The First Day question in the Qualifying exam process asks students to draw from and synthesize relevant research literature to formulate an informed and well-crafted response.

Be sure to read the entire page of exam questions before you begin writing. The questions below are intentionally broad to allow for choice and to give students an opportunity to draw on their areas of interest and expertise. Plan and organize your answers to provide a thorough, well-documented response and to avoid unnecessary repetition and overlap. Select options and examples that will allow you to put your best foot forward—to convey your knowledge and understanding of the field. Remember, the HESA Qualifying exam is an opportunity for students to demonstrate their readiness to undertake the next step in their doctoral studies—the dissertation. The better exam essays use the research literature effectively and capture the student’s ability to analyze and understand the complexity of a given problem. Don’t forget to organize your essays—a good essay should have an introduction, body, and conclusion.

Be sure to edit and proofread your essays and to provide all necessary citations and to check the accuracy of your work before submitting your paper. You may use APA or any major citation style relevant to your research (for example, history generally uses Chicago Style 16th).

The entire exam paper you submit is not to exceed 20 double-spaced typed pages, 12 pt Times New Roman font (this page limit does not include your required bibliography of sources used and any appendices). Be sure to save your work often and to submit your exam paper by the deadline and following the instructions provided. Late papers will not be accepted or reviewed.

Page guidelines are simply that—guidelines.

Guidelines for Essay

This exam asks you to shed some historical perspective on demographic changes and changing student characteristics that colleges and universities have had to address and that have been pivotal or have profoundly shaped the character and development of US higher education. Each of you will bring different examples, interests, and expertise to your essay, but remember that changing student characteristics and their impact are the crux of the exam question.

Your essay should address at least 2 times periods/junctures (min of 1 before and 1 after 1960s), two institutions, two trends and two areas of impact. It is fine to use apt headings to guide your reader, but your essay should not be a mechanical reply. Rather, the essay should provide a well-integrated, flowing discussion.

Write a well-documented essay that accomplishes at least these three things—

1) Historical Overview: guideline 3-4 pages

Consider the history of US higher education from its colonial roots to the 1960s. Analyze a juncture when higher education was challenged with addressing profound changes in the numbers or profile of potential students—possible college-going students whose backgrounds, preparation, needs, and aspirations were
different from the majority of students who participated in higher education until that point. Include a succinct discussion of at least one but not more than two examples/junctures that provide important insights. These can be examples of broad, slowly developing but profound changes brought by social movements (such as currents of feminism and the growing numbers of women entering higher education in the mid-nineteenth century) or sudden changes thrust upon higher education, such as the impact of WW II veterans enrolling in college. Be sure to provide a clear picture of the “new students,” to provide a clear time frame for your discussion, and to justify your choices.

Depending on the juncture/students you’ve chosen to discuss, you might wish to consider the following types of questions: How did higher education as a whole or colleges and universities at the campus-level respond to or fail to/opt not to make any changes in the status quo to meet the needs of these “new” students and address the talents of these students? What types of reforms were implemented? Were these successful? What were major outcomes for students and institutions? In retrospect, were any reforms misguided or were opportunities missed? Be persuasive---What does this slice of history help us understand about the ways changing student characteristics have shaped the development and character of higher education?

2) Recent Past and Critical Trends for Now and the Future: 15 pages

Now consider some changes in the student population in the past five decades or so and some salient trends related to student characteristics that will continue to challenge US higher education. (Note: You’ve already considered, in framing the “historical overview” at the outset of your essay, a juncture/change somewhere between 1630s and 1960s; now consider changes in the span from the 1960s onward.) Provide a detailed discussion that analyzes 2 of these trends and 2 areas where changing student characteristics have impact (see lists of trends and areas of impact below). Be sure to define the time period you are discussing. Anchor your discussion within the context of specific institutions with which you are familiar and that provide good examples of the issues at hand.

It is important to convey a clear portrait of the institution(s), a sense of the context in which the trends evolved, and an understanding of why these trends and the profile of these students are widely seen as raising critical issues for higher education that need rigorous research, innovative programs, and resources. Be sure to include the perspectives of “new” students themselves in your essay. What does the college experience mean for them? What perspectives and strengths do they bring to the campuses? How might campuses better meet the needs of these students and help them flourish?

