findings of the survey support the expected outcomes. First, it was expected that some doctor of education programs would offer their entire course requirements online. This is currently the practice at two doctor of education programs and one doctor of philosophy program. Next, it was expected that this study would find most, if not all surveyed programs, were offering a significant amount of either required or elective doctoral courses via alternate modes of delivery (e.g., online and blended) methods. The findings support this statement since 68% ($n = 59$) of Ed.D. programs and 56% ($n = 31$) of Ph.D. programs use some form of online instruction. It was expected that some institutions would have adopted cohort program methodology for their doctor of education and/or doctor of philosophy degree

programs. The findings show that 53% (*n* = 22) of Ed.D. programs and 29% (*n* = 25) of Ph.D. programs utilize some form of the cohort model.

<center>Recommendations and Implications</center>

When Dressel and Mayhew (1974) first began to examine the landscape of higher education doctoral programs, they found "a number of weaknesses in purposes, personnel, program content, student selection, and program evaluation" (p. 104). These broad constructs later became the metric by which they assessed new and existing doctoral programs in the study of and/or administration of higher education. As with any learning outcome, assessment is crucial and must be performed routinely. It confirms that objectives are being clearly defined and measures how effective the impact is. This study's findings provide a more detailed review about the current state of doctoral programs as it relates to mission, curricula, and various modes of instruction.

The various purposes or missions of doctoral programs have been debated, discussed, and even argued over for almost five decades. The primary issue revolves around how best to educate and prepare future scholars and professionals in the area of higher education. Future studies regarding missions of doctoral programs should be conducted to determine to what extent they have shifted or combined these two distinct foci of applied research and new scholarship production. By using this current study as a data point, the trend can be tracked and analyzed as to any development of growth or reduction of doctoral programs in the study of and/or administration of higher education as well as their purposes. The mission of all doctoral programs should be to propagate knowledge about the profession and assist in bringing forward new ideas and theories regarding higher education.

Additionally, in order to propagate knowledge about the field, course content or curricula in doctoral programs becomes paramount to the discussion of program purpose or mission. For instance, what prescribed curricula requirements are expected of those who earn such a degree? Is there a particular knowledge base that is expected to have been acquired by doctoral graduates? What competencies are expected of professionals/scholars who have this degree? Future research could add to the present study by assisting ASHE's Council for the Advancement of Higher Education Programs (CAHEP) in assessing the need or benefit of a prescribed curriculum for doctoral programs in the study of and/or administration of higher education. With those findings, CAHEP could collaborate with doctoral programs in establishing curricula guidelines similar to other professions such as law, engineering, and accounting. The measures would certainly formalize any discussion about professionalizing the field of higher education.

In sum, the use of alternate forms of instruction (e.g., online and cohort) to deliver course content to doctoral students in the study of and/or administration of higher education should be assessed periodically. This type of instructional mode for doctoral programs in the study of and/or administration of higher education has only transpired in the last 20 years. Previous to this timeline, instruction was only delivered face-to-face in a traditional classroom setting. Future studies might want to compare the level of satisfaction of graduates who exclusively earned their degree in a traditional classroom with graduates who earned their degree utilizing online learning for more than half their coursework. Furthermore, an analysis could be conducted correlating a graduate's exposure to online learning with various factors such as effectiveness in live teaching, ability to use technology in the classroom, ability to produce future research, and successful mentoring of doctoral students through the dissertation process.

APPENDIX A

LIST OF HIGHER EDUCATION DOCTORAL PROGRAMS BY

LEWIS AND MAYHEW (1974)

College or University	City/State	Degree(s) Offered
Arizona State University	Tempe, AZ	Ed.D. & Ph.D.
American University	Washington, DC	Ed.D. & Ph.D.
Boston College	Chestnut Hill, MA	Ed.D. & Ph.D
Boston University	Boston, MA	Ed.D.
Catholic University of America	Washington, DC	Ed.D. & Ph.D.
Claremont University Center Claremont Graduate School	Claremont, CA	Ph.D.
College of William and Mary, The	Williamsburg, VA	Ed.D.
Columbia University	New York City, NY	Ed.D. & Ph.D.
Cornell University	Ithaca, NY	Ed.D. & PhD.
East Texas State University	Commerce, TX	Ed.D.
Florida State University	Tallahassee, FL	Ed.D. & Ph.D.
George Washington University	Washington, DC	Ed.D.
Indiana University	Bloomington, IN	Ed.D. & Ph.D.
Iowa State University	Ames, IA	Ph.D.
Michigan State University	East Lansing, MI	Ph.D.
New Mexico State University	Las Cruces, NM	Ed.D. & Ph.D.
New York University	New York City, NY	Ph.D.
North Texas State University	Denton, TX	Ed.D. & Ph.D.
Ohio State University	Columbus, OH	Ph.D.
Oklahoma State University	Stillwater, OK	Ed.D. & Ph.D.
George Peabody College for Teachers	Nashville, TN	Ph.D.
Pennsylvania State University	University Park, PA	D.Ed. & Ph.D.

Saint Louis University	St. Louis, MO	Ed.D. & Ph.D.
Southern Illinois University	Carbondale, IL	Ph.D.
State University of New York	Buffalo, NY	Ed.D. & Ph.D.
Stanford University	Stanford, CA	Ed.D. & Ph.D.
Syracuse University	Syracuse, NY	Ed.D. & Ph.D.
Temple University	Philadelphia, PA	Ed.D.
Texas A&M University	College Station, TX	Ph.D.
Texas Tech University	Lubbock, TX	Ed.D.
University of Alabama	Tuscaloosa, AL	Ed.D. & Ph.D.
University of Arkansas-Fayetteville	Fayetteville, AR	Ed.D.
University of California, Berkeley	Berkeley, CA	Ed.D. & Ph.D.
University of California, Los Angeles	Los Angeles, CA	Ed.D. & Ph.D.
University of Chicago	Chicago, IL	Ph.D.
University of Colorado	Boulder, CO	Ed.D. & Ph.D.
University of Connecticut	Storrs, CT	Ph.D.
University of Denver	Denver, CO	Ph.D.
University of Florida	Gainesville, FL	Ed.D. & Ph.D
University of Georgia	Athens, GA	Ed.D. & Ph.D.
University of Illinois at Urbana-Champaign	Champaign, IL	Ed.D. & Ph.D.
University of Iowa	Iowa City, IA	Ph.D.
University of Kansas	Lawrence, KS	Ed.D. & Ph.D.
University of Kentucky	Lexington, KY	Ed.D. & Ph.D.
University of Maryland, College Park	College Park, MD	Ph.D.

