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Research and Consulting for Higher Education

**Schools of Education
Learning Collaborative**

Evaluation of the Market for Ed.D. in Educational Leadership

Insight Into Student Demand, the Labor Market, and Enrollments

Research Overview

The inquiring institution seeks to launch an Ed.D. in Educational Leadership. As part of the approval process, the institution must display market demand for the credential. Thus, the inquiring institution seeks independent, objective quantification—informed by secondary resources—for demand for the credential. The inquiring institution partnered with Eduventures to collect and synthesize this data.

The objective of this study is to provide insight into the competitive market for Ed.D. programs in Education Leadership (with a particular focus on K-12). This insight can inform the inquiring institution's decision-making as it builds and develops its new credential program.

This research seeks to address the following key questions:

- *How has the market for Ed.D. programs in Educational Leadership been changing in the past five years?*
  - How strong is the demand for the Ed.D. in Educational Leadership?
  - What are the important criteria to prospective Ed.D. in Educational Leadership students?
  - What is the forecasted job growth for Ed.D. graduates?
- *What does the online market for Ed.D. programs in Educational Leadership look like?*
  - What are the delivery mode preferences of prospective students interested in the Ed.D. in Educational Leadership?
  - How sizable is the intent of K-12 teacher and administrators to enroll in online programs?
  - What is the estimated online penetration of Ed.D. degrees?
- *How are top Ed.D. conferrers structuring and pricing their programs?*

Executive Summary

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Demand for the Ed.D. in Educational Leadership is Strong and the Job Market is Stable; The Number of Degrees Conferred and Program Providers are Growing; and Prospective Students are Interested in High Quality, Online Programs

Degree trends

- Enrollments in Ed.D. in Educational Leadership programs have increased by 5.1% from 2007 to 2011 and the number of providers has increased by 5.4% over the same time period; however, the percentage growth rate is declining from year to year.
  - The University of Southern California is the Market Share Leader with 4.6%..
- Half of the top twenty national providers of Ed.D. in Educational Leadership programs include substantial online components and 40% are completely online.

Student Preferences

- The most important selection factors for prospective doctoral students in Educational Leadership are the ability to take classes in the evening or weekend and to mix class locations.
- Program quality as well as institution and program reputation are the most important elements to prospective students when evaluating a doctoral program in Educational Leadership.
- Online course catalogs and school websites are the most important informational sources for prospective students.
- To most effectively market doctoral programs to prospective students, use the following terms, which are found to drive interest: flexible scheduling, accelerated programs, affordable, and academic excellence.

Labor Market Demand

- For traditional education administrator positions, little to average job growth is expected; job growth for more specialized positions is expected to increase more than average.
- Nationally, there is job growth between 2006 and 2010 and a slight decline from 2010 to 2012.

Prospective Doctoral Student Interest in Online Programs Matches the Supply, as Doctoral Programs are Expected to Increase by 74% from 2010 to 2020

Trends in Online Enrollments

Online preferences of prospective doctoral students:

• Prospective doctoral students in Educational Leadership are very likely to enroll in a fully online program with an asynchronous delivery format (41.8%) as well as in an accelerated program (32.8%).

Online preferences of K-12 teachers and administrators:

• About 86% of teachers and 75% of administrators indicate that they are considering returning to school.

• Only 28% of teachers indicate interest in Doctoral degrees; however, as states eliminate or reduce the link between salary increases and Master's degrees, teachers may seek alternate pathways or programs for professional development.

• Teachers interested in pursuing Doctorates are much more likely to work in higher grade levels or secondary schools (i.e. middle school or high school), or in district-wide positions (ESL, SPED, etc.).

• Administrators planning on pursuing additional education are most interested in doctorates (53%) and are most commonly interested in refining and shaping leadership skills.

• 70% of educators planning to enroll or who are already enrolled indicate that they prefer hybrid or totally online programs; those interested in studying online are more likely to indicate that low-cost is important.

Estimated Online Penetration of Ed.D. Degrees

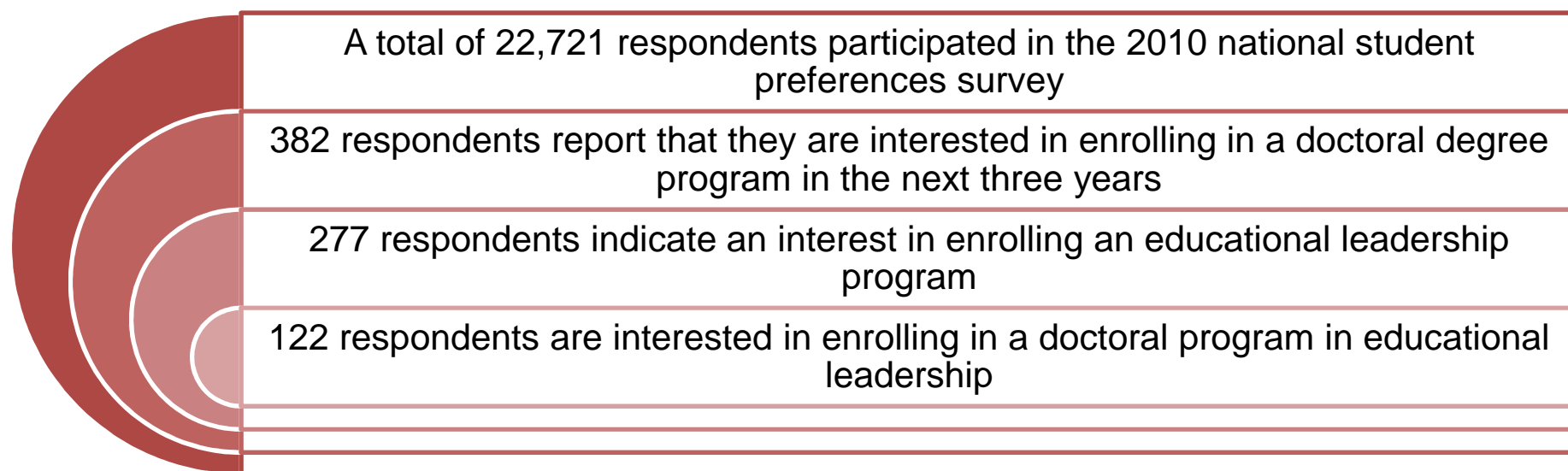• Doctoral degrees represent 14.5 % of the online market, which is the second largest share.

• From 2010-2020, 74% growth in online Doctoral degrees is expected. Online Doctoral degrees are expected to account for 22% of Doctoral headcount in 2020, up from 15% in 2010.

• Of the top 100 most active online schools, fourteen offer Ed.D. programs and ten offer specializations in leadership.

Methodology

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Eduventures Analysts Used Multiple Metrics to Evaluate the Current Market for an Ed.D. in Educational Leadership

DATA POINT	DATA SOURCE
Student Demand	
Five year trends in degrees conferred in Ed.D. leadership, 2007 – 2011, nationally and by schools	IPEDS* CIP code 13.0401
Intended behaviors of <u>122</u> prospective Doctoral level Educational Leadership students	Eduventures' 2010 *Consumer Preferences for Adult Education*, which includes 22,721 respondents interested in many different credential levels and many different discipline areas (122 interested in Doctoral programs in Educational Leadership)
Labor Market Demand	
Forecast growth in jobs for Ed.D. graduates	Bureau of Labor Statistics data for education services occupations
Trends in Online Enrollments	
Intent to enroll in online Ed.D. program based on 122 prospective respondents who indicate interest in a Doctoral degree in Educational Leadership	Eduventures' 2010 *Consumer Preferences for Adult Education*, which includes 22,721 respondents interested in many different credential levels and many different discipline areas
K-12 teacher and administrator intent to enroll in online programs	Eduventures' proprietary 2009 survey of teachers and administrators, *Recruiting and Preparing Educators*
Estimated online penetration of Ed.D. degrees	Eduventures proprietary 2010 analysis *Top Programs Offered by the Most Active Online Schools*
Profiles of Select Competitors (Five Institutions)	
Ed.D. leadership degree conferral trends at the school	IPEDS*
List price for the Ed.D. leadership at the school	
Degree requirements in Ed.D. leadership at the school	Institution Web sites
Delivery mode	

*It is important to note that the information provided by IPEDS is self-reported by institutions and therefore the data may not be perfectly aligned with data from institutional websites.

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To Provide Prospective Student Information, Eduventures Analysts Segmented Eduventures Proprietary Data from the Continuing and Professional Education Learning Collaborative* that Includes Responses from 22,721 Prospective Students

A total of 22,721 respondents participated in the 2010 national student preferences survey

382 respondents report that they are interested in enrolling in a doctoral degree program in the next three years

277 respondents indicate an interest in enrolling an educational leadership program

122 respondents are interested in enrolling in a doctoral program in educational leadership

• **Eduventures analysts sorted the data by prospective students seeking doctoral degrees in Educational Leadership (N=122)**

In this report, we will present data that illustrate the preferences of students who report being interested in enrolling in doctoral programs in Educational Leadership. The key questions for this study are as follows:

• What are the important criteria to prospective students in Educational Leadership?

• How do they select advanced degrees?

***Assessing Consumer Preferences for Adult Education**, Eduventures CPE-LC Collaborative Study 2010 8

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To Provide Data on K-12 Teacher and Administrator Intent on Enrolling in Educational Leadership Doctoral Programs, Eduventures Analysts Segmented Data from Eduventures' 2009 Survey of 1,634 Current Teachers and Administrators

Survey Audience

- 130 Respondents are currently working as administrators (8%); 1,504 respondents are currently working as teachers (92%)
- Respondents are U.S. residents that have been working in their current positions for five years or less

Survey Instrument

- The survey instrument was crafted in collaboration with Eduventures' Schools of Education Learning Collaborative (SOE-LC) member institutions to assess educators' perceptions of their preparation program as well as their ongoing education needs and preferences
- The survey instrument was programmed into a web-based format; respondents completed the survey online

Data Collection

- Respondents were invited to participate via email by a third-party panel provider in partnership with Eduventures
- 16 SOE-LC members opted to invite their alumni to respond

Data Analysis

- Survey responses were analyzed using SPSS
- Only those differences or findings that are statistically significant are presented

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Student Demand

- Five year trends in degrees conferred in Ed.D. Educational Leadership

- Intended behaviors of prospective Ed.D. Educational Leadership students

Demand for the Ed.D. in Educational Leadership Continues to Grow (5.1%) as well as the Number of Colleges and Universities Offering the Program; The University of Southern California is the Market Share Leader with 4.6%

Ed.D. in Educational Leadership	
	Program Demand
	National
2011 Estimated Enrollments*	9,694
2007-2011 Enrollments CAGR**	5.1%
2011 Enrollments / Provider †	39 (avg.)
	Competitive Landscape
2011 Number of Providers†	247
2007-2011 Providers CAGR†	5.4%
% Share of Market Leader	4.6%- University of Southern California
% Share of Top 10 Market Leaders	19.1%

*Source: Eduventures; Estimated enrollments = (Degrees conferred * completion rate)/simultaneous cohorts

**CAGR (Compound Annual Growth Rate) represents the smoothed annual growth rate over a given time period

† Only including providers conferring >0 degrees in 2011

While the Number of Ed.D. Degrees Conferred Increased from 2007 to 2010, the Percentage Growth Rate is Declining
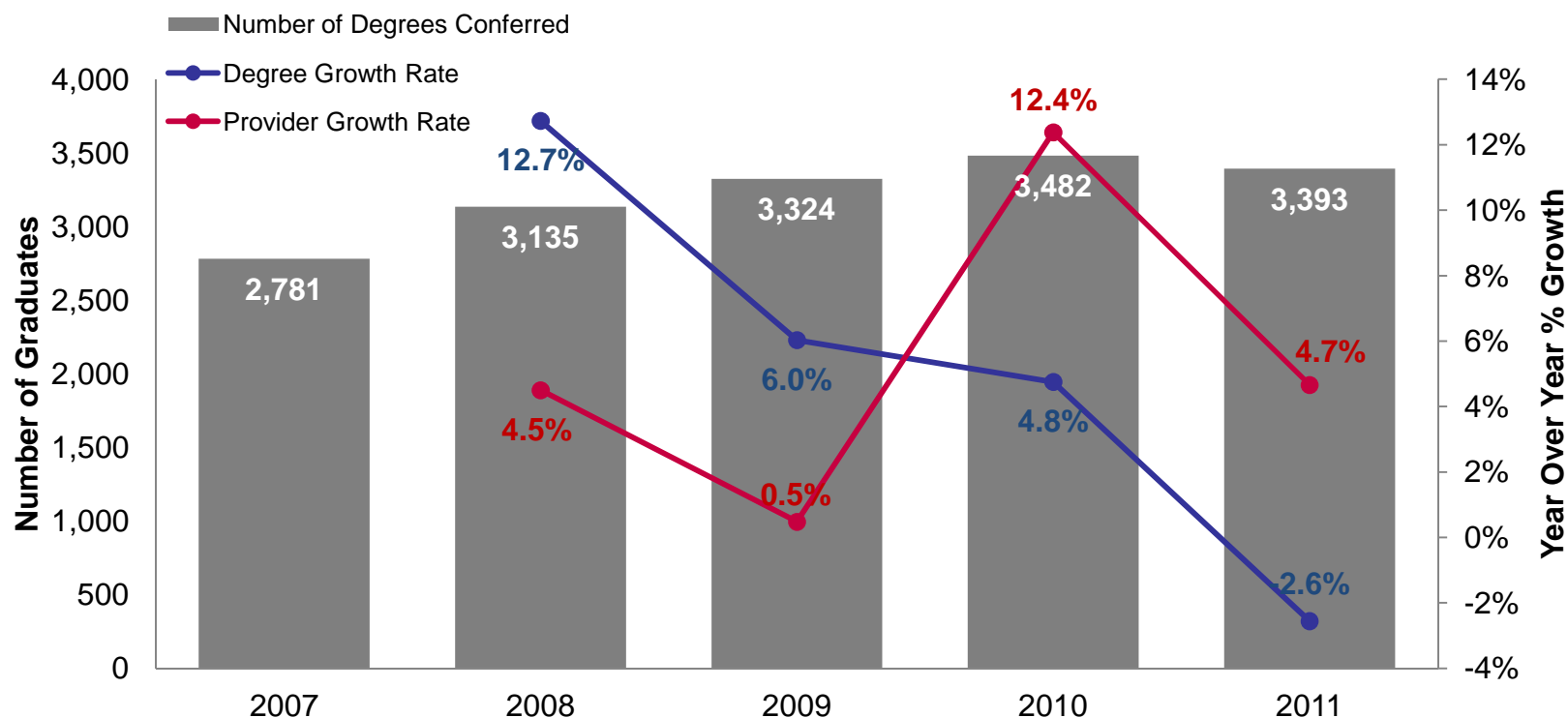
2011 Estimated Enrollments	9,694
2007-2011 Enrollments CAGR	5.1%
2011 Number of Providers	247
2007-2011 Number of Providers CAGR	5.4%
2011 Enrollments/Provider	39 (avg.)