Context is important. Your essay should be attentive to the time period for the examples being discussed, reflecting an awareness that the ideas and values guiding higher education have changed over time and that the social, economic, and political landscape in which colleges and universities function has changed over time. For example, if educators once generally conceptualized their major task or goal in fairly simple, straightforward terms-- i.e. getting students into college--how has this view evolved over the course of the 20th century up to the present? Are we just concerned with getting students into institutions? Is there a consensus in higher education and US society today about what the “goal” is? Where are possible pockets of resistance on and off campuses and what resources beyond the individual campus gates (private philanthropy, partnerships etc.) might help campuses negotiate these changes?

Some would argue that the substantial challenges facing US higher education, as it seeks to negotiate the changing student characteristics that are the focus of your essay, come at a time when public confidence and support for higher education is declining and higher education faces a variety of formidable pressures. What do you think?
3) Concluding Thoughts- 1-2 pages

List of Possible Trends/Characteristics: Essay should consider at least 2
These changes have been the subject of research as well as a flurry of political discussions and media headlines suggesting that formidable challenges will face higher education. You are not limited to this list but if you choose a different trend you need to explain and defend your choice.

1) a rise of non-traditional aged students
2) a rise in the ethnic and racial diversity of the student population
3) students with diverse learning styles
4) waves of immigration/undocumented students
5) growing demand by students for part-time study or distance learning
6) the rise of female degree seekers (and a “gap” between male and female enrollment and educational attainment)

Areas affected by Changing Student Populations: Essay must consider at least 2

Faculty hiring and development
Recruitment and admissions
Fundraising and alumni/ae affairs
Athletics
Compliance with government regulations and legal requirements
Curriculum
Finance
Campus technology
Teaching and Learning Centers
Student services

Reminder:
Check essay for thoroughness. Have you provided a complete answer? Discussed at least one example before and one example after the 1960s? Discussed at least 2 trends? Discussed at least two areas of impact? Anchored your discussion in the realities of specific institutions?

Total limit of 20 pages plus bibliography and any appendices.
Choose two of the issues that you believe to be most important [a, b, c, and d]. Choose an existing four year with which you have familiarity. Please use current higher education literature in addition to other literature which may help to frame your answers.

Ultimately, what is most important to the reader will be the logical flow and readability of the paper. Read the question with Your University in mind.

The CASE

Dr. Hervey was just appointed to the presidency of Your University. The Board of Trustees has asked that he address a number of significant issues that the University has experienced during the last decade. He has asked all decanal units to address the following current issues. As part of the leadership team for the School of Education, you should:

a. Address the demographic of the student population who are currently enrolled in the School. Your unit is charged with increasing the number of underrepresented groups who are enrolled [you decide which underrepresented group you may want to address]. Describe important antecedents that might explain why the current population has been historically underrepresented. Describe how you might go about increasing the number of a particular underrepresented group. Support your decision to increase that population using the extant literature. Please note that some Trustees are not certain that it is important to increase each underrepresented group. For instance, if you choose to increase the number of women who are currently enrolled in the School of Education, or in a particular program (HESA, CI, Elementary Education, etc.) provide the data that suggest that women are underrepresented in that area [general data about the field is ok].

i. Include a discussion about why you have chosen this particular group, including current demographics of the group in your unit [general data about the field is ok]. Describe using the extant literature why it may or may not be important to increase this particular population. How you will go about recruiting and retaining this group? What structural and
institutionalized policies may or may not be changed in order to increase the group’s representation? Identify resources that may be needed to accomplish your goals. Support your argument with the literature.

b. *There have been significant reform movements statewide and nationally that have impacted the matriculation of students into graduate education fields.* Students who were recruited into education received pay increases and other incentives following degree completion. Current statewide reform policies have eliminated many of those incentives. How will those units continue to attract students who were once interested in certain programs? What should you or your leadership team be doing? Discuss statewide reform efforts. Discuss how those efforts have impacted institutions of higher education, specifically Schools of Education. What might those programs look like in the future [choose one program and discuss what changes may need to take place or discuss education in general]. Include a discussion about general programmatic changes, including faculty, curriculum, course delivery, cost and resources. Provide a well thought out plan to recruit students despite the reforms and political pressures. You may also include what your current institution might be doing to address these issues. You must include the evidence!