University of Massachusetts - Boston	Boston, MA	Ed.D.
University of Michigan	Ann Arbor, MI	Ed.D. & Ph.D.
University of Minnesota	Minneapolis, MN	Ed.D. & Ph.D.
University of Mississippi	University, MS	Ed.D. & Ph.D.
University of Missouri-Kansas City	Kansas City, MO	Ph.D.
University of North Carolina	Chapel Hill, NC	Ed.D. & Ph.D.
University of North Dakota	Grand Forks, ND	Ed.D.
University of Oklahoma	Norman, OK	Ed.D. & Ph.D.
University of Pittsburgh	Pittsburgh, PA	Ed.D. & Ph.D.
University of Southern California	Los Angeles, CA	Ed.D. & Ph.D.
University of Tennessee	Knoxville, TN	Ed.D.
University of Toledo	Toledo, OH	Ed.D. & Ph.D.
University of Utah	Salt Lake City, UT	Ph.D.
University of Virginia	Charlottesville, VA	Ph.D.
University of Washington	Seattle, WA	Ed.D. & Ph.D.
University of Wisconsin-Madison	Madison, WI	Ph.D.
West Virginia University	Morgantown, WV	Ed.D.

APPENDIX B

HIGHER EDUCATION DOCTORAL PROGRAMS FOUND IN THE

ASHE (2010) PROGRAM DIRECTORY

College or University	City/State	Degree(s) Offered
Andrews University www.andrews.edu	Berrien Springs, MI	Ed.D. & Ph.D.
Argosy University-Orange County www.argosy.edu	Orange, CA	Ed.D.
Arizona State University www.asu.edu	Tempe, AZ	Ed.D. & Ph.D.
Arkansas State University www.astate.edu	Jonesboro, AR	Ed.D.
Auburn University www.auburn.edu	Auburn, AL	Ed.D.
Azusa Pacific University www.apu.edu	Azusa, CA	Ed.D.
Ball State University www.bsu.edu	Muncie, IN	Ed.D. & Ph.D.
Barry University www.barry.edu	Miami Shores, FL	Ph.D.
Boston College www.bc.edu	Chestnut Hill, MA	Ph.D.
Boston University http://www.bu.edu	Boston, MA	Ed.D.
Bowling Green State University http://www.bgsu.edu	Bowling Green, OH	Ph.D.
California State University, Long Beach http://www.csulb.edu	Long Beach, CA	Ed.D.
Central Michigan University http://www.cmich.edu	Mt. Pleasant, MI	Ed.D.
Claremont Graduate University http://www.cgu.edu	Claremont, CA	Ph.D.
Clemson University http://www.clemson.edu	Clemson, SC	Ph.D.

College of William and Mary, The http://www.wm.edu	Williamsburg, VA	Ed.D. & Ph.D.
Colorado State University http://www.colostate.edu	Fort Collins, CO	Ph.D.
Columbia University http://www.columbia.edu	New York, NY	Ed.D.
East Tennessee State University http://www.etsu.edu	Johnson City, TN	Ed.D.
Eastern Michigan University http://www.emich.edu	Ypsilanti, MI	Ed.D.
Florida Atlantic University http://www.fau.edu	Boca Raton, FL	Ed.D. & Ph.D.
Florida International University http://www.fiu.edu	Miami Shores, FL	Ed.D.
Florida State University http://www.fsu.edu	Tallahassee, FL	Ed.D. & Ph.D.
George Washington University http://www.gwu.edu	Washington, DC	Ed.D.
Georgia State University http://www.gsu.edu	Atlanta, GA	Ph.D.
Harvard University http://www.harvard.edu	Cambridge, MA	Ed.D.
Idaho State University http://www.isu.edu	Pocatello, ID	Ed.D.
Illinois State University http://www.ilstu.edu	Normal, IL	Ph.D.
Indiana State University http://www.indstate.edu	Terre Haute, IN	Ph.D.
Indiana University http://www.indiana.edu	Bloomington, IN	Ed.D. & Ph.D.

Indiana University-Purdue University Indianapolis http://www.iupui.edu	West Lafayette, IN	Ph.D.
Iowa State University http://www.iastate.edu	Ames, IA	Ph.D.
Kansas State University http://www.k-state.edu	Manhattan, KS	Ed.D. & Ph.D.
Kent State University http://www.kent.edu	Kent, OH	Ph.D.
Louisiana State University http://www.lsu.edu	Baton Rouge, LA	Ph.D.
Loyola University-Chicago http://www.luc.edu	Chicago, IL	Ph.D.
Marshall University http://www.marshall.edu	South Charleston, WV	Ed.D.
Miami University http://www.miami.muohio.edu	Oxford, OH	Ph.D.
Michigan State University http://www.msu.edu	East Lansing, MI	Ph.D.
Minnesota State University, Mankato http://www.mnsu.edu	Mankato, MN	Ed.D.
Mississippi State University http://www.msstate.edu	Mississippi State, MS	Ed.D. & Ph.D.
Montana State University http://www.montana.edu	Bozeman, MT	Ed.D.
Morgan State University http://www.morgan.edu	Baltimore, MD	Ed.D. & Ph.D.
New York University http://www.nyu.edu	New York, NY	Ed.D. & Ph.D.
North Carolina State University http://www.ncsu.edu	Raleigh, NC	Ed.D.