Student Demand- Degree Trends

Half of the Top Twenty National Providers of Ed.D. in Educational Leadership Programs Include Substantial Online Components and 40% are Fully Online

School	2011 Market Share	Degrees Conferred 2011	2007-2011 CAGR	2011 Enrollments	Cost/ Credit	Ed.D. Delivery Mode
University of Southern California	4.6%	156	48%	446	1360	On-Campus
University of Phoenix-Online Campus	3.8%	129	44%	369	N/A	Online
Nova Southeastern University	3.2%	108	39%	309	716	Online
Capella University	2.2%	74	59%	211	440	Online
Lincoln Memorial University	1.7%	57	N/A	163	405	On-Campus
University of Missouri-Columbia	1.7%	56	217%	160	792	
Argosy University-Sarasota	1.6%	53	46%	151	842	Online
Liberty University	1.4%	48	91%	137	445	Online
Fielding Graduate University	1.3%	45	56%	129	514	Online
University of Houston	1.3%	43	76%	123	668	Hybrid
University of La Verne	1.2%	42	45%	120	685	On-Campus
Pepperdine University	1.2%	42	N/A	120	1210	Hybrid
The University of Texas at Austin	1.2%	41	46%	117	1026	On-Campus
National Louis University	1.2%	40	N/A	114	744	On-Campus
Wilmington University	1.1%	38	47%	109	395	On-Campus
East Tennessee State University	1.1%	38	43%	109	898	Online
Georgia Southern University	1.1%	37	41%	106	999	On-Campus
Argosy University-Atlanta	1.0%	35	67%	100	842	Online
University of South Carolina-Columbia	0.9%	32	71%	91	945	On-Campus
Iowa State University	0.9%	31	57%	89	1031	On-Campus

Source: National Center for Education Statistics, IPEDS

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Student Demand

- Five year trends in degrees conferred in Ed.D. Educational Leadership
- Intended behaviors of prospective Ed.D. Educational Leadership students

The Typical Respondent* Interested in a Doctoral Degree in Educational Leadership is a White Female Between 25 and 34 Years Old, Who Has a Bachelor's Degree and is Employed in K-12 Education

Demographic Category	Characteristic	% of Students
Gender	**Female**	**81.1%**
	Male	18.9%
Age	**25-34**	**40.7%**
	35-44	24.1%
	45-54	14.8%
Race/Ethnicity	**Caucasian, non-Hispanic**	**88.9%**
	Black, non-Hispanic	1.9%
	Hispanic	1.9%
Highest Level of Education	**Bachelor's degree**	**63.0%**
	Some graduate-level courses	20.4%
Current Work Status	**Full-time employed (salaried)**	**64.8%**
	Full-time employed (hourly)	11.1%
Current or Most Recent Occupation	**Education, training and library – K-12 education**	**66.7%**
	Education, training and library – Higher education	5.6%
	Education, training and library – Corporate/private sector	3.7%

*From Eduventures' 2010 *Consumer Preferences for Adult Education*

The Most Important Selection Factors for Prospective Doctoral Students are Taking Evening or Weekend Classes and Mixing Class Locations

Factor	Very Important	Important
I can take classes in the evenings	50.8%	31.1%
I can mix class locations (e.g. campus, online) to suit my schedule	51.6%	28.7%
I can take classes on the weekends	47.5%	32.8%
I can maximize transfer of prior credit	45.9%	34.4%
I can mix class times (e.g. day, evening, weekend) to suit my schedule	53.3%	26.2%
I can complete my course/certificate/degree in as short a time as possible	36.1%	41.0%
I am able to access course content through flexible technologies (PDAs, cell phones, etc.)	43.4%	32.0%
I can study at my own pace	32.0%	41.0%
I can get credit for work/life experience	35.2%	36.9%
I can take classes during the day	10.7%	10.7%

■ Very Important
■ Important

.0%   20.0%   40.0%   60.0%   80.0%   100.0%

"When selecting a college/university, how important are the following?"

It is not as important to prospective doctoral students to take day classes, get work for life experiences, or study at their own pace.

Source: Eduventures' 2010 *Consumer Preferences for Adult Education*

Prospective Doctoral Students are Most Interested in Real-World Activities and Simulations and Project-Based Assignments

Other activities that allow me to apply learning to the real world — Very Interested 44.3%, Interested 37.7%

Project-based assignments — 31.1%, 50.8%

Simulations/real-world case exercises — 43.4%, 37.7%

Seminars/discussions outside class — 23.0%, 49.2%

Contact with faculty outside class — 27.9%, 39.3%

Lectures — 23.8%, 42.6%

Group work — 17.2%, 35.2%

Study-related interaction with other students outside class — 16.4%, 34.4%

Socializing with other students — 11.5%, 34.4%

Lab work — 8.2%, 27.0%

■ Very Interested
■ Interested

"To what extent are you interested in participating in the following course-related activities?"

Prospective students are least interested in lab work, socializing with other students, or interacting with students outside of class.

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Source: Eduventures' 2010 *Consumer Preferences for Adult Education*

17

Prospective Students are Motivated to Enroll in a Doctoral in Educational Leadership Program in Order to Make Themselves More Marketable

"Of the following choices, please rank, in order of importance, <u>your top three motivations</u> for enrolling in a continuing or adult education degree program."

■ Most Important   ■ Second Most Important   ■ Third Most Important
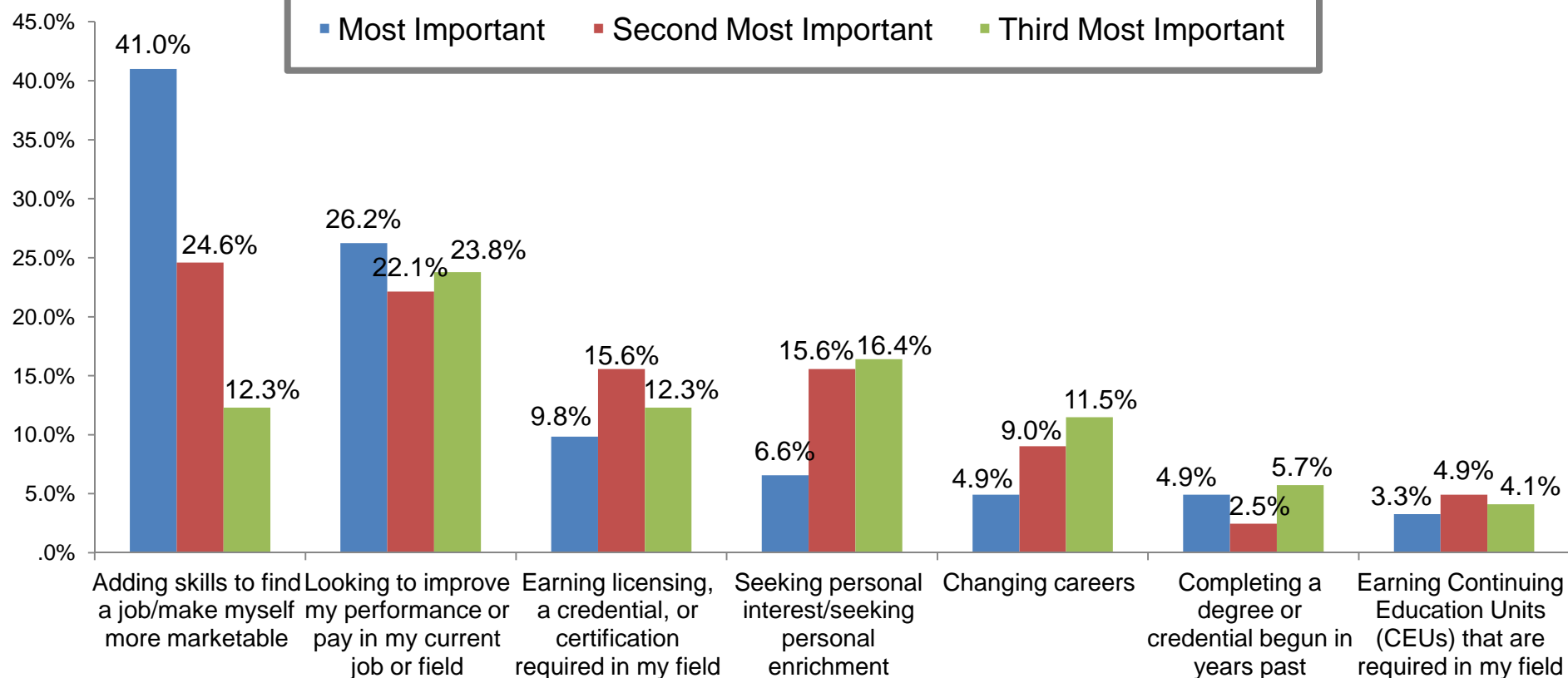
Prospective students are least motivated by interacting with classmates or networking, preparing for a first job, or by tuition assistance.

Source: Eduventures' 2010 *Consumer Preferences for Adult Education*

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Program Quality and Institution and Program Reputation are the Most Important Elements to Prospective Students When Evaluating a Doctoral Program in Educational Leadership

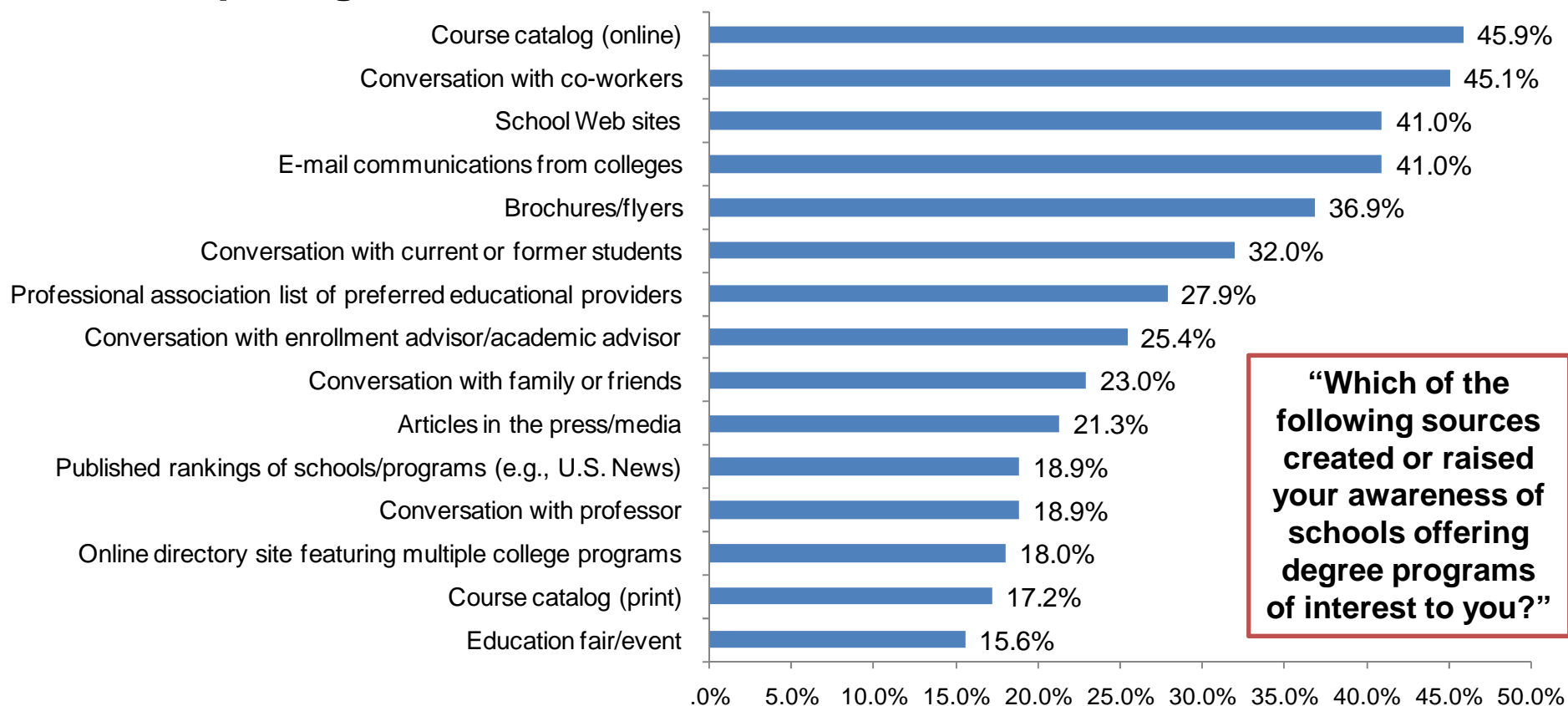| Element	Very Important	Important
Course/program quality	70.5%	27.0%
Reputation of school overall	53.3%	43.4%
Reputation of school in your field of study	52.5%	44.3%
Institutional accreditation	66.4%	27.9%
Course/program scheduling (e.g., nights, weekends)	61.5%	31.1%
Faculty practical or theoretical expertise in their field	42.6%	50.0%
Faculty teaching abilities	50.8%	41.0%
Cost	65.6%	24.6%
Specialized/professional accreditation of the school or program	45.1%	43.4%
Credit for prior learning	39.3%	41.8%
Faculty availability	29.5%	50.0%
Course/program available online	46.7%	32.0%
Accelerated course/program format	31.1%	47.5%
Ease of credit transfer	37.7%	39.3%
Affiliation with a professional organization	26.2%	46.7%

■ Very Important
■ Important

.0%   20.0%   40.0%   60.0%   80.0%   100.0%

"How important is each of the following elements when evaluating a degree program?"

College athletics, distance to public transit, and institution size are the least important factors that prospective students consider.