c. *The Trustees have also asked that you consider the creation of online classes.* Using relevant higher education literature, describe the need for an online presence. Why now? Why NOT now? What has prompted the decision to think about online presence? Given that online universities and Massive Open Online Courses (MOOCs) have increased the competition for students in your unit, include a discussion about whether online delivery would be a wise choice. Discuss any challenges and promises that you foresee.

d. *Rising tuition costs and competition.* The Trustees are divided about whether to keep the tuition cost relatively unchanged for the next two to three years or whether to consider tuition increases. They have asked each unit to prepare a well-articulated argument for The Board. As a leadership team member, you should be prepared for the repercussions regarding either decision. Your Dean has asked that the team think about addressing **ONE** of the following (Choose either i. or ii. Consider the pros and cons):

i. Provide a well-articulated argument for a tuition increase. You may consider the following.
   1. Consider the current fiscal environment at your chosen institution.
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2. How has your institution responded historically to tuition increases? You might consider the impact on faculty, students, other university stakeholders?

3. Consider the current students demographics. SES, Grad enrollment. In- versus out of state.
   ii. How might your unit thrive if there were no tuition increases for two to three years? Consider the following.
      1. How might your unit go about increasing the number of students interested in current programs?
      2. How do you compete with online programs such as University of Phoenix? Do you compete? What would or might competition look like? What are similar institutions doing with regards to online offerings online
      3. How do you continue to attract and retain the faculty?
      4. How might you increase the number of out of state and international graduate and undergraduate students who matriculate into the program?
      5. How might you manage the current enrollment?

Reference the literature. Be creative!
Before getting to the setup and question, let me remind you of the general parameters extracted from the HESA Qualifying Exam description on the School of Education web site (http://education.indiana.edu/students/graduates/hesa/quals.html):

- The first day question is intended to be broad in scope so students can demonstrate their ability to integrate knowledge from many sources and bring this to bear on the question.
- The ability to synthesize and apply the literature is expected in [your response].
- Citations need to be supported by a full reference section using APA style.
- The text of your essays should not exceed 20 pages, typewritten, double-spaced, using a 12-point typeface, not including references and appendices.

Remember to organize and manage your time carefully, leaving plenty of time to review and hone your full response. Finally, I reiterate a section of the notes I shared with you during the question and answer session:

Ground yourself in theory. Demonstrate an understanding of relevant literature. Show how that literature applies to the question. Use that literature [to lay] the groundwork for your conclusions. Don’t just regurgitate the literature. Synthesize various viewpoints and come to your own conclusions – not opinions. Avoid sentiment. You may feel strongly about a response based on your own background. Don’t let that lead you to conclusions, but base your response on your analysis of the literature.

May the force be with you! And now the question...

The public image of and support for American colleges and universities have taken some curious turns in the past fifty years. Over this time period, postsecondary education, including both traditional “college” education and postsecondary vocational training, has transformed from being an option to a necessity for securing a decent job. The types of providers and forms of delivery have expanded considerably as the higher education market, along with most other markets, has gone “global.” Higher education institutions internationally compete for students, faculty, and resources. Students internationally have a wide range of choices regarding the type of postsecondary education to pursue and the setting in which to pursue it. Corresponding to these changes, the costs to the consumer for postsecondary education have increased substantially, resulting in record levels of student debt.

Portuguese sociologist, Boaventura de Sousa Santos (2010), described three sets of competing demands that shape calls for the reform of higher education institutions:

1. The production of high culture, critical thinking, and exemplary scientific and humanistic knowledge versus the production of average cultural standards and instrumental knowledge to support capitalist development.
2. The advancement of specialized knowledge through restrictions of access and credentialing of competencies versus the social and political demands for a democratized university and equal opportunity for the children of the working class.

3. Demand for autonomy in the definition of the university’s values and objectives versus the growing pressure to hold colleges and universities to the same criteria of efficiency, productivity, and social responsibility that private enterprises face.