Northern Arizona University http://home.nau.edu	Flagstaff, AZ	Ed.D.
Northwestern University http://www.northwestern.edu	Evanston, IL	Ph.D.
Nova Southeastern University http://www.nova.edu	North Miami Beach, FL	Ed.D.
Ohio State University, The http://www.osu.edu	Columbus, OH	Ph.D.
Ohio University http://www.ohio.edu	Athens, OH	Ph.D.
Oklahoma State University http://osu.okstate.edu	Stillwater, OK	Ed.D. & Ph.D.
Old Dominion University http://www.odu.edu	Norfolk, VA	Ph.D.
Oregon State University http://oregonstate.edu	Corvallis, OR	Ed.D.
Pennsylvania State University http://www.psu.edu	University Park, PA	Ed.D. & Ph.D.
Portland State University http://www.pdx.edu	Portland, OR	Ed.D.
Rowan University http://www.rowan.edu	Glassboro, NJ	Ed.D.
Saint Louis University www.slu.edu	St. Louis, MO	Ed.D. & Ph.D.
Seattle University www.seattleu.edu	Seattle, WA	Ed.D
Seton Hall University www.shu.edu	South Orange, NJ	Ed.D & Ph.D.
Southern Illinois University at Carbondale www.siuc.edu	Carbondale, IL	Ph.D.

St. Cloud State University www.stcloudstate.edu	St. Cloud, MN	Ed.D.
Stanford University www.stanford.edu	Stanford, CA	Ph.D.
SUNY College at Albany www.albany.edu	Albany, NY	Ph.D.
Syracuse University www.syr.edu	Syracuse, NY	Ph.D.
Temple University www.temple.edu	Philadelphia, PA	Ed.D.
Texas A & M University www.tamu.edu	College Station, TX	Ph.D.
Texas A & M University-Commerce www.tamu-commerce.edu	Commerce, TX	Ed.D.
Texas Southern University www.tsu.edu	Houston, TX	Ed.D.
Texas Tech University www.ttu.edu	Lubbock, TX	Ed.D. & Ph.D.
University of Alabama www.ua.edu	Tuscaloosa, AL	Ed.D. & Ph.D.
University of Arizona www.arizona.edu	Tucson, AZ	Ph.D.
University of Arkansas at Little Rock www.ualr.edu	Little Rock, AR	Ph.D.
University of Arkansas-Fayetteville www.uark.edu	Fayetteville, AR	Ed.D.
University of California, Berkeley www.berkeley.edu	Berkeley, CA	Ed.D. & Ph.D.
University of California, Los Angeles www.ucla.edu	Los Angeles, CA	Ph.D.

University of Delaware www.udel.edu	Newark, DE	Ed.D.
University of Denver www.du.edu	Denver, CO	Ph.D.
University of Florida www.ufl.edu	Gainesville, FL	Ed.D. & Ph.D.
University of Georgia www.uga.edu	Athens, GA	Ph.D.
University of Georgia/ Institute of Higher Education www.uga.edu/ihe	Athens, GA	Ed.D. & Ph.D.
University of Hawaii-Manoa www.uhm.hawaii.edu	Honolulu, HI	Ph.D.
University of Illinois at Chicago www.uic.edu	Chicago, IL	Ed.D. & Ph.D.
University of Illinois at Urbana-Champaign www.illinois.edu	Champaign, IL	Ed.D. & Ph.D.
University of Iowa www.uiowa.edu	Iowa City, IA	Ph.D.*
University of Kansas www.ku.edu	Lawrence, KS	Ed.D. & Ph.D.
University of Kentucky www.uky.edu	Lexington, KY	Ed.D. & Ph.D.
University of Louisville www.louisville.edu	Louisville, KY	Ph.D.*
University of Maine www.umaine.edu	Orono, ME	Ed.D.
University of Maryland, College Park www.umd.edu	College Park, MD	Ph.D.
University of Massachusetts - Amherst www.umass.edu	Amherst, MA	Ed.D.

University of Massachusetts - Boston www.umb.edu	Boston, MA	Ed.D.
University of Memphis www.memphis.edu	Memphis, TN	Ed.D.
University of Miami www.miami.edu	Coral Gables, FL	Ed.D.
University of Michigan www.umich.edu	Ann Arbor, MI	Ph.D.
University of Minnesota www.umn.edu	Minneapolis, MN	Ed.D. & Ph.D.
University of Mississippi http://www.olemiss.edu	University, MS	Ph.D.
University of Missouri-Columbia www.missouri.edu	Columbia, MO	Ph.D.
University of Missouri-Kansas City www.umkc.edu	Kansas City, MO	Ed.D.
University of Missouri-St. Louis www.umsl.edu	St. Louis, MO	Ed.D. & Ph.D.
University of Nebraska at Lincoln www.unl.edu	Lincoln, NE	Ed.D. & Ph.D.
University of Nevada - Las Vegas www.unlv.edu	Las Vegas, NV	Ph.D.
University of Nevada - Reno www.unr.edu	Reno, NV	Ph.D.
University of New Orleans www.uno.edu	New Orleans, LA	Ph.D.
University of North Carolina at Greensboro www.uncg.edu	Greensboro, NC	Ph.D.
University of North Dakota www.und.nodak.edu	Grand Forks, ND	Ph.D.

University of North Texas www.unt.edu	Denton, TX	Ed.D & Ph.D.
University of Northern Colorado www.unco.edu	Greenly, CO	Ph.D.
University of Northern Iowa www.uni.edu	Cedar Falls, IA	Ed.D.
University of Oklahoma www.ou.edu	Norman, OK	Ph.D.
University of Pennsylvania www.upenn.edu	Philadelphia, PA	Ed.D. & Ph.D.
University of Pittsburgh www.pitt.edu	Pittsburgh, PA	Ed.D.
University of Rochester www.rochester.edu	Rochester, NY	Ed.D. & Ph.D.
University of South Carolina www.sc.edu	Columbia, SC	Ph.D.
University of South Dakota www.usd.edu	Vermillion, SD	Ed.D.
University of South Florida www.usf.edu	Tampa, FL	Ed.D. & Ph.D.
University of Southern California www.usc.edu	Los Angeles, CA	Ed.D. & Ph.D.
University of Tennessee www.utk.edu	Knoxville, TN	Ph.D.
University of Texas at Austin www.utexas.edu	Austin, TX	Ed.D. & Ph.D.
University of Toledo www.utoldeo.edu	Toledo, OH	Ph.D.
University of Utah www.utah.edu	Salt Lake City, UT	Ed.D. & Ph.D.