Source: Eduventures' 2010 *Consumer Preferences for Adult Education*

Online Course Catalogs and Conversations With Co-Workers Were the Most Valuable Sources for Raising Students' Awareness of Educational Leadership Programs
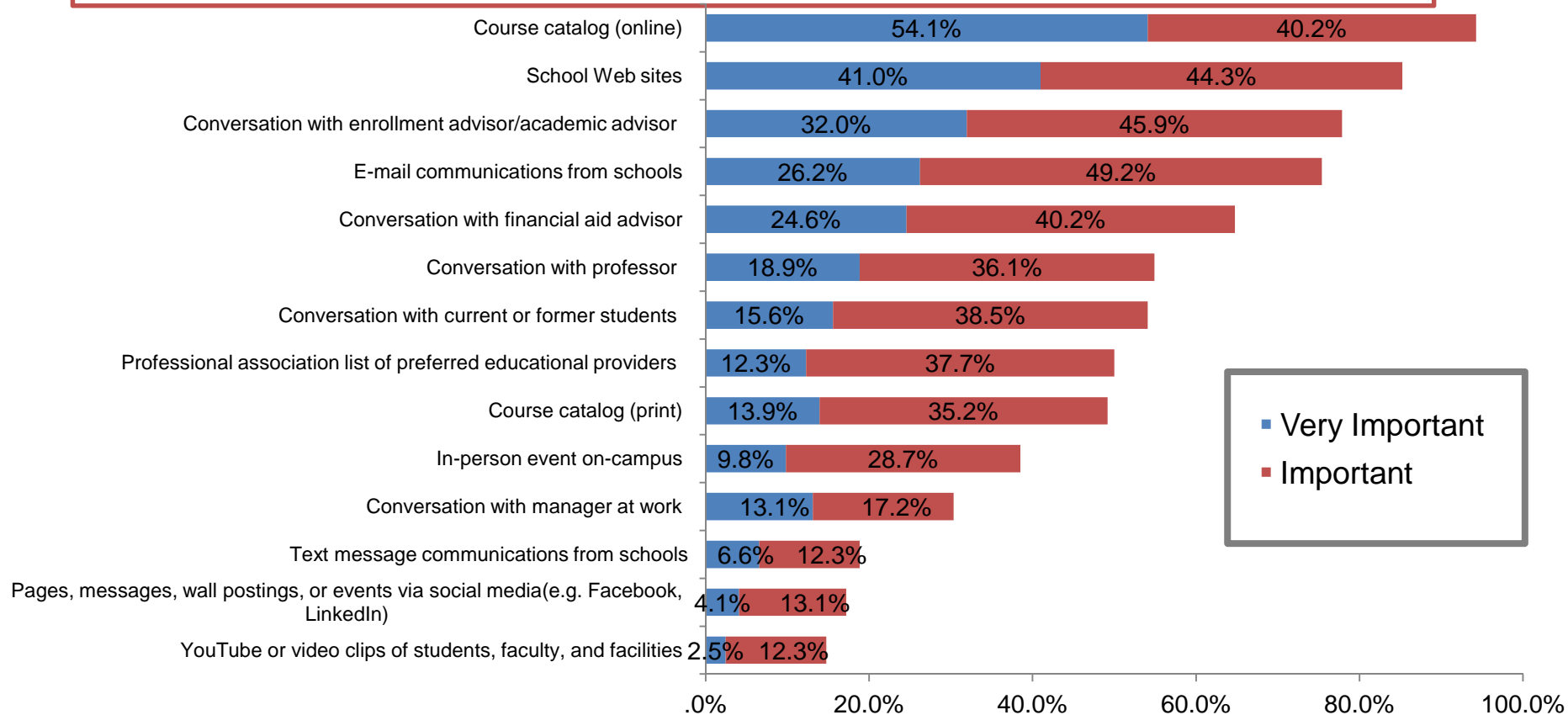
Source	Percentage
Course catalog (online)	45.9%
Conversation with co-workers	45.1%
School Web sites	41.0%
E-mail communications from colleges	41.0%
Brochures/flyers	36.9%
Conversation with current or former students	32.0%
Professional association list of preferred educational providers	27.9%
Conversation with enrollment advisor/academic advisor	25.4%
Conversation with family or friends	23.0%
Articles in the press/media	21.3%
Published rankings of schools/programs (e.g., U.S. News)	18.9%
Conversation with professor	18.9%
Online directory site featuring multiple college programs	18.0%
Course catalog (print)	17.2%
Education fair/event	15.6%

.0% 5.0% 10.0% 15.0% 20.0% 25.0% 30.0% 35.0% 40.0% 45.0% 50.0%

"Which of the following sources created or raised your awareness of schools offering degree programs of interest to you?"

Public transit, television, newspaper, and radio advertisements, college athletics, and social networking sites were of little importance as sources for prospective doctoral students.
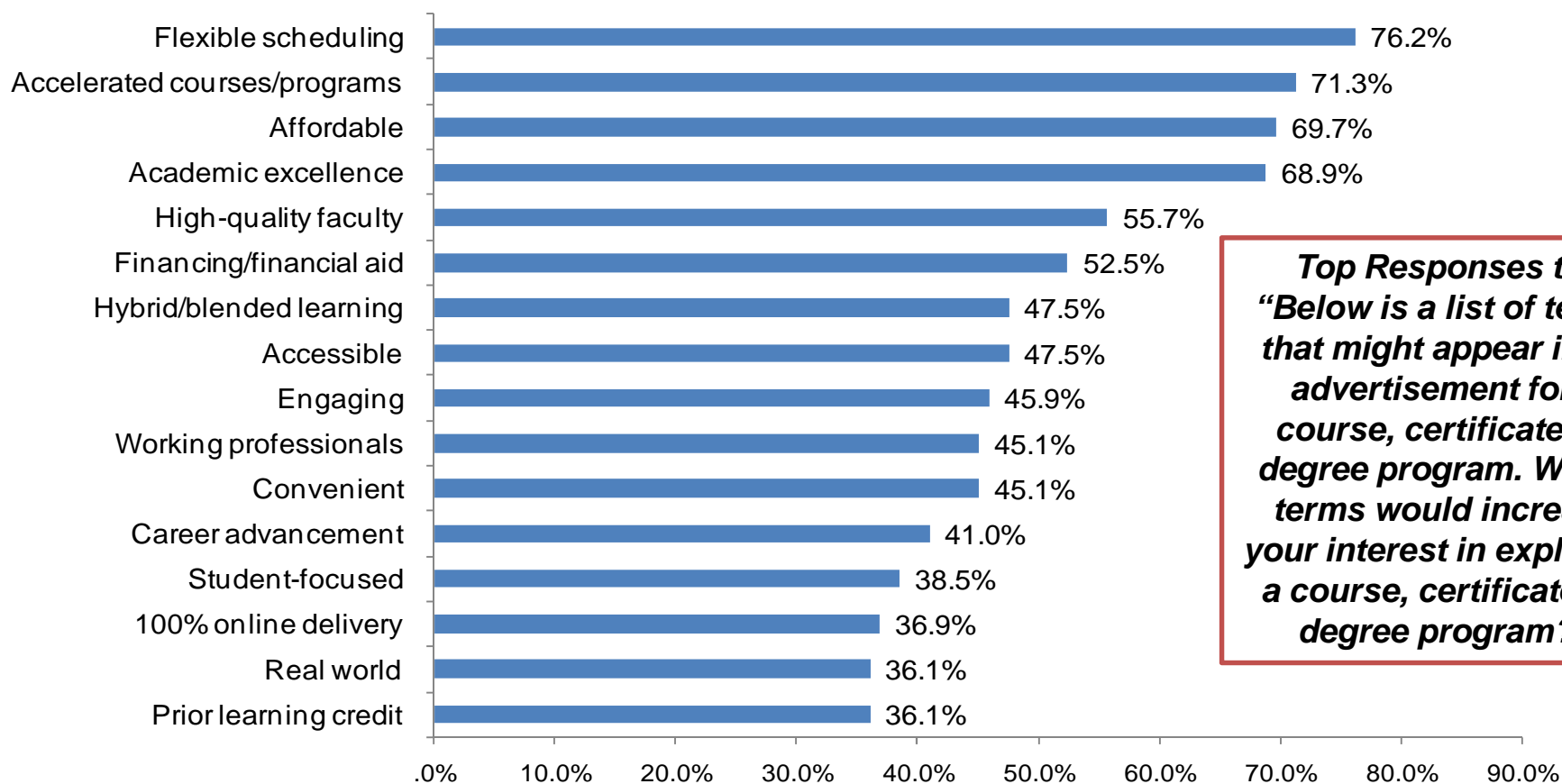
Source: Eduventures' 2010 *Consumer Preferences for Adult Education*

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Online Course Catalogs Continue to be the Most Important Informational Source; School Websites are Also Important

> "Please indicate how important each of the following sources is when you look for more information about schools or degree programs of interest to you."

Source	Very Important	Important
Course catalog (online)	54.1%	40.2%
School Web sites	41.0%	44.3%
Conversation with enrollment advisor/academic advisor	32.0%	45.9%
E-mail communications from schools	26.2%	49.2%
Conversation with financial aid advisor	24.6%	40.2%
Conversation with professor	18.9%	36.1%
Conversation with current or former students	15.6%	38.5%
Professional association list of preferred educational providers	12.3%	37.7%
Course catalog (print)	13.9%	35.2%
In-person event on-campus	9.8%	28.7%
Conversation with manager at work	13.1%	17.2%
Text message communications from schools	6.6%	12.3%
Pages, messages, wall postings, or events via social media(e.g. Facebook, LinkedIn)	4.1%	13.1%
YouTube or video clips of students, faculty, and facilities	2.5%	12.3%

Legend:
- ■ Very Important
- ■ Important

(x-axis: .0%, 20.0%, 40.0%, 60.0%, 80.0%, 100.0%)

> **Social media, such as YouTube and Facebook, are not very important information sources for prospective doctoral students.**

21

Source: Eduventures' 2010 *Consumer Preferences for Adult Education*

The Terms that Would Most Increase Prospective Students' Interest are: Flexible Scheduling, Accelerated Programs, Affordable, and Academic Excellence

Term	Percent
Flexible scheduling	76.2%
Accelerated courses/programs	71.3%
Affordable	69.7%
Academic excellence	68.9%
High-quality faculty	55.7%
Financing/financial aid	52.5%
Hybrid/blended learning	47.5%
Accessible	47.5%
Engaging	45.9%
Working professionals	45.1%
Convenient	45.1%
Career advancement	41.0%
Student-focused	38.5%
100% online delivery	36.9%
Real world	36.1%
Prior learning credit	36.1%

Top Responses to: "Below is a list of terms that might appear in an advertisement for a course, certificate, or degree program. Which terms would increase your interest in exploring a course, certificate, or degree program?"

Terms that are least likely to increase interest include: demanding, intensive, elite, student outcomes, professional confidence, and full-time faculty.

Source: Eduventures' 2010 *Consumer Preferences for Adult Education*

Labor Market Demand

Labor Market Demand

For Traditional Education Administrator Positions, Little to Average Job Growth is Expected; Job Growth For More Specialized Positions in the "Other" Category (see below) is Expected to Increase More than Average

National Occupational Projections									
		Employment			Average Annual Openings			Wages	
SOC Code	Occupation	Est 2008	Proj 2018	Change	Growth	Replace	Total	2008-2018 Growth	2010 Wages
11-9031	Education Administrators, Preschool and Child Care Center/Program	58,900	65,800	11.7%	690	1,770	2,460	Average	$42,960
11-9032	Education Administrators, Elementary and Secondary School	230,600	250,400	8.6%	1,980	6,900	8,880	Little or no change	$86,970
11-9033	Education Administrators, Postsecondary	124,600	127,400	2.2%	280	3,730	4,010	Little or no change	$83,710
11-9039	Education Administrators, All Other	31,400	38,900	23.9%	750	940	1,690	Faster than average	$75,690
	Total	445,500	482,500	8.3%	3,700	13,340	17,040		

Source: Bureau of Labor Statistics

Job Posting Data Through Indeed.com, a Trend Aggregation Website, Indicates Growth Nationally Between 2006 and 2011; Trend Data from SimplyHired.com Indicates a Slight Decline During 2011 and a Slight Increase Through 2012
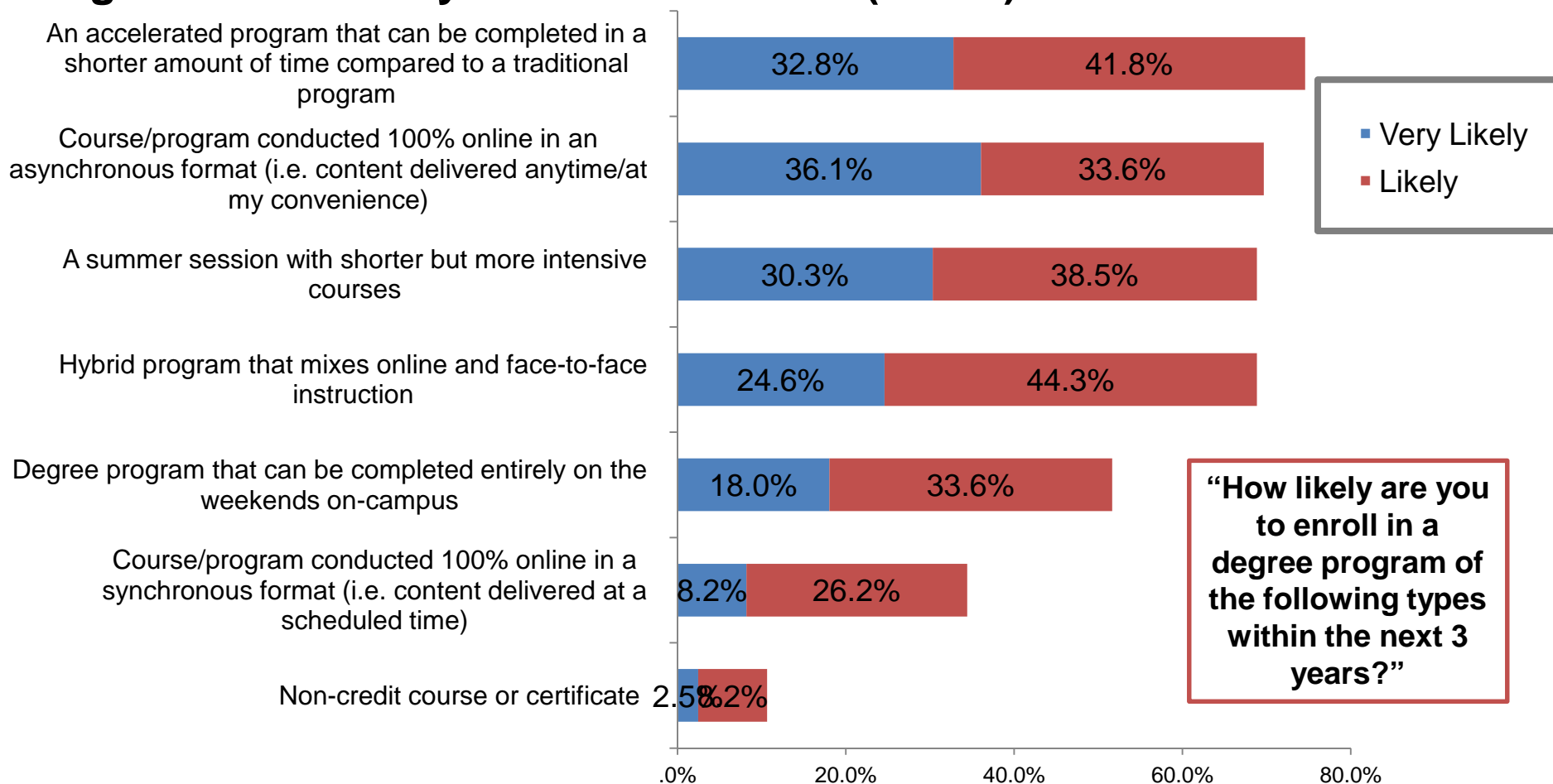