The impact of these competing demands permeates the policy and administrative environments within which U.S. colleges and universities operate. For example, the assessment of student learning outcomes for public accountability purposes has emerged as an expectation that is enforced through regional and specialized accreditation but shaped by policy-makers’ perceptions of consumer demands for comparable information regarding the quality of education. Responses to these demands typically have both positive and negative ramifications. Continuing with the learning outcomes assessment example, an increased focus by college-level instructors on what students are learning, rather than on what instructors are teaching, reflects a positive, student-centered perspective for improving pedagogy and enhancing student learning. However, as several critics have noted, the push for explicit learning outcomes can be detrimental to student learning. Ferudi (2012) derides such a “utilitarian” approach as devaluing the educational experience by disrupting the academic relationship between teacher and student, inhibiting the capacity of students and teachers to deal with uncertainty, and “breeding a culture of cynicism and irresponsibility.” Along similar lines, Brody (2012) notes that treating education as a market commodity devalues it by applying the wrong standards. Specifically, Brody notes that viewing education as a commodity focuses entirely on its instrumental value and not at all on its intrinsic value.

Your task is to analyze how one of the three sets of competing forces described by Santos (take your pick) has impacted and is likely to continue to impact a specific higher education function (for example, enrollment management, student affairs, faculty affairs, budget and finance, institutional research, etc.), or activity (for example, academic advising, student leadership development, faculty development, academic program review, faculty promotion and tenure, resource allocation, etc.).

Your response should include the following:

- Incorporate higher education and other relevant literature, citing evidence, and linking to appropriate theory that helps explain if and why these demands are present and how they impact the function or activity you have chosen.
- Explore how the set of demands you have chosen has shaped or been shaped by the nature of the function or activity, including: the program/service mix; primary clients, constituents or communities served; and staffing requirements.
- Consider how the demands have also affected the relationship between that function or activity and other institutional functions and activities. Has there been any blurring of distinctions or have new working relationships developed? Have the “silos” been challenged or refortified as a result? Again, be sure to site evidence and theory from relevant literature.
Describe the types of programs or institutions to which your analysis most directly applies and specific ways in which the analysis might need to vary for other types of programs or institutions. In framing the question, for example, I begin to develop an analysis of how the third set of demands has impacted the activity of student learning outcomes assessment. Although my brief development has implications for a range of programs and institutions, it is most pertinent to teaching humanities subjects within four-year colleges and universities, especially in the public sector, where accountability is more prescriptive. In a fuller response, I would explore how the impact might differ in the private, four-year sector, in community colleges, as well as within professional programs that have additional layers of accreditation regardless of sector.

Finally, provide some examples (from the literature) and insights (other's and your own) regarding constructive responses to the set of demands you chose. Assess the examples for their pertinence to different types of institutions and institutional cultures.

REFERENCES


In today’s context, institutions of higher education face significant challenges in providing the best undergraduate education possible for the students they want to serve. For example, most institutions face the following:

- Difficulties providing students from certain backgrounds access to higher education;
- Concerns over affordability for low-to middle-income students and families;
- Reduced direct and/or indirect support from their states (i.e. reductions in their appropriations to public institutions and in state funding for state scholarships);
- Pressure and requirements to demonstrate and improve undergraduate quality from governments, accreditors, and other stakeholders;
- Tensions between the faculty and the academic administration around the issue of the role of faculty governance in administrative decisions;
- Increased costs (e.g., health care, energy, faculty salaries);
- Inequities in student performance and success by student sub-group;
- Resistance among faculty members to change their approaches to teaching to match students’ learning needs; and
- A growing contingent faculty workforce (i.e., more adjunct, non-tenure-track, and part-time faculty members).

Please choose an institution of higher education you know well and address each of the following in a well-written essay supported by higher education theory and research.