University of Virginia www.virginia.edu	Charlottesville, VA	Ed.D. & Ph.D.
University of Washington www.washington.edu	Seattle, WA	Ph.D.
University of Wisconsin-Madison www.wisc.edu	Madison, WI	Ph.D.
Vanderbilt University www.vanderbilt.edu	Nashville, TN	Ed.D. & Ph.D.
Virginia Polytechnic Institute and State University www.vt.edu	Blacksburg, VA	Ph.D.
Washington State University www.wsu.edu	Pullman, WA	Ed.D. & Ph.D.
West Virginia University www.wvu.edu	Morgantown, WV	Ed.D.
Western Carolina University www.wcu.edu	Cullowhee, NC	Ed.D.
Western Kentucky University www.westrenkentuckyuniversity.com	Bowling Green, KY	Ed.D.
Western Michigan University www.wmich.edu	Kalamazoo, MI	Ph.D.
Widener University www.widener.edu	Chester, PA	Ed.D.

APPENDIX C

CORRESPONDENCE WITH SURVEY PARTICPANTS

Initial Email Sent to Program Directors Offering a Doctoral Degree in the Study of and/or Administration of Higher Education at the Institutions Listed in Appendix A

Dear Doctoral Higher Education Program Coordinator:

My name is Marc P. Valerin and I am a doctoral student in the Program for Higher Education at the University of North Texas. As part of my dissertation, I am conducting an online survey as it relates to the current state of higher education doctoral programs in the United States.

The purpose of this study is to gather information as it relates to the mission/profile of your doctoral program, the types of courses that are offered as part of your degree requirements, and the various modes of instructional delivery being utilized by higher education graduate faculty.

Using the 2010 ASHE *Higher Education Program Directory*, you have been identified as the primary contact for doctoral program information for your institution. In that role, I am asking that you please take approximately 15 minutes to complete the online survey. It may be accessed at: http://www.surveymonkey.com/s.aspx?sm=amDIcRLKRehnBaOcxc7njw_3d_3d

Although participation in the survey is completely voluntary, your responses will be used to assist the profession in better understanding and benchmarking the various types of doctoral programs in higher education. In order to protect the identity of any respondent to this survey, the results will be only reported in aggregate form. Additionally, as part of the online survey, you can select to "opt out" of the survey at any time with no negative consequences. However, for your willingness to participate in this survey, you can indicate if you wish to receive an executive summary of these findings as part of the survey by emailing me.

This research project has been approved by the University of North Texas's Institutional Review Board. However, if you have any questions regarding participation in the survey, you may contact the IRB Office at (940) 565-3940. Additionally, if you have other questions relating to the survey, please feel free to contact me or the principal investigator, Dr. John L. "Jack" Baier, Professor of Higher Education at UNT's College of Education, at (940) 565-3238 or jack.baier@unt.edu.

Respectfully,
Marc P. Valerin
Doctor of Philosophy candidate
Program in Higher Education
MarcusValerin@my.unt.edu

Follow-up Email Sent to Program Directors Offering a Doctoral Degree in the Study of and/or Administration of Higher Education at the Institutions Listed in Appendix A

Dear Doctoral Higher Education Program Coordinator:

I know this time of year is extremely busy for you with both the term and the academic year rapidly coming to a close. However, I would sincerely appreciate your participation in

completing this survey on Higher Education Doctoral Programs as part of my dissertation research.

With only 131 Higher Education doctoral programs identified by the Association for the Study of Higher Education (ASHE) directory, it is very important that as many Programs respond as possible to make the obtained data and summary analyses more useful to the profession as possible. Even if you are unable to answer all the questions asked because of lack of current data, please answer those that you can, and leave the others blank or provide a "guestimate." Partial data and/or estimated data from your Program will be more helpful than no information at all.

Again, I want to thank you for your consideration and hopeful participation in this important benchmarking data collection effort. Survey link: http://www.surveymonkey.com/s.aspx?sm=S3XkTQ5LEi2jO91b5c46mA_3d_3d Please note you will be offered an Executive Summary of the survey, if you choose.

Sincerely and respectfully,

Marc P. Valerin
Ph.D. candidate
University of North Texas

Final Email Reminder Sent to Program Directors Offering a Doctoral Degree in the Study of and/or Administration of Higher Education at the institutions Listed in Appendix A

Dear Dr. (Last Name),
(University)

This is my final plea for your assistance in completing the attached survey for my dissertation research on ASHE Doctoral Higher Education programs. Currently, I have a return rate of 56% and would sincerely appreciate, if possible, your response.

For your convenience and consideration, I will leave the survey active until May 14, 2010, at midnight. You may access the survey at http://www.surveymonkey.com/s.aspx?sm= 2w6vn7YkCddsxAlPOEykAw_3d_3d

Respectfully and with sincere appreciation,

Marc P. Valerin, Ph.D. candidate
University of North Texas

APPENDIX D

SURVEY INSTRUMENT

16. Executive Summary

1. Thank you for taking your time to complete this survey!!!

If you would like an executive summary of these findings, please include your email in the space below.

1. Higher Education Program Demographics

1. According to the Carnegie Classification, your educational institution is currently classified as:

◯ a) a Doctoral/Research University

◯ b) a Research University/ H:Research Univ. (high research activity)

◯ c) a Research University/ VH:Research Univ. (very high research activity)

2. What is the name of the academic department or unit from which your doctoral degree (s) is awarded?
{For example, Department of Higher Education, Department of Educational Leadership, Department of Educational Administration, etc.}

3. Using the typology for doctoral programs in higher education developed by Paul Dressel and Lewis Mayhew in 1974, Higher Education as a Field of Study, how would YOU best describe your academic department or unit?