Job Trends from Indeed.com — educational administrator

Number of Jobs Posted as of March, 2012: 7,532

Job Trends for — Educational Administrator
Jul 1, 2010 - Jan 31, 2012   SimplyHired.com

- **Top 5 Cities with *Educational Administrator* Job Postings**
  - Denver, CO (374)
  - New York, NY (250)
  - Washington, DC (166)
  - Seattle, WA (129)
  - Chicago, IL (104)

Source: Indeed.com, Simplyhired.com

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Trends in Online Enrollment

- Online preferences of prospective doctoral Educational Leadership students

  - Online preferences of K-12 teachers and administrators

    - Estimated online penetration of Ed.D. degrees

Prospective Doctoral Students in Educational Leadership are Very Likely to Enroll in an Accelerated Program (32.8%) as well as a 100% Online Program With an Asynchronous Format (41.8%)

An accelerated program that can be completed in a shorter amount of time compared to a traditional program | 32.8% | 41.8%

Course/program conducted 100% online in an asynchronous format (i.e. content delivered anytime/at my convenience) | 36.1% | 33.6%

A summer session with shorter but more intensive courses | 30.3% | 38.5%

Hybrid program that mixes online and face-to-face instruction | 24.6% | 44.3%

Degree program that can be completed entirely on the weekends on-campus | 18.0% | 33.6%

Course/program conducted 100% online in a synchronous format (i.e. content delivered at a scheduled time) | 8.2% | 26.2%

Non-credit course or certificate | 2.5% | 8.2%

■ Very Likely
■ Likely

"How likely are you to enroll in a degree program of the following types within the next 3 years?"

.0%   20.0%   40.0%   60.0%   80.0%

Prospective doctoral students are not likely to enroll in non-credit courses or certificates or 100% online programs with a synchronous format.

Source: Eduventures' 2010 *Consumer Preferences for Adult Education*

Trends in Online Enrollment

- Online preferences of prospective doctoral Educational Leadership students

  - Online preferences of K-12 teachers and administrators

  - Estimated online penetration of Ed.D. degrees

About 86% of Teachers* Indicate that They are Considering Returning to School in the Next Five Years or are Already Enrolled at a College or University

Do you anticipate returning to school to enroll in a course, degree, certificate, or other program in the education field at a college/university in the next five years?
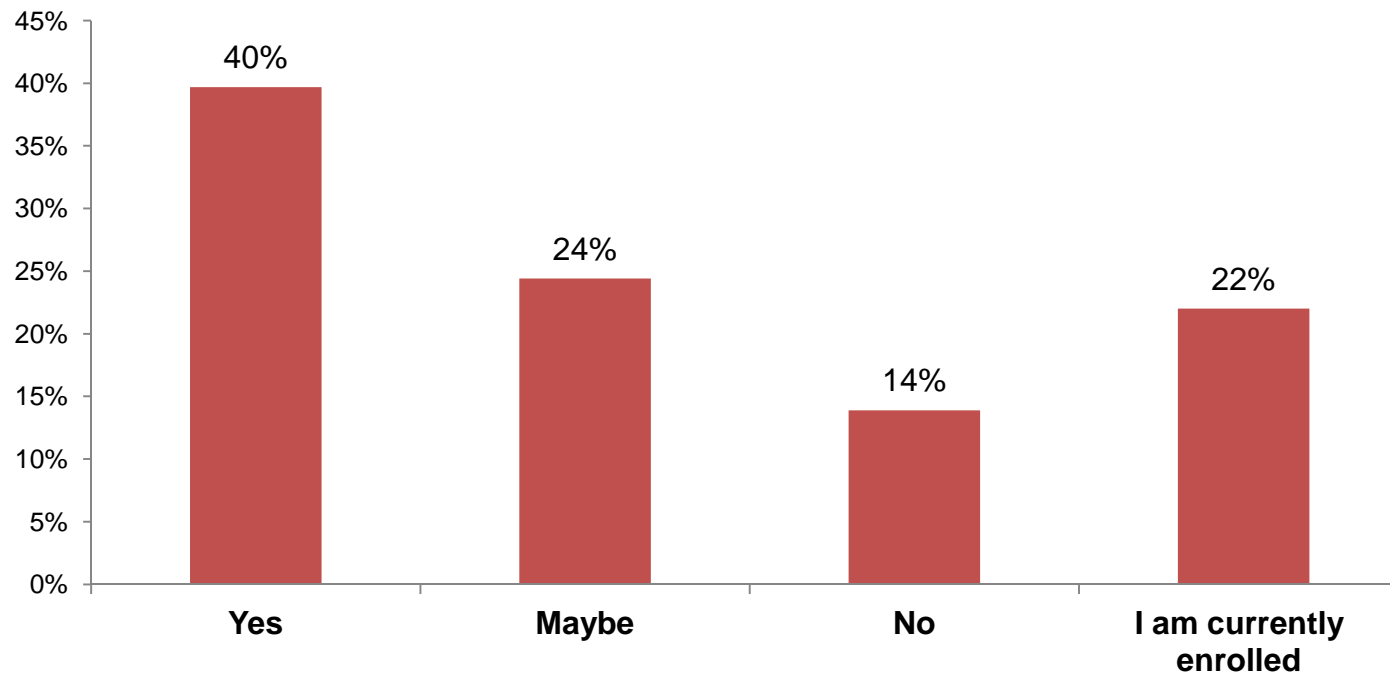
Over 1 in 5 teachers report that they are already enrolled in course, degree, certificate, or other program in education at a college or university.

*From Eduventures' Schools of Education Learning Collaborative, National survey of current teachers & administrators

As Teachers Gain Experience, it Becomes Less Likely for Them to Indicate Interest in Returning to School

Percent of Teachers Planning on Return to School in the Next Five Years, by Years of Experience

Legend:
- Percent Planning to Return to School in the Next Five Years
- Percent Currently Enrolled

Data:
- 1 year: 46%, 25%
- 2 years: 43%, 16%
- 3 years: 41%, 24%
- 4 years: 35%, 24%
- 5 years: 27%, 22%

Number of Years Teaching
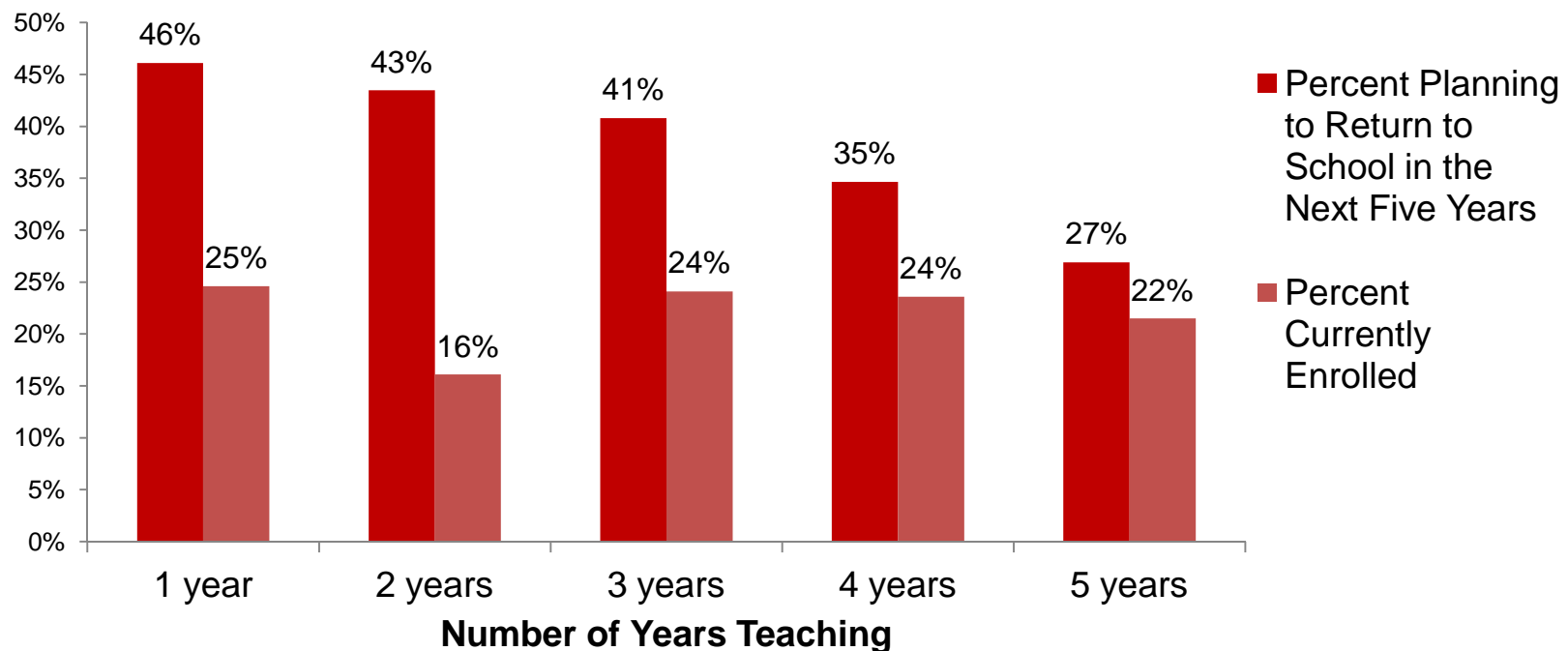
While the percentage of teachers planning to return to school declines as teachers gain experience, the percent currently enrolled at a college or university remains fairly consistent. This would suggest that while newer teachers plan on returning, a small percentage may change their plans as they gain additional on-the-job experience.

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30

Source: Eduventures' Schools of Education Learning Collaborative, National survey of current teachers & administrators

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In Terms of Volume and Interest Level, the Credentials Most in Demand Among Teachers are Master's Degrees and Individual For-credit Graduate Courses; 28% Indicate Interest in Doctoral Degrees

What level or type of study would you be interested in pursuing?

Level or type of study	Percentage
Master's degree	41%
Individual for-credit graduate courses	35%
Other type of professional development	29%
Doctoral degree	28%
A non-credit course or certificate	18%
Graduate certificate	14%
Not sure	3%

N=1,504
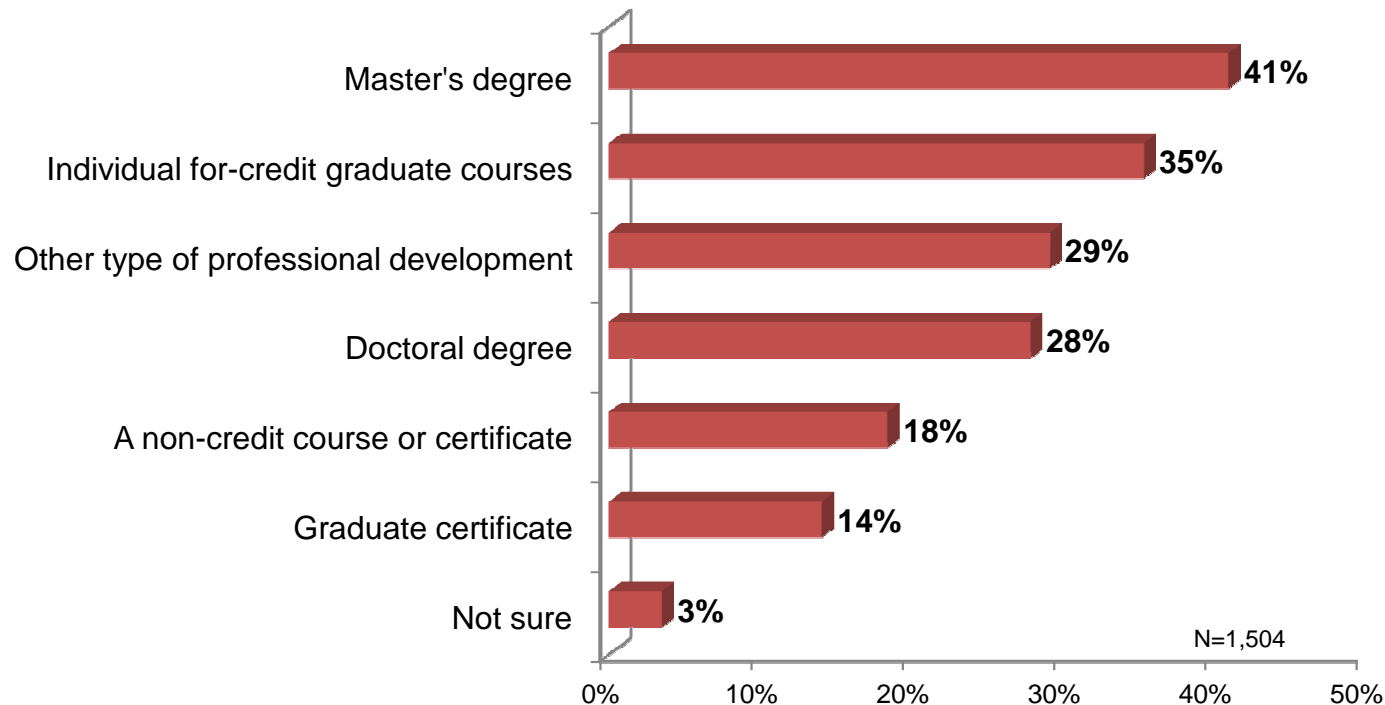
The interest for master's degrees for teachers is greatest; however, as states eliminate or reduce the link between salary increases and master's degrees, teachers may seek alternate pathways or programs for professional development.