1. Choose the two challenges above that you believe are most important for your institution to address. Drawing on scholarly literature, define each issue in detail (you may narrow the issue to serve your needs), explain how the issue has evolved over time, and explain why it is important for institutions of higher education today. (~5 pages)

2. Introduce your chosen institution and explain how the two challenges are affecting that institution in particular. (~3 pages)

3. Pulling from the scholarly literature, describe what is likely to happen at your institution if these challenges go unaddressed or under-addressed. (~3 pages)

4. Describe the approach you think your institution should take to address each challenge. Be sure to support your ideas with research and theory. (~5 pages)

5. Identify and describe ways groups within or connected to your institution are likely to resist your approach and explain how you suggest your institution deal with this resistance. (~3 pages)

Your essay should also include an introduction and conclusion (together about 1 page). Use no more than 20 double-spaced pages plus reference pages for your response. Check to be sure that you have responded to all parts of the question before submitting your work. Use headers to transition between sections and subheadings to indicate topical areas within each section. Carefully support your descriptions and positions with references to scholarly literature. Be sure to use APA or another appropriate style for citations and quotations, and spell-and grammar-check your work.

Tom Nelson Laird
In the current higher education environment, financial challenges seem to permeate academic and institutional policy, institutional planning and institutional decision-making. It is a fact that a significant challenge facing public institutions of higher education is financial. States are providing diminishing support for higher education and at the same time institutions are facing significant pressure to control tuition increases, thus constraining revenue. In order to balance budgets, one of the results of pressure on institutional revenue, is a close examination of ways to control institutional costs.

For good or ill, one of the cost reduction strategies that has gained some attention is the reduction of the number of classes an undergraduate needs to take on-campus to fulfill undergraduate graduation requirements. This can be accomplished in a variety of ways, some of which include; accepting credit transfers from other IHE’s, acceptance of college credits granted through dual credit course instruction offered in high schools, competency (advanced placement) tests, and a variety of distance education options.

This approach to cost reduction could have implications for the college experience – particularly for residential campuses. Pick a Big 10 institution and indicate what you think the implications of implementing such a strategy might be for two or three of the following:

1. student affairs professionals and student life in general,
2. composition of the faculty and possible implications for faculty governance,
3. technical services provided by support units like a registrar or bursar,
4. academic counseling,
5. psychological counseling,
6. assessment,
7. distribution of institutional financial aid,
8. support services like the library and computing services,
9. admissions,
10. retention,
11. institutional finances.

Respond to the question in 15 – 20 double spaced pages (excluding references, tables, and appendices) using 12 point font and 1 inch margins.

Your response should be well organized. It will help if you use headers to assist in transitions between sections, and end with a conclusion or summary. Support your response citing relevant references that demonstrate a familiarity with higher education.
Public and private four-year institutions find themselves in one of the most difficult periods they have encountered during the last 50 years. The combination of the Great Recession and its impact on state budgets and on endowments has resulted in a great deal of financial stress on many institutions. In addition, more expensive privates and residential publics are also concerned about increased family sensitivity to the net cost of attendance. In addition, your campus is encountering some issues that are also making the task of managing the institution more challenging. The issues you confront include the opening context I have set in this question as well as the following.

1. The Great Recession has created affordability concerns for low and moderate income students and even some middle class students.
2. States are reducing their appropriations to public institutions and in your state funding for the state scholarships has also been reduced.
3. The federal government is considering proposals that would make retention and graduation rates indicators of institutional quality. In time this could have an impact on the availability of federal funds to both your students and to the campus.
4. At the same time the costs of health care, energy, federal and state mandates, and the salary competition for top faculty continue to increase.
5. Your board of trustees, like many around the country, is increasingly trying to become involved not only in broad policy decisions but in making management decisions that are intrusive and might be described as micromanagement.
6. There has been considerable tension between the faculty and the president around the issue of the role of faculty governance in administrative decisions. The faculty members believe that the role of faculty governance in administrative decision making has unnecessarily reduced. The President has insisted this is necessary because tight budget time require streamlined decision making.
7. Students have been critical of the quality of the undergraduate experience. In editorials in the student newspaper and in other public venues, student government leaders have been critical of the lack of contact between students, faculty, and staff and of a dull and unattractive array of student social and cultural activities.
8. You just received a major $20,000,000 gift from a donor to establish a new center for the study of leadership. The campus is in the early stages of planning for this new center. But there are critics who think this is too extravagant of a project in difficult economic times.