◯ a) TYPE I MODEL {"Found in institutions which support a department or concentration in higher education in a quest to seek and maintain a national perspective...consistent with a national perspective to recruit from all over the United States and from abroad and similarity seek to place graduates over a widely dispersed geographic region...most existing programs of this type are located in complex institutions willing to marshal a rich variety of scholarly talent for a sustained program...senior faculty members at institutions supporting this type of program are found in disproportionatly large numbers on various national committees and commissions studying higher education."} pp.33-34.

◯ b) TYPE II MODEL {"The second type of program is considerably smaller and considerably more local in the sort of student it intends to serve...the student body includes a large proportion of parttime (sic) students who work at nearby intsitutions (sic) of higher education...of necessity the curriculum is likely to be limited and composed of courses oriented toward application...since service to a limited geographical area is the hallmark of this kind of program, the fulltime (sic) faculty maybe more concerned about intimate contact with nearby institutions than with a national reference group."} pp. 33-34

◯ c) TYPE III MODEL {"A third kind of program posses a much less formal strucuture. These programs are quite small, staffed by one or occasionally two faculty members offering courses on higher education or preparation for college teaching, generally taken by future junior college teachers and occasionally by doctoral students in other fields at the parent institution who wish some exposure to techniques and theory of pedagogy...faculty members for this sort of program generally come out of professional education, psychology, or social psychology."} p.34

◯ d) TYPE IV MODEL {combination of Type I and Type II models}

◯ e) TYPE V MODEL {combination of Type II and Type III models}

◯ f) TYPE VI MODEL {combination of Type I and Type III models}

4. How many years has your institution offered a doctoral degree in Higher Education?

◯ a) Less than 10 years old

◯ b) Between 10 and 19 years old

◯ c) Between 20 and 39 years old

◯ d) Between 40 and 60 years old

◯ e) More than 60 years old

5. What title best describes the person completing this survey?

◯ a) Program Coordinator/Director

◯ b) Department Chair

◯ c) Member of the Program Faculty

◯ d) Other (please specify)

6. How many faculty members in your Higher Education doctoral program(s) are:

	Please select
Full time	
Adjunct/Clinical	
Joint Faculty Appointments	
Joint Administrative Appointments	

7. In the past five years, what is the average number of publications in refereed journals for each full-time, Higher Education faculty member?

◯ a) None

◯ b) 1 to 5

◯ c) 6 or more

8. Is your Higher Education academic department or unit affiliated with a Center for the Study of Higher Education or equivalent entity?

◯ a) No

◯ b) Yes

9. If yes, does the Center assist faculty in securing external grants for conducting research?

◯ a) No

◯ b) Yes

◯ c) N/A

10. What is the total amount of external grant research money awarded to your Higher Education academic department or unit over the past five years?

◯ a) Less than $50,000 in federally funded research dollars per year on average

◯ b) $50,000 or more but less than $100,000 in federally funded research dollars per year on average

◯ c) $100,000 or more but less than $250,000 in federally funded research dollars per year on average

◯ d) $250,000 or more but less than $500,000 in federally funded research dollars per year on average

◯ e) $500,000 or more but less than $1 million in federally funded research dollars per year on average

◯ f) $1 million or more in federally funded research dollars per year on average

2. Higher Education Doctoral Funding

1. How many graduate assistantships does your doctoral Higher Education program(s) have on average per year?

◯ a) None

◯ b) 1 to 10

◯ c) More than 10

2. What is the annual remuneration for these graduate assistantships?

◯ a) Less than $25,000 for 9 months (including tuition & fees)

◯ b) $25,000 or more for 9 months (including tuition & fees)

3. How many of these funded graduate assistantships are funded by external grants?

◯ a) None

◯ b) 1 to 5

◯ c) More than 5

4. How many of these funded graduate assistantships are funded by the College/University?

◯ a) None

◯ b) 1 to 5

◯ c) More than 5

5. Is there a limit on the number of years a graduate assistant can be funded?

◯ a) No limit

◯ b) 1 year total limit, subject to satisfactory academic performance and progress

◯ c) 2-3 year total limit, each year is subject to satisfactory academic performance and progress

◯ d) Funding up to 5 years or more total, depending on source of funding (e.g.; grant and/or College/University resources) subject to satisfactory progress and performance

◯ e) Other (please specify)

6. Does your doctoral program receive any funding from private endowments?

◯ a) No

◯ b) Yes (please specify: e.g.; Endowed department, faculty chairs, travel grants, offices, scholarships, etc.

3. Doctoral Degree(s) offered

1. My program in higher education offers:

○ a) the Doctor of Education (Ed.D.) degree only

○ b) the Doctor of Philosophy (Ph.D.) degree only

○ c) both the Doctor of Education (Ed.D.) degree and the Doctor of Philosophy (Ph.D.) degree

4. Doctor of Education Demographics

**1. Admission into your Doctor of Education program is granted by:
(please choose all that apply)**

☐ a) Program Coordinator

☐ b) Department Chair

☐ c) Departmental Faculty Admissions Committee

☐ d) Other (please specify)

2. How would you best describe admission into your Doctor of Education program?

○ a) Non-selective

○ b) Selective

○ c) Highly selective

3. As part of the requirements for admission into your Doctor of Education program, are applicants required to interview with program faculty?

○ a) No

○ b) No, but we are considering implementing this requirement in the near future

○ c) Yes

○ d) Yes, but we are considering eliminating this requirement in the near future

4. As part of the requirements for admission into your Doctor of Education program, are applicants required to sit for a written program admission exam?

○ a) No

○ b) No, but we are considering implementing this requirement in the near future

○ c) Yes

○ d) Yes, but we are considering eliminating this requirement in the near future

5. As part of the requirements for the Doctor of Education program, are students required to sit for a written comprehensive exam?

○ a) No

○ b) No, but we are considering implementing this requirement in the near future

○ c) Yes

○ d) Yes, but we are considering eliminating this requirement in the near future

6. As part of the requirements for the Doctor of Education program, are students required to complete an oral comprehensive exam?