Source: Eduventures' Schools of Education Learning Collaborative, National survey of current teachers & administrators

Age, and in Some Cases School Setting, is Strongly Correlated with Prospective Students' Interest in a Particular Type of Credential

- Teachers interested in **master's degrees** are much more likely to be younger (ages 18-34 years), and interest level <u>decreases</u> with age
  - *Younger teachers may see master's degrees as a way to achieve career goals and aspirations as well as salary*

- Teachers interested in pursuing **doctorates** are much more likely to work in higher grade levels or secondary schools (i.e. middle school or high school), or in district-wide positions (ESL, SPED, etc.)
  - *Positions in secondary school may require greater content-area expertise than at the primary levels*

- Teachers interested in **for-credit graduate courses** are much more likely to be ages 35 and up, and interest level <u>increases</u> with age
  - *Older professionals who are new to the field may be more interested in acquiring particular skills sets than in acquiring a Master's degree*

- Teachers interested in **non-credit graduate courses** are much more likely to be ages 45 and up.
  - *Older professionals may be less interested in acquiring graduate-level credits, given the likelihood that they will return to school for a formal degree program decreases with age*
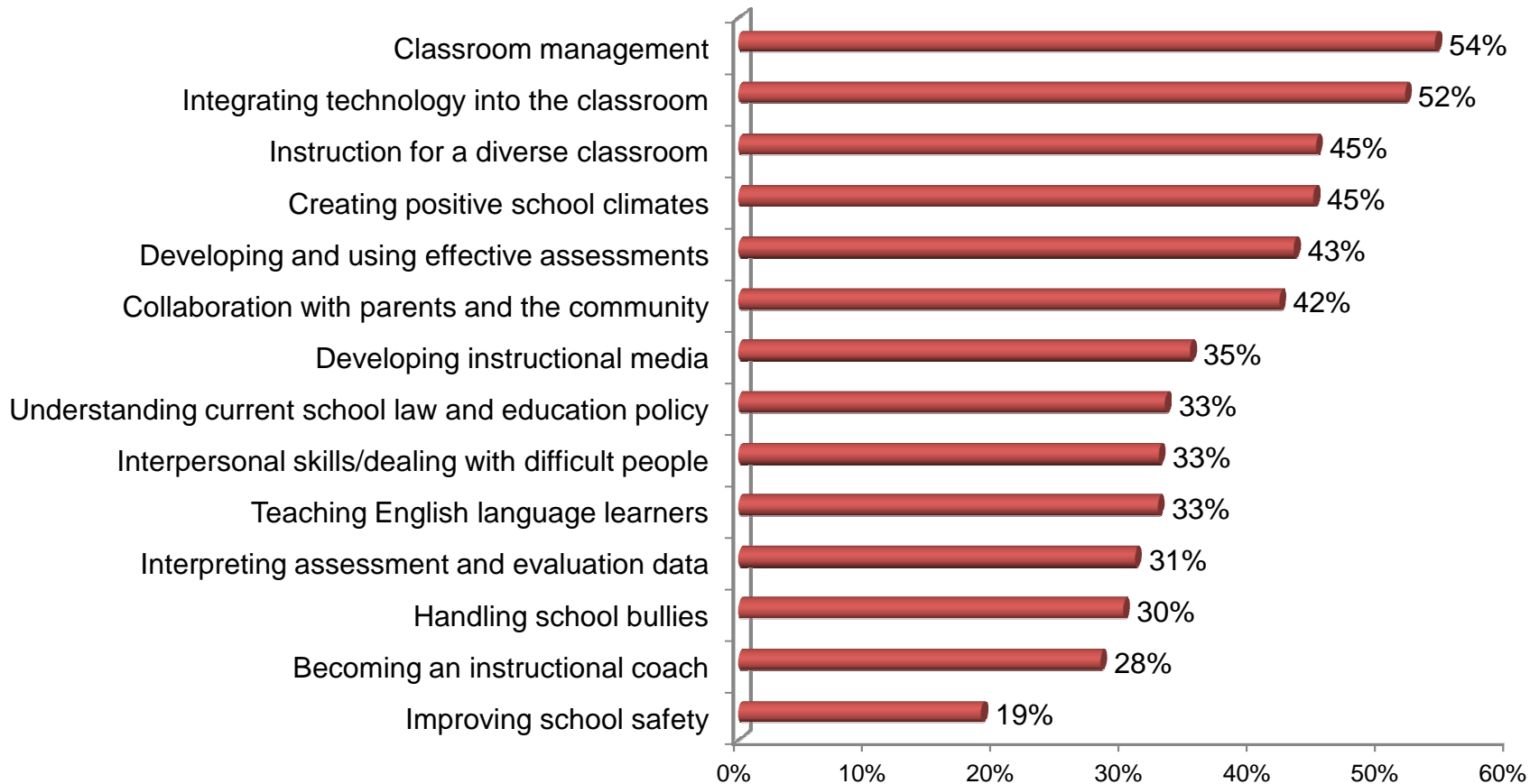
About 76% of New Administrators* Indicate that They are Considering Returning to School in the Next Five Years or are Already Enrolled

Do you anticipate returning to school to enroll in a course, degree, certificate, or other program in the education field at a college/university in the next five years?

Interest in returning to school is not correlated to years of administrative experience

Chart values:
- Yes: 24%
- Maybe: 35%
- No: 24%
- I am currently enrolled: 17%
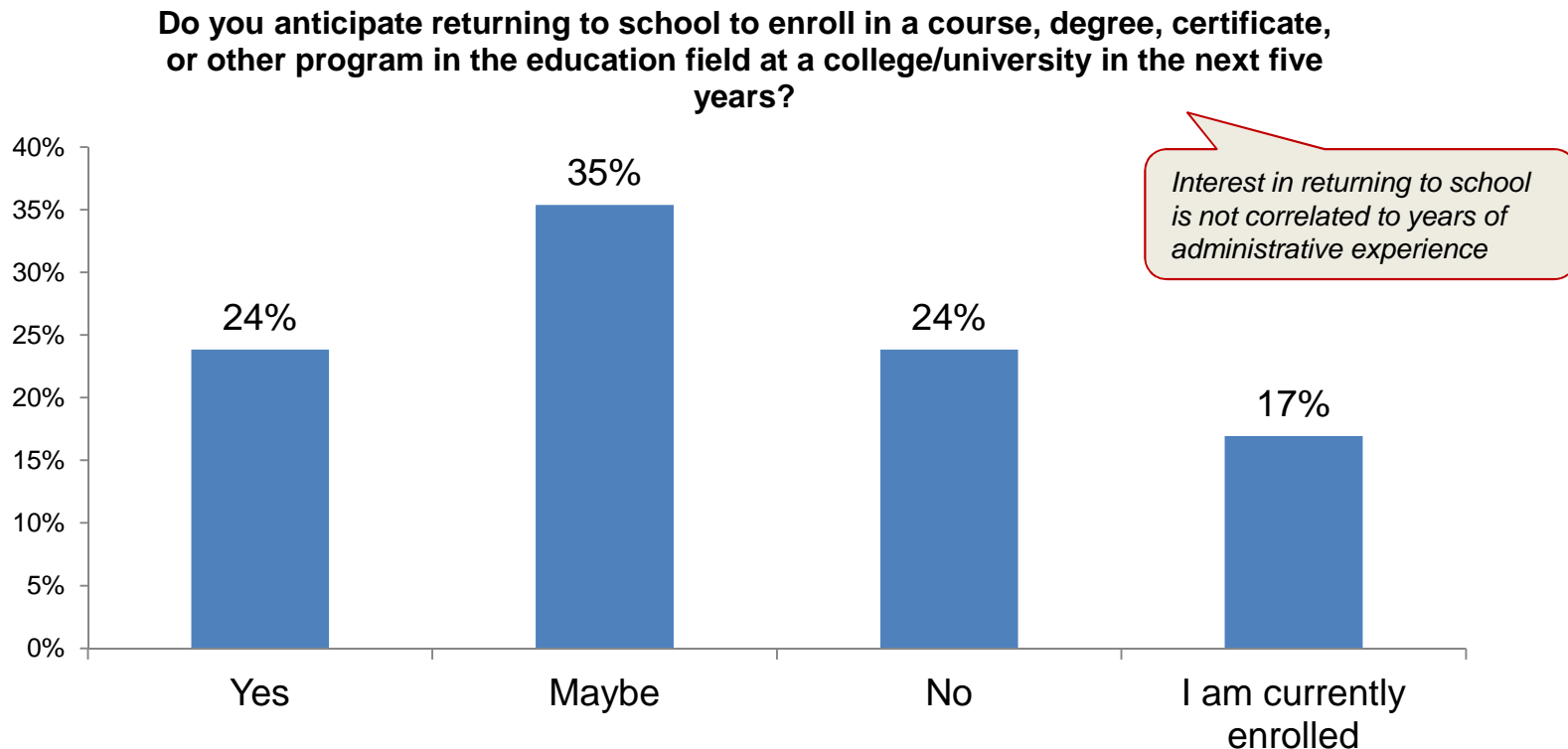
Although administrators' interest in returning to school is lower than teachers' interest, there still appears to be a high demand for continuing education and professional development among new administrators.

*From Eduventures' Schools of Education Learning Collaborative, National survey of current teachers & administrators

Administrators Planning on Pursuing Additional Education are Most Interested in Doctorates (53%)

What level or type of study would you be interested in pursuing?

Category	Value
Doctoral degree	53%
Other type of professional development	35%
A non-credit course or certificate	21%
Individual for-credit graduate courses	18%
Graduate certificate	8%
Master's degree	8%
Not sure	6%

This category likely includes professional development programs such as institutes or seminars that occur during the summer and/or weekends

N=77

It is likely that most administrators have already secured a master's degree and/or some level of graduate education. Practitioner-focused doctoral programs designed for administrators have seen significant growth in recent years, and this growth is projected to continue.

Source: Eduventures' Schools of Education Learning Collaborative, National survey of current teachers & administrators

Administrators Pursuing Doctoral Degrees Are Most Commonly Interested in Refining and Shaping Leadership Skills

Percentage of Administrators Interested in Selected Areas of Study at the Doctoral Level, Top Ten Areas of Study
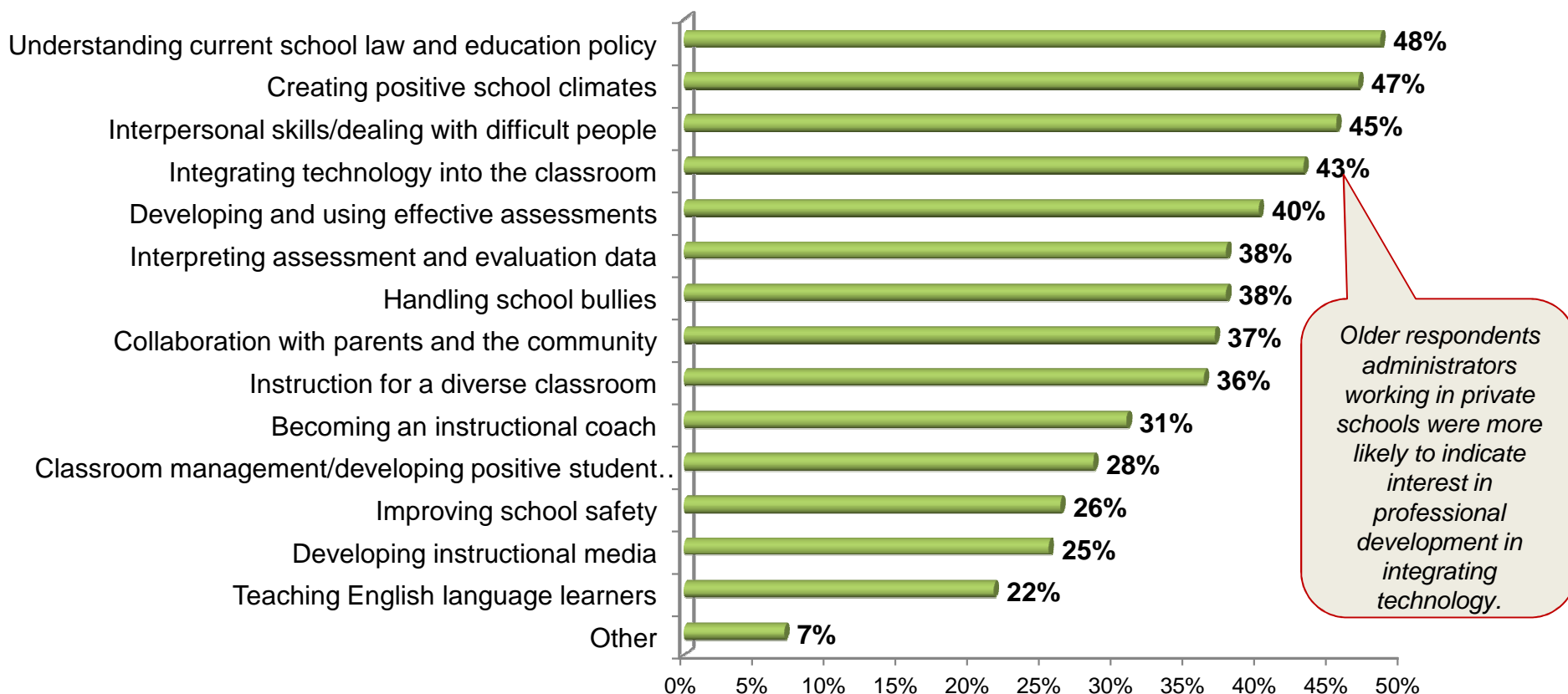
What area(s) of study would you be interested in pursuing? *Please select all that apply.*

Area of Study	Percentage
District leadership and educational system administration	46%
Education policy	41%
School leadership/administration	39%
Curriculum and instruction	37%
Educational technology	22%
Educational, instructional, and curriculum...	22%
Educational assessment, testing, and measurement	22%
Other	20%
Urban school education or leadership	20%
Education research methodology or statistics	20%

School and district leadership, unsurprisingly, are two areas of study in high demand. Eduventures' research suggests that administrators are in particular need of business skills, such as building effective budgets and human resources. Administrators in private schools are in need of marketing and development skills.