In your answer, first identify what you believe would be two of the most pressing concerns that need to be addressed. Then using extant theory and/or research, describe how you would address these issues. To answer this question well, you first need to identify the specific type/category of institution at which you are working. You should indicate whether it is a large private prestigious institution in the Northeast, a moderate size regional public in the Midwest, or a community college in the West. Paint a picture of the institution for us. This is the first key step in providing a good answer. Your issues need to be authentic. For example, small liberal arts colleges do not do much research and community colleges typically do not have strong faculty senates—but they are often unionized. Urban universities usually do not have many residence halls, so unless you tell us your institution does, a retention effort focused on residence life will not sound authentic. Institutional context will help frame your response.
After identifying the type of institution you are working at, then identify two key issues that need to be addressed. Explain why you believe these are the most important two issues for this institution – in other words address the “so what question.”

Once you have selected the two issues then address the following in your answer.

1. For each issue identify two theoretical frames or mid-range models from the relevant research literature that informs your response to the two issues. For example, if you decide to focus upon higher education finance as one of your two issues, what theories or models of institutional economic behavior or budgeting models (RCM, Performance Based Budgeting, etc.) will you draw upon to respond? If you are focusing on student persistence, what theories would you draw upon to help inform your response?

2. Then recommend specific steps you would suggest to ameliorate the problems your institutions is facing within the two issues/themes you have selected. You should provide citations along the way to provide evidence as to why this might be an important issue and to document where you got your ideas for the steps you are recommending.

3. Finally, a strong answer should include a summary. Highlight key aspects of your analysis of the issues and speculate on the likelihood of their success.

In closing, it is important to emphasize that almost any issue could be identified as a key issue if you can present an argument as to why this issue is important. This gives each of you taking the first day qualifying exam a chance to choose areas you know well. For example, if you have emphasized faculty governance issues you could decide this institution needs to develop new governance models and discuss relevant theories and research on this topic. If you have emphasized fundraising, you could recommend a major fundraising campaign and delineate a plan for doing so. If you have emphasized retention studies, you could make one of your key issues a student retention initiative. What will sort out strong answers from weaker ones is your ability to make the case for the two issues you have identified and then demonstrate your mastery of the information on the topics you have identified. The use of theory and citations helps support your case.

I would offer one last thought on how to write a good answer. Personally, I never like answers that look like common sense and your previous experience (with no evidence someone actually took courses in higher education) was all that was needed to answer the question. Good luck.
Among HESA’s many achievements is the discovery of the 80-hour day, something so rare that it only occurs twice per semester, experienced only by a select group of students. This portion of the qualifying process enables you to demonstrate that you can engage with important issues or challenges in our field, analyze questions in depth, and express your ideas clearly, appropriately grounded in relevant literature.

Please respond in not more than 20 double-spaced pages, excluding references, in 12-point Times New Roman. Cite your sources carefully and completely using APA style. Be sure that all sources cited in the text appear in your list of references. Allow yourself time to carefully review your work.

There is no single set of right answers to the prompts below. (This does not mean that any answer is right, however.) Suggested page lengths for each section are just that—suggestions.

In a classic study of the American college president, Cohen and March (1974) articulate the “garbage can model of organizational choice” in an “organized anarchy” as follows:

> Although organizations can often be viewed as vehicles for solving well-defined problems and as structures within which conflict is resolved through bargaining, they are also sets of procedures through which organizational participants arrive at an interpretation of what they are doing and what they have done while doing it. From this point of view, an organization is a collection of choices looking for problems, issues and feelings looking for decision situations in which they might be aired, solutions looking for issues to which they might be the answer, and decision makers looking for work (p. 81).

They go on to state: “The properties of universities as organized anarchies make the garbage can ideas particularly appropriate to an understanding of organizational choice within higher education” (p. 82).

In another classic work from the same era, Karl Weick (1976) described educational organizations as “loosely coupled systems,” that is, systems characterized by loose connections between cause and effect, intention and action, supervisors and workers, organizational units, curricular sequences, etc.