◯ a) No

◯ b) No, but we are considering implementing this requirement in the near future

◯ c) Yes

◯ d) Yes, but we are considering eliminating this requirement in the near future

7. As part of the requirements for the Doctor of Education program, are students required to complete a dissertation or a comparable research project?

◯ a) No

◯ b) No, but we are considering implementing this requirement in the near future

◯ c) Yes

◯ d) Yes, but we are considering eliminating this requirement in the near future

5. Course delivery methods for your Ed.D. Degree(s)

1. My Doctor of Education (Ed.D.) Program offers:
(please select all that applies)

Instructional Delivery Options

a) 100% online degree delivery	◯
b) Only some courses online	◯
c) Blended (e.g.; part classroom/part online) format	◯
d) Cohort format	◯
e) Only traditional classroom format	◯

2. Does your higher education program offer an Executive Doctor of Education degree?

◯ a) No

◯ b) Yes

6. Course offerings for your Ed.D. degree program

1. Does your Doctor of Education program offer a course that focuses on:
(please select all that applies)

	Ed.D. program requirement	Ed.D. program elective	Not offered	Future consideration
General Administration	○	○	○	○
Financing	○	○	○	○
Legal aspects	○	○	○	○
Policy studies	○	○	○	○
Human Resource Dev./Mgmt.	○	○	○	○
History	○	○	○	○
Ethics	○	○	○	○
Planning	○	○	○	○
Philosophy/Theories	○	○	○	○
Teaching/Learning	○	○	○	○
Role of Community College	○	○	○	○
Role of Student Affairs	○	○	○	○
College Student Experience	○	○	○	○
Comparative International Studies	○	○	○	○
Professoriate in Higher Education	○	○	○	○
Academic Publishing/Presentations	○	○	○	○
Grant Writing	○	○	○	○
Academic Technology	○	○	○	○
Adult/Continuing Education	○	○	○	○
Dissertation in Higher Education	○	○	○	○
Research/Educational Stats	○	○	○	○
Advanced Quantitative Research Methods	○	○	○	○
Qualitative Research Methods	○	○	○	○
Higher Education Capstone Course	○	○	○	○

2. Please list other courses that are taught in your Ed.D. program that are not on the above list and specify if they are required or elective courses.

7. Ed.D. Program Questions

1. In this Doctor of Education program, is there a required residency period?

◯ a) No

◯ b) Yes

2. How many full-time students (e.g.; nine credit hours or more) are enrolled in your Doctor of Education program?

◯ a) None, only offered as a part-time program

◯ b) No full-time students are currently enrolled

◯ c) 1 to 10

◯ d) More than 10

3. How many part-time students (e.g.; less than nine credit hours) are enrolled in your Doctor of Education program?

◯ a) None, only offered as a full-time program

◯ b) No part-time students are currently enrolled

◯ c) 1 to 10

◯ d) More than 10

4. How many male students are enrolled in your Doctor of Education program?

◯ a) None

◯ b) 1 to 10

◯ c) More than 10

5. How many female students are enrolled in your Doctor of Education program?

◯ a) None

◯ b) 1 to 10

◯ c) More than 10

6. How many graduate students in the Doctor of Education program graduate annually?

◯ a) 9 or less

◯ b) 10 or more

7. On average, how many years does it take for the majority of your Doctor of Education students to complete the program beginning with the first course to the defended dissertation?

◯ a) 1 to 5 years

◯ b) 6 to 8 years

◯ c) More than 8 years

8. Is your Doctor of Education program currently undergoing any curricular changes?

◯ a) No

◯ b) No, but there are plans to make changes in the near future

◯ c) Yes

8. Doctor of Philosophy Demographics

1. Admission into your Doctor of Philosophy program is granted by:
(please choose all that apply)

☐ a) Program Coordinator

☐ b) Department Chair

☐ c) Departmental Faculty Admissions Committee

☐ d) Other (please specify)

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2. How would you best describe admission into your Doctor of Philosophy program?

○ a) Non-selective

○ b) Selective

○ c) Highly selective

3. As part of the requirements for admission into your Doctor of Philosophy program, are applicants required to interview with program faculty?

○ a) No

○ b) No, but we are considering implementing this requirement in the near future

○ c) Yes

○ d) Yes, but we are considering eliminating this requirement in the near future

4. As part of the requirements for admission into your Doctor of Philosophy program, are applicants required to sit for a written program admission exam?

○ a) No

○ b) No, but we are considering implementing this requirement in the near future

○ c) Yes

○ d) Yes, but we are considering eliminating this requirement in the near future

5. As part of the requirements for the Doctor of Philosophy program, are students required to sit for a written comprehensive exam?

○ a) No

○ b) No, but we are considering implementing this requirement in the near future

○ c) Yes

○ d) Yes, but we are considering eliminating this requirement in the near future

6. As part of the requirements for the Doctor of Philosophy program, are students required to complete an oral comprehensive exam?

◯ a) No

◯ b) No, but we are considering implementing this requirement in the near future

◯ c) Yes

◯ d) Yes, but we are considering eliminating this requirement in the near future

7. As part of the requirements for the Doctor of Philosophy program, are students required to complete a dissertation or a comparable research project?

◯ a) No

◯ b) No, but we are considering implementing this requirement in the near future

◯ c) Yes

◯ d) Yes, but we are considering eliminating this requirement in the near future

9. Course delivery methods for your Ph.D. program(s)

1. My Doctor of Philosophy (Ph.D.) Program offers:
(please select all that applies)

	Instructional Delivery Options
a) 100% online degree delivery	◯
b) Only some courses online	◯
c) Blended (e.g.; part classroom/part online) format	◯
d) Cohort format	◯
e) Only traditional classroom format	◯