Source: Eduventures' Schools of Education Learning Collaborative, National survey of current teachers & administrators

Among Administrators, Professional Development in Education Policy and Creating Positive School Climates are in Highest Demand

Which of the following skill sets would you be interested in for professional development?

Skill set	Percentage
Understanding current school law and education policy	48%
Creating positive school climates	47%
Interpersonal skills/dealing with difficult people	45%
Integrating technology into the classroom	43%
Developing and using effective assessments	40%
Interpreting assessment and evaluation data	38%
Handling school bullies	38%
Collaboration with parents and the community	37%
Instruction for a diverse classroom	36%
Becoming an instructional coach	31%
Classroom management/developing positive student…	28%
Improving school safety	26%
Developing instructional media	25%
Teaching English language learners	22%
Other	7%

Older respondents administrators working in private schools were more likely to indicate interest in professional development in integrating technology.

The rapidly evolving education policy environment is a key concern for administrators, as are human resource skills such as "dealing with difficult people."

Source: Eduventures' Schools of Education Learning Collaborative, National survey of current teachers & administrators

Preferences for Certain Program Components Vary by Credential of Interest Among Prospective Students

Program components important to prospective Doctoral students:

Instructors are experts in research and theory	Research experiences are incorporated	Program is highly selective	SOE is NCATE or TEAC accredited
Small class sizes	Program is low cost	SOE has a strong local or national reputation	Programmatic accreditation (ISTE, TESOL, CEC, etc.)

Program components important to prospective Master's Degree students:

Instructors have practical expertise	Online course options are available	Financial aid is available

Program components important to students interested in for-credit graduate courses:

Instructors have practical expertise	Financial aid is available

Program components important to students interested in non-credit courses or certificates:

Networking opportunities are provided

Source: Eduventures' Schools of Education Learning Collaborative, National survey of current teachers & administrators

70% of Educators Planning to Enroll or Who are Already Enrolled Indicate That They Prefer Hybrid or Totally Online Programs

When you think about enrolling in a program, which of the following would be your first choice?
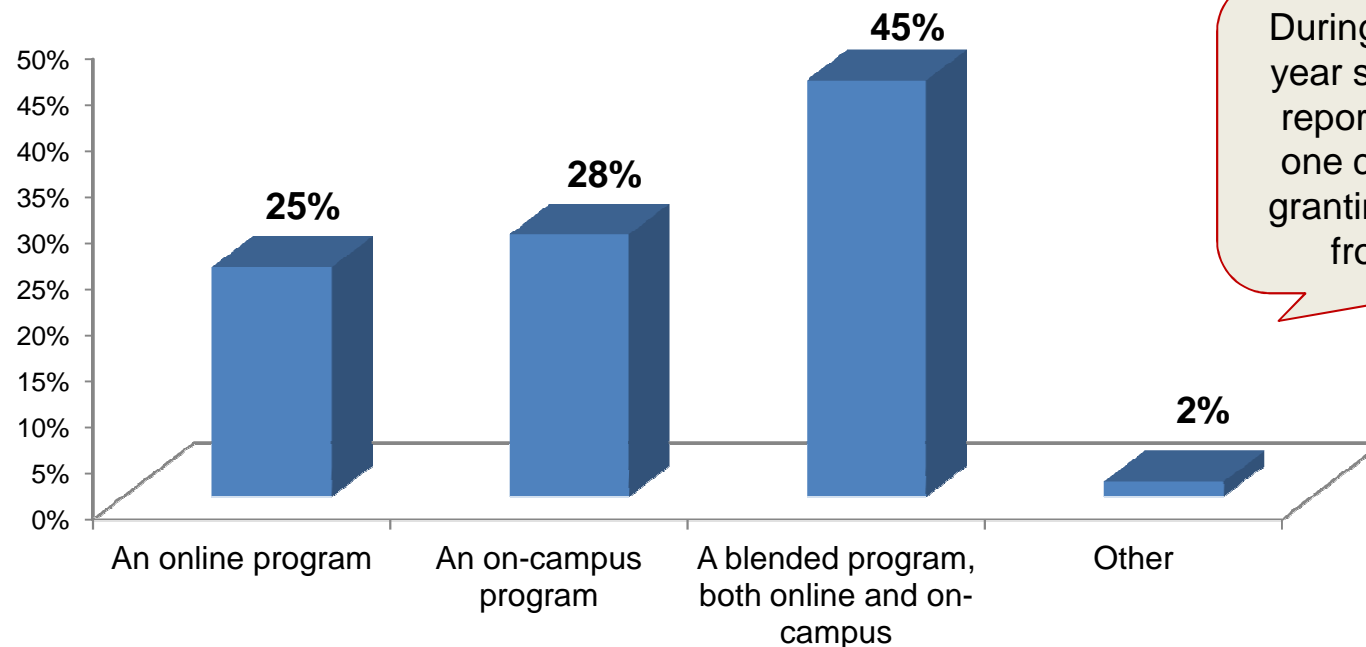
During 2006, 71% of four-year schools of education reported offering at least one college level, credit-granting course online, up from 60% in 2004.

An online program	25%
An on-campus program	28%
A blended program, both online and on-campus	45%
Other	2%

Given the strong preferences of educators for flexible scheduling, prospective students' interest in online or hybrid education is not surprising. The online market has grown exponentially through the last decade, and growth will likely continue in the education field.

Source: Eduventures' Schools of Education Learning Collaborative, National survey of current teachers & administrators

Prospective Education Students Interested in Studying Online are More Likely to Indicate that Low-Cost is Important

Percent of Educators indicating that 'low cost' was important in a prospective program, by preferred delivery mode

	69%	56%	47%
	An online program	A blended program, both online and on-campus	An on-campus program
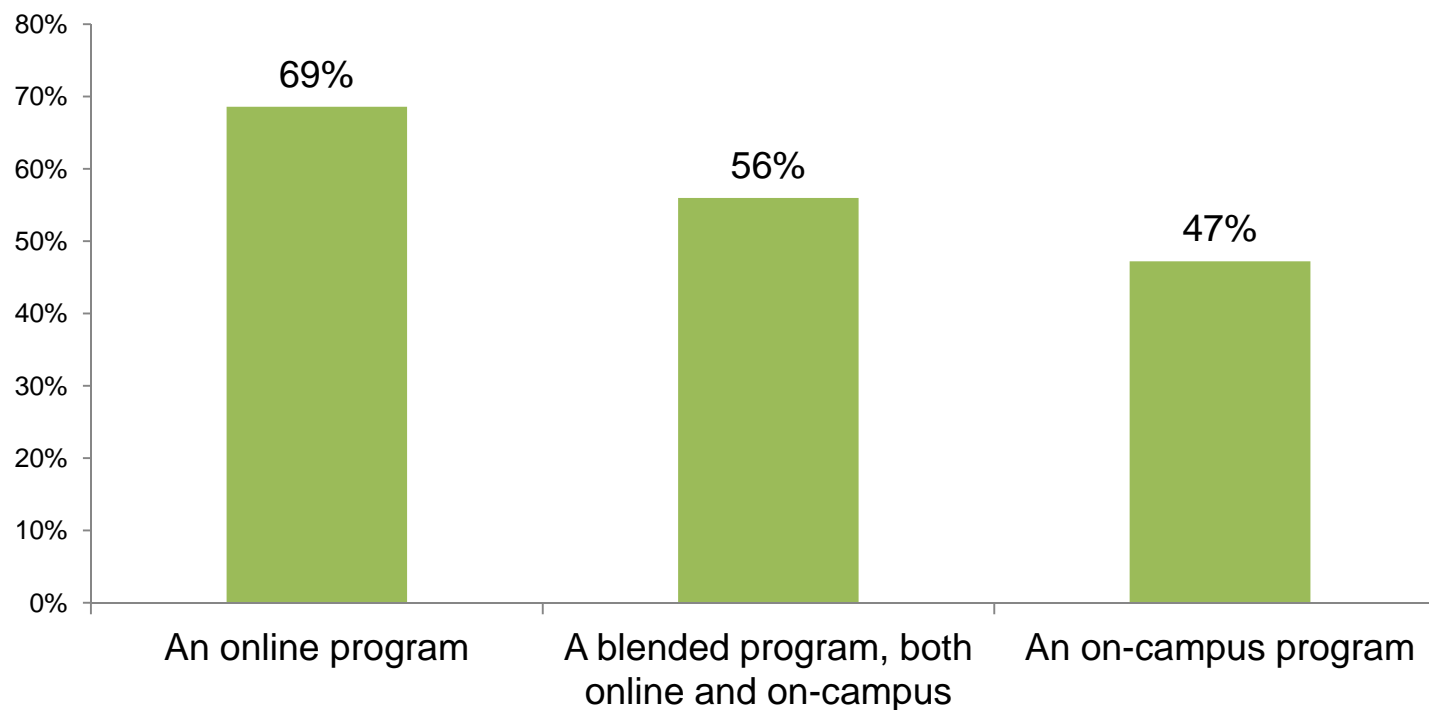
While online and adult enrollments typically increase in recessionary periods, the relationship between price sensitivity and interest in online programs should also be considered.

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Source: Eduventures' Schools of Education Learning Collaborative, National survey of current teachers & administrators

Online Information Sources, Most Notably Online Catalogs and the School Web Site, are Important Information Sources for Educators

What information sources do you anticipate using when you make a decision about where to enroll?

Formal advertisements appear much less important to educators in their decision-making process, though they may be helpful for name recognition

Source: 2006 Eduventures Survey of 3,408 prospective graduate students in education
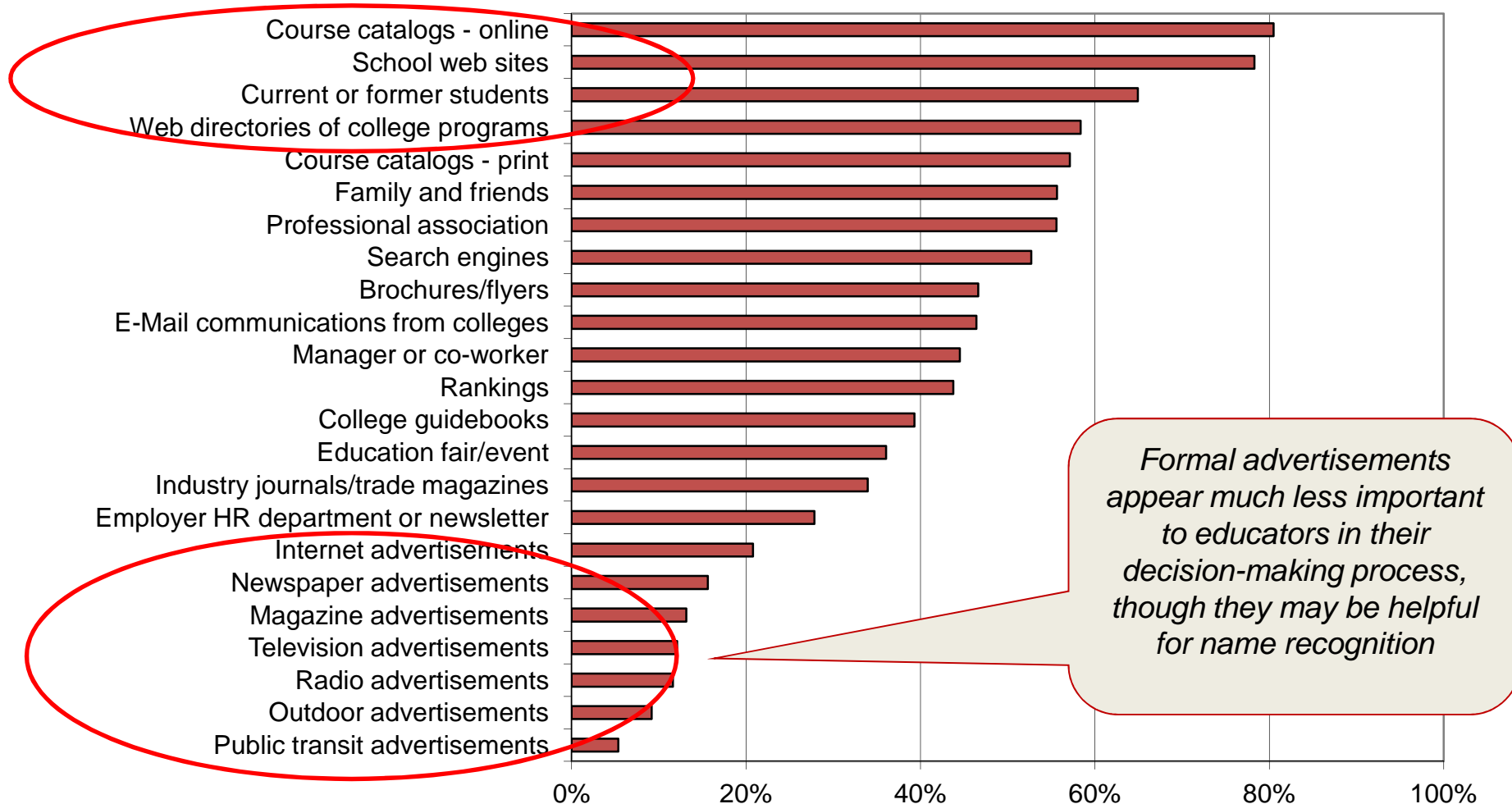
Advertising Terms that Adult Learners Find Important Highlight Quality, Flexibility, and Affordability

More Important

- *"Flexible scheduling"*
- *"Quality"*
- *"Convenient"*
- *"Academic Excellence"*
- *"Affordable"*
- *"High quality faculty"*

Least Important

- *"Elite"*
- *"Demanding"*
- *"Fast-paced"*
- *"Values-based"*
- *"Cutting edge"*
- *"Inspiring"*
- *"Research-based"*

However, data suggests that individuals interested in pursuing Doctorates may value elitism and research more than those interested in Master's degrees and other continuing education programs

Given that adult learners typically have existing work and family obligations, it is unsurprising that these messages are attractive. Schools of education should consider highlighting marketing messages that leverage these types of terms.