The broad task for this paper is to answer the question, “Are these ideas still relevant for higher education? Why or why not?” The assignment involves five parts:

1. Briefly summarize and critically assess these ideas and their significance for the study of higher education. Be sure to discuss the historical context of higher education leading up to their emergence. (3-5 pages)
2. Discuss the challenges of leadership in such an organization. Is leadership possible? Why or why not? (2-3 pages)
3. Drawing on your own experience in higher education, either as a student or a staff member, provide a richly detailed example of a situation or circumstance that you think conforms with or contradicts one or both of these
theoretical perspectives. You should describe the institutional setting, your role at the institution, the situation or circumstance, and the specific elements or events that you think support or challenge the earlier work. You may describe more than one situation or circumstance, but not at the expense of an adequate level of detail. (4-6 pages)

4. New organizational forms have emerged in higher education since these ideas were advanced, such as for-profit institutions and virtual universities. Are these ideas equally relevant to the new forms? Why or why not? Even if you have no direct experience with these new forms, speculate based on the extant literature. (3-5 pages)

5. Conclude by letting your creative juices flow. Propose a modification to these ideas, integrate them with other ideas you have been exposed to in your courses, readings, and personal experience, suggest ways to move the ideas forward (or alternatively, to put them to rest). (1-3 pages)

REFERENCES


Please respond to the following question. Your response should not exceed 20 pages of text (double spaced, 12-point font, with 1-inch margins), excluding references, tables, figures, and appendices. Please cite relevant literature to support your arguments. Use APA style (5th or 6th edition) for headings and when citing relevant literature. Note: the number of pages for each part of the question is a suggestion, not a rule written in concrete.

Part 1 (3-4 pages):
In his book, *The Costs of Higher Education*, Howard R. Bowen (1980, p. 20) proposed several “laws” of higher education costs. One law was that “Each institution raises all of the money it can;” another law was that “Each institution spends all it raises.” Since 1980, the financial and legislative environment in which public institutions operate has changed substantially. Briefly describe how the financial and legislative environment for higher education has changed since 1980 and explain why Bowen’s “laws” are or are not appropriate today. Provide evidence to support your arguments.

Part 2 (6-8 pages):
In response to the challenging financial and legislative environment facing public higher education, Jane Wellman and Dennis Jones have identified 10 myths regarding current approaches to higher education finance (http://www.deltacostproject.org/resources/pdf/advisory_10_Myths.pdf). Identify the myth with which you most strongly agree (i.e., think is correct) and the myth with which you most strongly disagree (i.e., think is incorrect). Present arguments supporting your characterizations of these two myths, and use theory and research to support your arguments.

Part 3 (7-10 pages):
Select, and briefly describe, a real or hypothetical public four-year college or university. Presume that your institutional research office has conducted a study using methods developed by the Delta Cost Project and discovered that education and related (E&R) costs per full time equivalent (FTE) student have increased by almost 50% over the last 10 years and are more than $1,000 higher than any of your peer institutions. (A description of the Delta Cost Project methods is available on page 3 (#2) of the White Paper at http://www.deltacostproject.org/resources/pdf/issuebrief_02.pdf.)

- Identify at least three actions your institution could undertake to reduce E&R expenditures significantly and explain how these actions would reduce costs per FTE student.
- Describe the likely consequences of the actions you identified (both positive and negative) on institutional mission, student access, and student success. Provide evidence to support your claims.

Part 4 (1 page):
Conclude you answer with an evaluation of whether the current emphasis on costs is productive or counter-productive to American higher education. Base your conclusion on the information provided in your answers to the question.

Additional information about the Delta Cost Project is available at http://www.deltacostproject.org/resources
Read the following questions carefully and then write a well-organized, well-documented essay in response to Parts One and Two. Remember, the first day Qualifying examination paper invites you to develop responses that reflect your analytical skills, the breadth of your knowledge of higher education, and your ability to integrate different aspects of your HESA studies to produce a thoughtful, well-supported, critical response to the question(s) at hand. Be sure to spend time before you write organizing your thoughts and selecting apt examples/ideas/findings from the literature to bolster your argument. Please try to avoid unnecessary repetition in your essays.

Please note, there is a 20-page limit, double-spaced, using standard margins and 12 pt. font. NB: This page limit does not include the reference section that should be appended. Use APA citation to attribute direct quotations and to acknowledge ideas drawn from the work of others.