2. Does your higher education program offer an Executive Doctor of Philosophy degree?

◯ a) No

◯ b) Yes

10. Course offerings for your Ph.D. program

1. Does your Doctor of Philosophy program offer a course that focuses on:

	Ph.D. program requirement	Ph.D. program elective	Not offered	Future consideration
General Administration	○	○	○	○
Financing	○	○	○	○
Legal aspects	○	○	○	○
Policy studies	○	○	○	○
Human Resource Dev./Mgmt.	○	○	○	○
History	○	○	○	○
Ethics	○	○	○	○
Planning	○	○	○	○
Philosophy/Theories	○	○	○	○
Teaching/Learning	○	○	○	○
Role of Community College	○	○	○	○
Role of Student Affairs	○	○	○	○
College Student Experience	○	○	○	○
Comparative International Studies	○	○	○	○
Professoriate in Higher Education	○	○	○	○
Academic Publishing/Presentations	○	○	○	○
Grant Writing	○	○	○	○
Academic Technology	○	○	○	○
Adult/Continuing Education	○	○	○	○
Dissertation in Higher Education	○	○	○	○
Research/Educational Stats	○	○	○	○
Advanced Quantitative Research Methods	○	○	○	○
Qualitative Research Methods	○	○	○	○
Higher Education Capstone Course	○	○	○	○

2. Please list other courses that are taught in your Ph.D. program that are not on the above list and specify if they are required or elective courses.

11. Ph.D. Program Questions

1. In this Doctor of Philosophy program, is there a required residency period?

◯ a) No

◯ b) Yes

2. How many full-time students (e.g.; nine credit hours or more) are enrolled in your Doctor of Philosophy program?

◯ a) None; only offered as a part-time program

◯ b) No full-tme students are currently enrolled

◯ c) 1 to 10

◯ d) More than 10

3. How many part-time students (e.g.; less than nine credit hours) are enrolled in your Doctor of Philosophy program?

◯ a) None, only offered as a full-time program

◯ b) No part-time students are currently enrolled

◯ c) 1 to 10

◯ d) More than 10

4. How many male students are enrolled in your Doctor of Philosophy program?

◯ a) None

◯ b) 1 to 10

◯ c) More than 10

5. How many female students are enrolled in your Doctor of Philosophy program?

◯ a) None

◯ b) 1 to 10

◯ c) More than 10

6. How many graduate students in the Doctor of Philosophy program graduate annually?

◯ a) 9 or less

◯ b) 10 or more

7. On average, how many years does it take for the majority of your Doctor of Philosophy students to complete the program beginning with the first course to the defended dissertation?

◯ a) 1 to 5 years

◯ b) 6 to 8 years

◯ c) More than 8 years

8. Is your Doctor of Philosophy program currently under any curricular changes?

◯ a) No

◯ b) No, but there are plans to make changes in the near future

◯ c) Yes

12. Ph.D. & Ed.D. Program Demographics

1. Admission into your Ed.D. program is granted by:
(please choose all that apply)

☐ a) Program Coordinator

☐ b) Department Chair

☐ c) Departmental Faculty Admissions Committee

☐ d) Other (please specify)

2. Admission into your Ph.D. program is granted by:
(please choose all that apply)

☐ a) Program Coordinator

☐ b) Department Chair

☐ c) Departmental Faculty Admissions Committee

☐ d) Other (please specify)

3. How would you best describe admission into your Ed.D. program?

○ a) Non-selective

○ b) Selective

○ c) Highly selective

4. How would you best describe admission into your Ph.D. program?

○ a) Non-selective

○ b) Selective

○ c) Highly selective

5. As part of the requirements for admission into your Ed.D. program, are applicants required to interview with program faculty?

○ a) No

○ b) No, but we are considering implementing this requirement in the near future

○ c) Yes

○ d) Yes, but we are considering eliminating this requirement in the near future

6. As part of the requirements for admission into your Ph.D. program, are applicants required to interview with program faculty?

◯ a) No

◯ b) No, but we are considering implementing this requirement in the near future

◯ c) Yes

◯ d) Yes, but we are considering eliminating this requirement in the near future

7. As part of the requirements for admission into your Ed.D. program, are applicants required to sit for a written program admission exam?

◯ a) No

◯ b) No, but we are considering implementing this requirement in the near future

◯ c) Yes

◯ d) Yes, but we are considering eliminating this requirement in the near future

8. As part of the requirements for admission into your Ph.D. program, are applicants required to sit for a written program admission exam?

◯ a) No

◯ b) No, but we are considering implementing this requirement in the near future

◯ c) Yes

◯ d) Yes, but we are considering eliminating this requirement in the near future

9. As part of the requirements for the Ed.D. program, are students required to sit for a written comprehensive exam?

◯ a) No

◯ b) No, but we are considering implementing this requirement in the near future

◯ c) Yes

◯ d) Yes, but we are considering eliminating this requirement in the near future

10. As part of the requirements for the Ph.D. program, are students required to sit for a written comprehensive exam?

◯ a) No

◯ b) No, but we are considering implementing this requirement in the near future

◯ c) Yes

◯ d) Yes, but we are considering eliminating this requirement in the near future

11. As part of the requirements for the Ed.D. program, are students required to complete an oral comprehensive exam?

◯ a) No

◯ b) No, but we are considering implementing this requirement in the near future

◯ c) Yes

◯ d) Yes, but we are considering eliminating this requirement in the near future

12. As part of the requirements for the Ph.D. program, are students required to complete an oral comprehensive exam?

◯ a) No

◯ b) No, but we are considering implementing this requirement in the near future

◯ c) Yes

◯ d) Yes, but we are considering eliminating this requirement in the near future

13. As part of the requirements for the Ed.D. program, are students required to complete a dissertation or a comparable research project?

◯ a) No

◯ b) No, but we are considering implementing this requirement in the near future

◯ c) Yes

◯ d) Yes, but we are considering eliminating this requirement in the near future

14. As part of the requirements for the Ph.D. program, are students required to complete a dissertation or a comparable research project?