Source: Eduventures' Schools of Education Learning Collaborative, National survey of current teachers & administrators

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Trends in Online Enrollment

- Online preferences of prospective doctoral Educational Leadership students

- Online preferences of K-12 teachers and administrators

- Estimated online penetration of Ed.D. degrees

By Credential, Online Continues to Favor Student Maturity and Program Brevity; Doctoral Degrees Hold the Second Largest Share of the Online Market with 14.5%

Today v. Tomorrow. To date, the master's market has been most receptive to online, in terms of penetration. Going forward, undergraduate represents a much bigger opportunity, but must address student maturity challenges, and the friction of moving closer to the instructional core of traditional schools

- Est. Online Students, Fall 2010
- Est. Y/Y % Growth
- Online Share

	Associate	Bachelor's	Master's	Doctoral
Est. Online Students	635,000	963,000	591,000	52,000
Est. Y/Y % Growth	31%	15%	16%	16%
Online Share	13.5%	8.3%	29.7%	14.5%
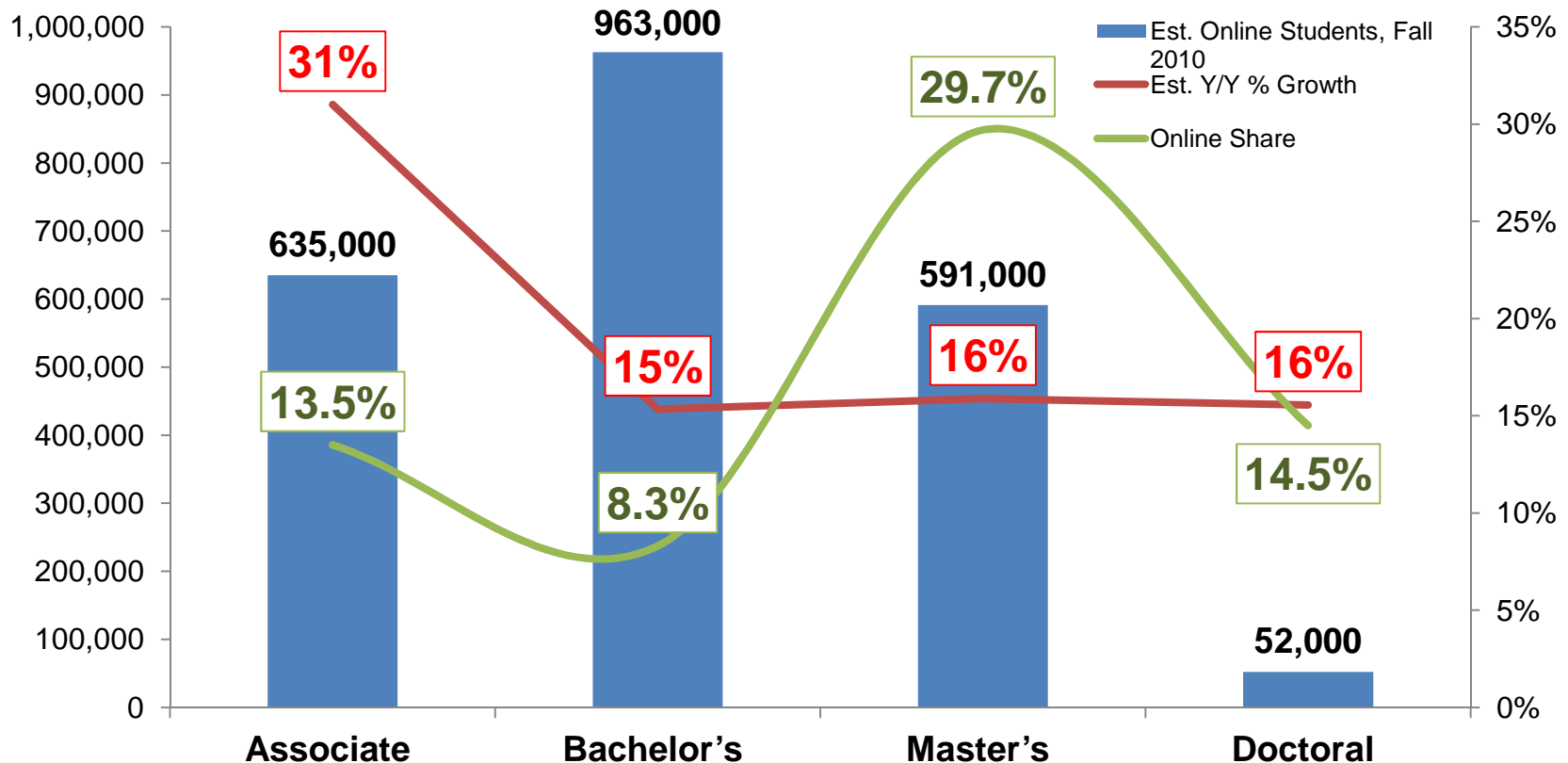
In Some Fields, Online has Scaled to the Point Where Completion Data Highlights Enrollment Scale

2009/10 Degrees Awarded- % of Top 50 School Degrees Awarded Unambiguously Online (i.e. wholly online schools, plus a few others known to focus online in the field concerned)

Bar chart:
- CJ- Master's: 39%
- Business- Master's: 35%
- CIT- Bachelor's: 34%
- Nursing- Master's: 33%
- Psychology- Master's: 30%
- Education- Master's: 27%
- CJ- Bachelor's: 25%
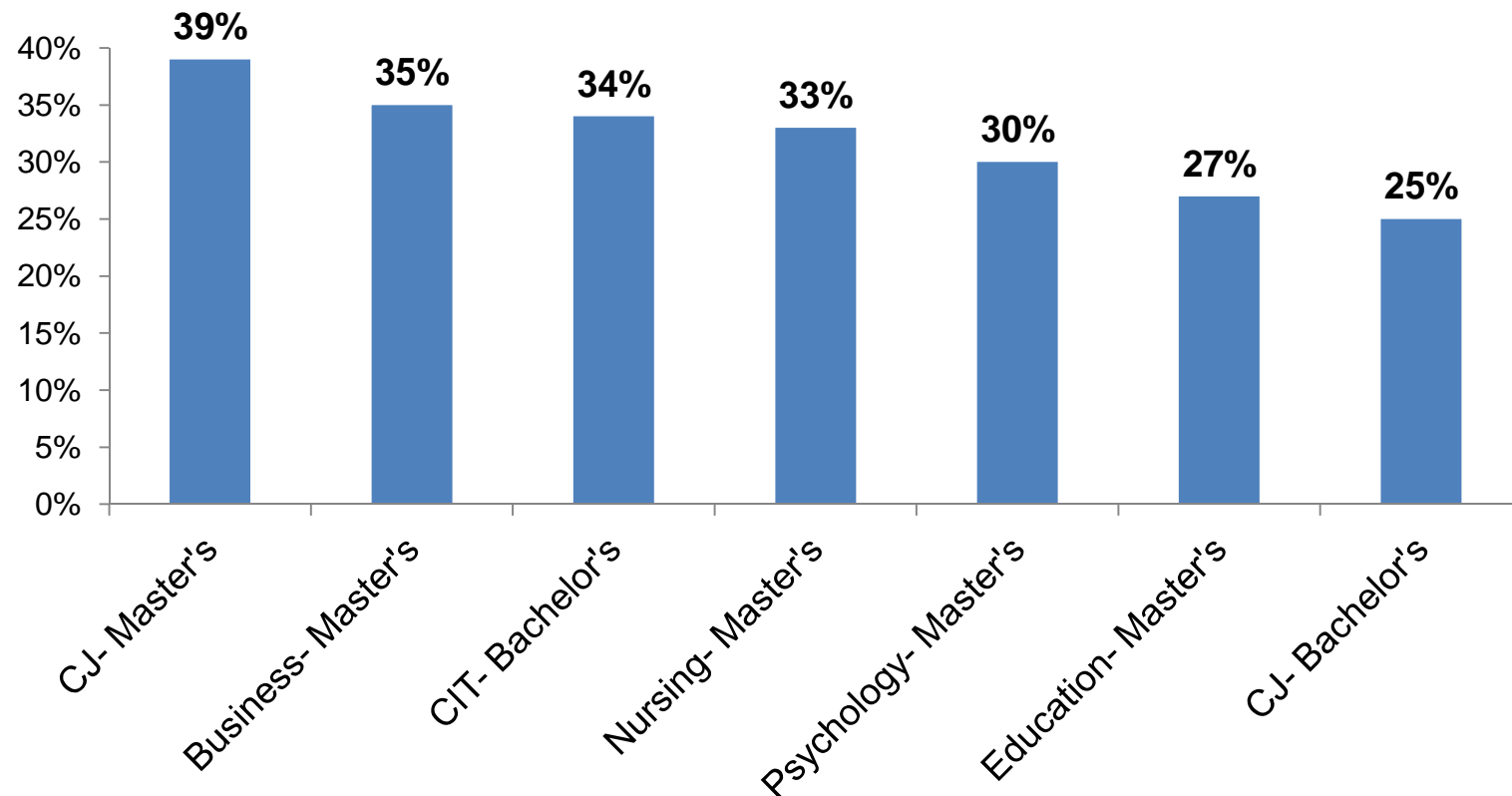
Source: IPEDS and Eduventures analysis. CJ= Criminal Justice

All Degrees are Forecasted to Grow Substantially Online, with Undergraduate Gaining Ground and Master's to Remain the Sweet Spot

Online Higher Education- By Degree 2010E & 2020F

■ Fall 2020F
■ Est. Fall 2010

Doctoral
91,000
52,000

Doctoral- 74% growth 2010-20. Online to account for 22% of Doctoral headcount in 2020, up from 15% in 2010

Master's
1.06m
591,000

Master's- 79% growth 2010-20. Online to account for 41% of Master's headcount in 2020, up from 30% in 2010

Bachelor's
2.06m
963,000

Bachelor's -114% growth 2010-20. Online to account for 14% of Bachelor's headcount in 2020, up from 8% in 2010

Associate
1.21m
635,000

Associate- 90% growth 2010-20. Online to account for 20% of Associate headcount in 2020, up from 14% in 2010

0   500,000   1,000,000   1,500,000   2,000,000   2,500,000

Source: IPEDS, U.S. Census and Eduventures analysis

Of the Top 100 Most Active Online Schools, Fourteen Offer Ed.D. Programs and Ten Offer Specializations in Leadership

Institution	Control	Leadership Program Titles	Additional Ed.D. Program Titles
Argosy University	For-profit	•Educational Leadership •Instructional Leadership •Community College Executive Leadership	
Capella University	For-profit	•Leadership in Educational Administration •Leadership for Higher Education •Special Education Leadership	•Reading and Literacy •Curriculum and Instruction •Instructional Design for Online Learning •K-12 Studies in Education •Postsecondary and Adult Education •Professional Studies in Education •Training and Performance Improvement
Grand Canyon University	For-profit	•Organizational Leadership	
Indiana Wesleyan University	Private	•Organizational Leadership	
Jones International University	For-profit	•K-12 Education Leadership	
Liberty University	Private	•None	•Education
Northcentral University	For-profit	•None	•Education
Northeastern University	Private	•None	•Education
Regent University	Private	•None	•Education
TUI University	For-profit	•Higher Education Leadership •K-12 Leadership	•E-Learning
University of Alabama	Public	•Instructional Leadership	
University of Nebraska Lincoln	Public	•None	•Educational Administration •Educational Studies
University of Phoenix Online	For-profit	•Educational Leadership (with concentrations in Curriculum and Instruction or Educational Technology)	•Educational Specialist
Walden University	For-profit	•Education Specialist in Educational Leadership and Administration	•Education

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Source: Eduventures proprietary data: *Top Programs Offered by the Most Active Online Schools*

Appendix

- *Consumer Preferences for Adult Education*

- *Recruiting and Preparing Educators*

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The Typical Respondent Interested in a Doctoral Degree in Educational Leadership is a White Female Between 25 and 34 Years Old, Who Has a Bachelor's Degree and is Employed in K-12 Education

Demographic Category	Characteristic	% of Students
Gender	**Female**	**81.1%**
	Male	18.9%
Age	**25-34**	**40.7%**
	35-44	24.1%
	45-54	14.8%
Race/Ethnicity	**Caucasian, non-Hispanic**	**88.9%**
	Black, non-Hispanic	1.9%
	Hispanic	1.9%
Highest Level of Education	**Bachelor's degree**	**63.0%**
	Some graduate-level courses	20.4%
Current Work Status	**Full-time employed (salaried)**	**64.8%**
	Full-time employed (hourly)	11.1%
Current or Most Recent Occupation	**Education, training and library – K-12 education**	**66.7%**
	Education, training and library – Higher education	5.6%
	Education, training and library – Corporate/private sector	3.7%

Participating Institutions

- The following SOE-LC member institutions participated in this study by sending a link to their recent teacher education alumni:
    - Azusa Pacific University
    - Indiana University
    - Louisiana State University
    - National Louis University
    - North Georgia College & State University
    - Northern Arizona University
    - Ohio University
    - Old Dominion University
    - Pepperdine University
    - Portland State University
    - University of Dayton
    - University of Kansas
    - University of Missouri-Columbia
    - University of Pittsburgh
    - University of the Pacific
    - Wright State University

The Survey Respondents are Largely Representative of Educators New to the Field in the U.S.

- Approximately 85% of respondents are women; 15% are men
- Approximately 86% of respondents indicated that they are White/Caucasian
- The largest majority of respondents are between the ages of 25 and 34 years, and about one in four are in their first year of their current position
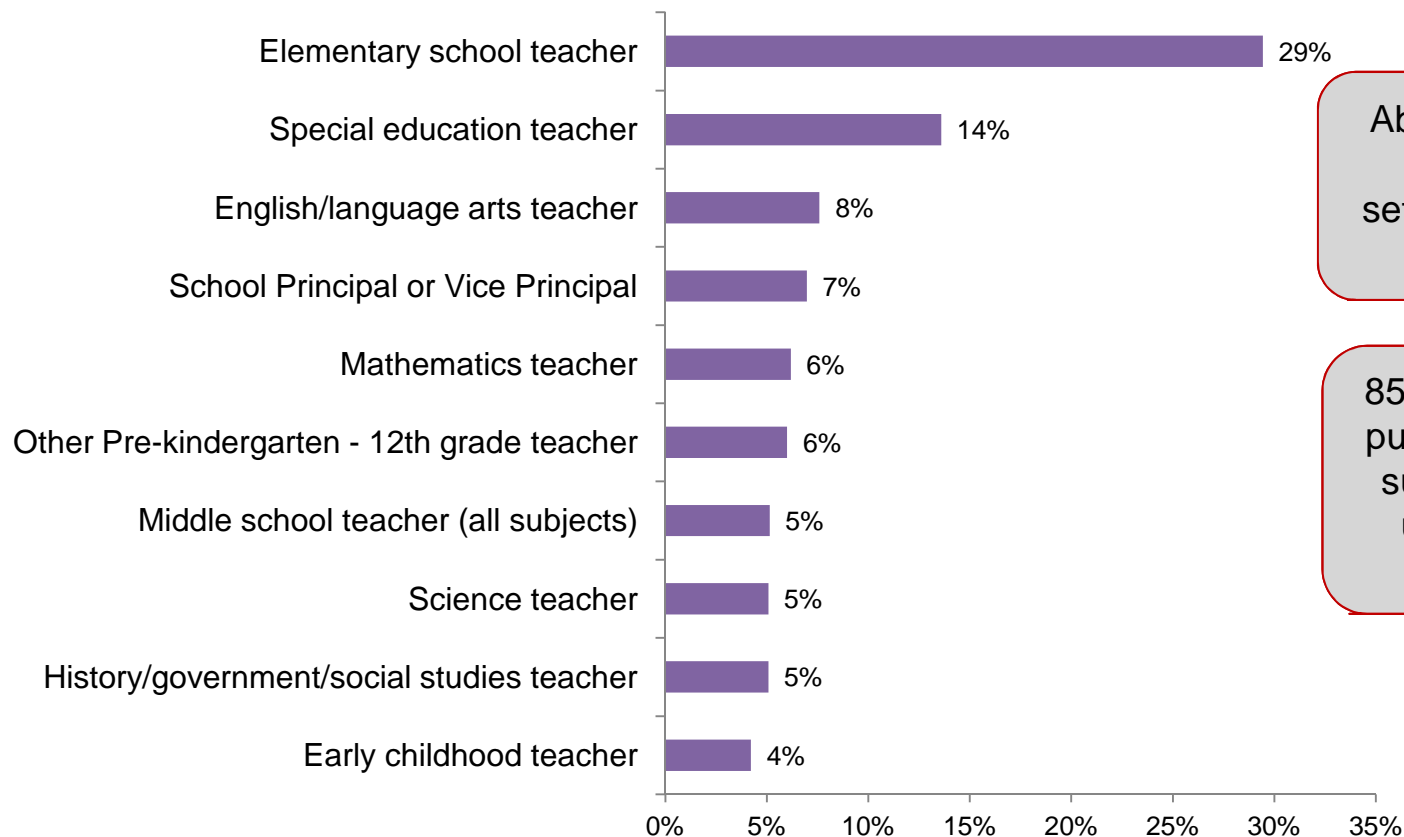
What is your current age?
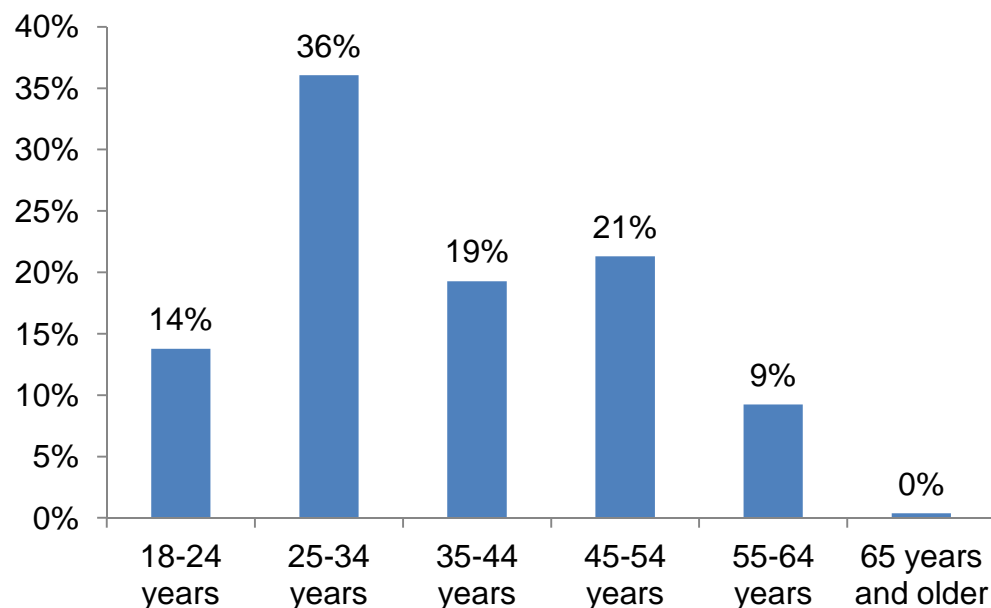
How many years have you been working in your current position?
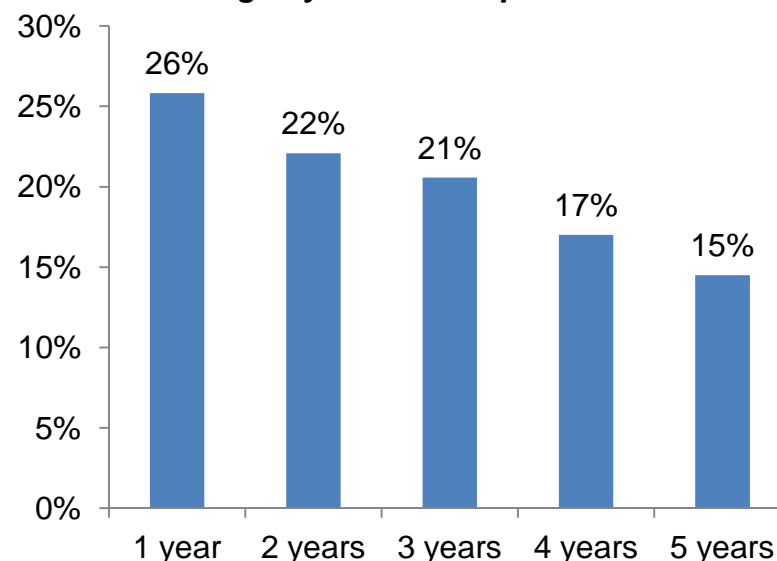
- About 90% of respondents completed a "traditional, university-based" route to certification; about 8% of respondents indicated that they had completed an alternative route program.

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The Largest Percentage of Respondents are Elementary School Teachers and Sample Characteristics Mirror National Demographics

Which of the following best describes your primary role within P-12 education? (Top ten roles)

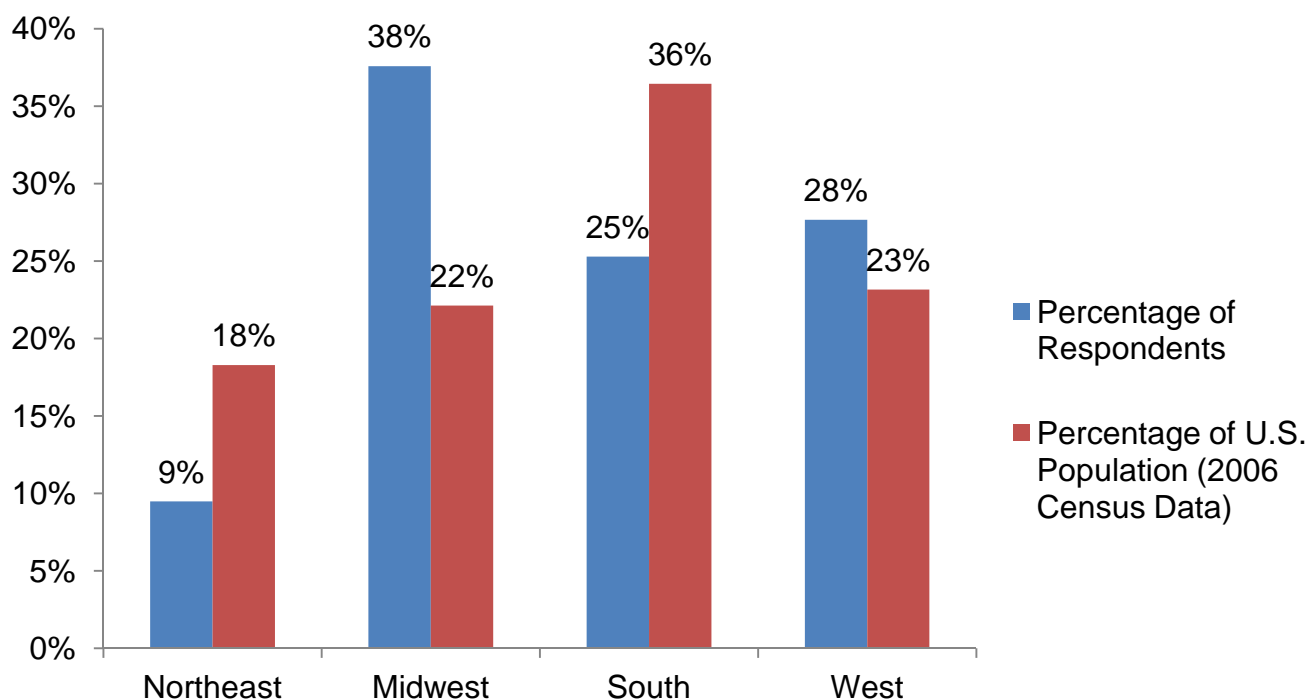| Role	Percentage
Elementary school teacher	29%
Special education teacher	14%
English/language arts teacher	8%
School Principal or Vice Principal	7%
Mathematics teacher	6%
Other Pre-kindergarten - 12th grade teacher	6%
Middle school teacher (all subjects)	5%
Science teacher	5%
History/government/social studies teacher	5%
Early childhood teacher	4%

About 21% of respondents work in middle school settings; about 18% work in high school settings.

85% of respondents work in public schools. 46% work in suburban schools, 29% in urban, and 22% in rural school settings.

In 2006, about 39% of all teachers in the U.S. were elementary teachers vs. 32% of the *teachers* in this sample *(U.S. Bureau of Labor Statistics).* **This respondent pool is aligned with national labor statistics.**

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Responses Were Collected from Educators in All 50 states

- The sample represents a slightly higher concentration of educators in the Midwest

Chart legend:
- Percentage of Respondents (blue)
- Percentage of U.S. Population (2006 Census Data) (red)

| Region	Percentage of Respondents	Percentage of U.S. Population
Northeast	9%	18%
Midwest	38%	22%
South	25%	36%
West	28%	23%

The higher concentration of Midwest educators is a function of the participation of several SOE-LC members located in that region.

The Majority of Respondents Work in Public Schools and About Half work in Suburban Settings

In what type of geographic setting is your school or district located?
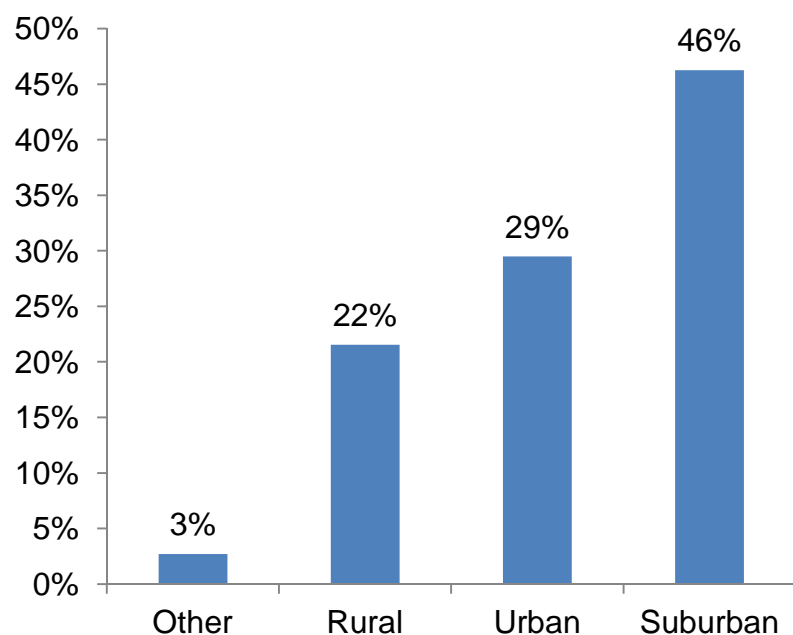
In what type of school or district do you currently work?
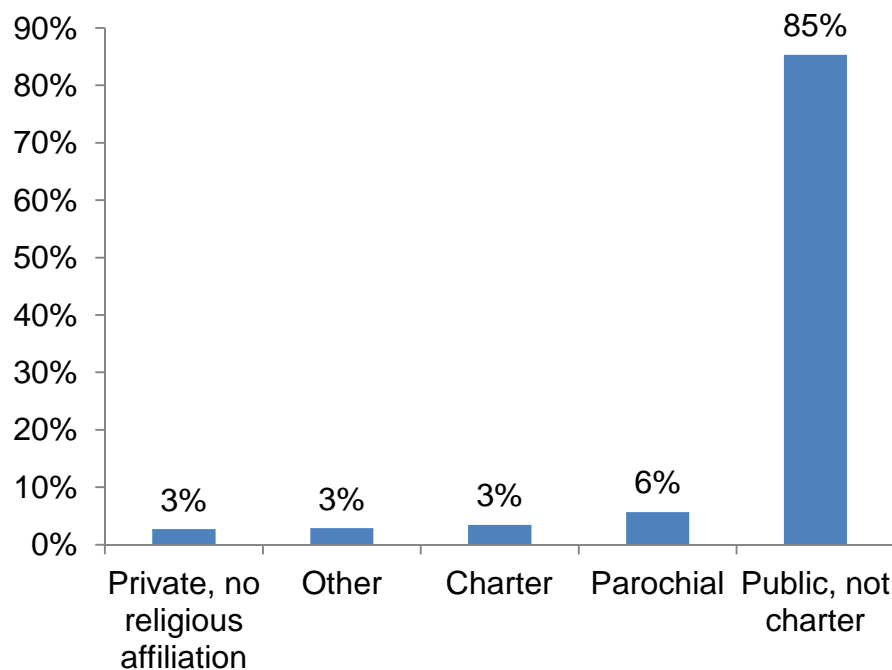
This data aligns with national K-12 educational settings.