◯ a) No

◯ b) No, but we are considering implementing this requirement in the near future

◯ c) Yes

◯ d) Yes, but we are considering eliminating this requirement in the near future

13. Course delivery methods for your Ph.D. and Ed.D. programs

1. My Ed.D. and Ph.D. Programs offer:
(please select all that applies)

	Ed.D. program	Ph.D. program
a) 100% online degree delivery	☐	☐
b) Only some courses online	☐	☐
c) Blended(e.g.; part online/part classroom) format	☐	☐
d) Cohort format	☐	☐
e) Only traditional classroom format	☐	☐

2. Does your higher education program offer an Executive Doctor of Education degree?

◯ a) No

◯ b) Yes

3. Does your higher education program offer an Executive Doctor of Philosophy degree?

◯ a) No

◯ b) Yes
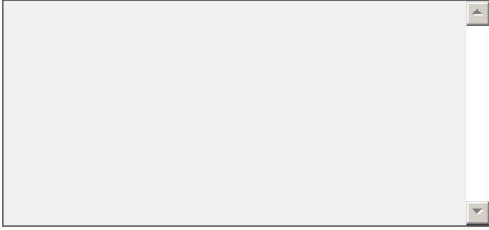
14. Course offerings for your Ed.D. and Ph.D. programs

1. Does your Doctor of Education (Ed.D.) program and your Doctor of Philosophy (Ph.D.) program offer a credit course that focuses on:
(Please select only one answer per degree, if applicable)

	Ed.D. program required	Ed.D. program elective	Ph.D. program required	Ph.D. program elective	Not offered	Future course consideration
General Administration	☐	☐	☐	☐	☐	☐
Financing	☐	☐	☐	☐	☐	☐
Legal aspects	☐	☐	☐	☐	☐	☐
Policy studies	☐	☐	☐	☐	☐	☐
Human Resource Dev./Mgmt.	☐	☐	☐	☐	☐	☐
History	☐	☐	☐	☐	☐	☐
Ethics	☐	☐	☐	☐	☐	☐
Planning	☐	☐	☐	☐	☐	☐
Philosophy/Theories	☐	☐	☐	☐	☐	☐
Teaching/Learning	☐	☐	☐	☐	☐	☐
Role of Community College	☐	☐	☐	☐	☐	☐
Role of Student Affairs	☐	☐	☐	☐	☐	☐
College Student Experience	☐	☐	☐	☐	☐	☐
Comparative International Studies	☐	☐	☐	☐	☐	☐
Professoriate in Higher Education	☐	☐	☐	☐	☐	☐
Academic Publishing/Presentations	☐	☐	☐	☐	☐	☐
Grant Writing	☐	☐	☐	☐	☐	☐
Academic Technology	☐	☐	☐	☐	☐	☐
Adult/Continuing Education	☐	☐	☐	☐	☐	☐
Dissertation in Higher Education	☐	☐	☐	☐	☐	☐
Research/Educational Stats	☐	☐	☐	☐	☐	☐
Advanced Quantitative Research Methods	☐	☐	☐	☐	☐	☐
Qualitative Research Methods	☐	☐	☐	☐	☐	☐
Higher Education Capstone Course	☐	☐	☐	☐	☐	☐

2. Please list other courses that are taught in your Ed.D. program that are not on the above list and specify if they are required or elective courses.

3. Please list other courses that are taught in your Ph.D. program that are not on the above list and specify if they are required or elective courses.

15. Ed.D. & Ph.D. Program Questions

1. Does your Doctor of Education and Doctor of Philosophy degrees differ by:

	Yes	No
a) Admission requirements	◯	◯
b) Residency requirements	◯	◯
c) Higher Ed. Foundation Course requirements	◯	◯
d) Research/Stat Course requirements	◯	◯
e) Dissertation requirements/doctoral research project	◯	◯

f) Other differences (please specify)

[ ]

2. In your Doctor of Education program, is there a required residency period?

◯ a) No

◯ b) Yes

3. In your Doctor of Philosophy program, is there a required residency period?

◯ a) No

◯ b) Yes

4. How many full-time students (e.g.; nine credit hours or more) are enrolled in your Doctor of Education program?

◯ a) None, only offered as a part-time program

◯ b) No full-time students are currently enrolled

◯ c) 1 to 10

◯ d) More than 10

5. How many full-time students (e.g.; nine credit hours or more) are enrolled in your Doctor of Philosophy program?

◯ a) None; only offered as a part-time program

◯ b) No full-tme students are currently enrolled

◯ c) 1 to 10

◯ d) More than 10

6. How many part-time students (e.g.; less than nine credit hours) are enrolled in your Doctor of Education program?

○ a) None, only offered as a full-time program

○ b) No part-time students are currently enrolled

○ c) 1 to 10

○ d) More than 10

7. How many part-time students (e.g.; less than nine credit hours) are enrolled in your Doctor of Philosophy program?

○ a) None, only offered as a full-time program

○ b) No part-time students are currently enrolled

○ c) 1 to 10

○ d) More than 10

8. How many male students are enrolled in your Doctor of Education program?

○ a) None

○ b) 1 to 10

○ c) More than 10

9. How many male students are enrolled in your Doctor of Philosophy program?

○ a) None

○ b) 1 to 10

○ c) More than 10

10. How many female students are enrolled in your Doctor of Education program?

○ a) None

○ b) 1 to 10

○ c) More than 10

11. How many female students are enrolled in your Doctor of Philosophy program?

○ a) None

○ b) 1 to 10

○ c) More than 10

12. How many graduate students in the Doctor of Education program graduate annually?

○ a) 9 or less

○ b) 10 or more

13. How many graduate students in the Doctor of Philosophy program graduate annually?

◯ a) 9 or less

◯ b) 10 or more

14. On average, how many years does it take for the majority of your Doctor of Education students to complete the program beginning with the first course to the defended dissertation?

◯ a) 1 to 5 years

◯ b) 6 to 8 years

◯ c) More than 8 years

15. On average, how many years does it take for the majority of your Doctor of Philosophy students to complete the program beginning with the first course to the defended dissertation?

◯ a) 1 to 5 years

◯ b) 6 to 8 years

◯ c) More than 8 years

16. Is your Doctor of Education program currently undergoing any curricular changes?

◯ a) No

◯ b) No, but there are plans to make changes in the near future

◯ c) Yes

17. Is your Doctor of Philosophy program currently under any curricular changes?

◯ a) No

◯ b) No, but there are plans to make changes in the near future

◯ c) Yes

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