Your response to this First Day Qualifying paper should be organized into two major parts. Part One contains two subquestions (a & b). Part Two contains only one question. The suggested total for your answers to Part One is approximately 10 pages, and the suggested total for Part Two is 10 pages, but you may devote as many pages to any question as you wish. Please note there is a **20 page limit (plus references) for the entire qualifying paper** (Parts One and Two combined).

**Part One**

Here is an excerpt from the Executive Summary of “Disrupting College: How Disruptive Innovation Can Deliver Quality and Affordability to Postsecondary Education” (February 8, 2011). This report on the challenges and opportunities facing US higher education was released and discussed at a February 2011 conference held at the Center for American Progress and co-sponsored by the Innosight Institute (see note 1 below):

> America is in crisis. Employers say paradoxically they cannot find the right people to fill jobs even though the country is facing its highest unemployment rates in a generation. Competition with a rising China and India and their vast populations lend urgency to the need for the country as a whole to do a better job of educating its citizens.

> The institutions to which the country would turn to help tackle this challenge—its colleges and universities—are facing a crisis of their own. There is a rising chorus of doubts about how much institutions of higher education have been such a part of the country’s past successes can be part of the answer. Graduation rates have stagnated despite a long track record of serving increasing numbers of students over the past half century. None of America’s higher education institutions have ever served a large percentage of our citizens—many from low-income, African American, and Hispanic families. The institutions are now increasingly beset by financial difficulties, and the recent financial meltdown is but a shadow of what is to come. The further looming state budget crises spell difficult times for many colleges and universities. And there is a growing acknowledgment that many universities’ prestige came not from being the best at educating, but from being the best at research and from being selective and accepting the best and the brightest—which all institutions have mimicked.
Our country’s dominant higher education policies have focused on expanding access for more than a half century—allowing more students to afford higher education. Yet changing circumstances mandate that we shift the focus of higher education policy away from how to enable more students to afford higher education to how we can make a quality postsecondary education affordable. The challenge before the country also mandates a new definition of quality from the perspective of students—so that the education is valuable to them and that through it they improve their lives and thus improve the country’s fortunes, too. And if a postsecondary education is fundamentally affordable—meaning lower in cost, not just price—this will also answer the question of how to extend access by enabling students to afford a higher education.

This report tackled these questions by treating the industry’s challenges, at their core, as problems of managing innovations effectively. It examines the industry of higher education through the lenses of the theories that have emerged from our research on innovation.

note 1: the Center for American Progress is “a nonpartisan research and educational institute dedicated to promoting a strong, just and free America that ensures opportunity for all. We believe that Americans are bound together by a common commitment to these values and we aspire to ensure that our national policies reflect these values. We work to find progressive and pragmatic solutions to significant domestic and international problems and develop policy proposals that foster a government that is ‘of the people, by the people, and for the people.’

The Innosight Institute’s Education Practice’s mission “is to apply Harvard Business School Professor Clayton Christensen’s theories of disruptive innovation to develop and promote solutions to the problems of education. The primary focus currently is the U.S. k-12 public education system, although the Practice also works on the problems confronting higher education and education outside the U.S.”

(descriptions are printed at the back of “Disrupting College”)

Part One should include a discussion of a and b below:

a) Draw from your knowledge of the history of higher education and the history of education policy (and citing relevant literature to support your views), please comment specifically on how the authors of the report have characterized developments in higher education and framed their statement of the “problem” or “crisis” facing US society and US higher education.

Among the types of questions you may wish to consider--Is this a full and accurate assessment of the relevant past and US higher education’s current status—especially its value and quality? Why or why not? Are there other aspects of higher education’s past or current situation that merit discussion here? What assumptions about higher education and its current and future role in society do the authors make or challenge? (Please note question “a” asks you to be a critical reader of the report’s executive summary. It is not necessary to read the report in full in order to answer this question. It is permissible, however, to access and read the report if you wish. Be sure to use proper citations for this additional research). You are not limited to the questions I have raised here in developing your
response to “a,” and you have freedom to be creative. The task here is simply to provide a thoughtful, well-grounded analysis and response to the excerpt drawing upon relevant literature.

b) The release of the 45-page report “Disrupting College” by the Center of American Progress and the Innosight Institute in February 2011 garnered a great deal of press. “Disrupting College”’s major argument is that US higher education needs to embrace “disruptive innovation” (primarily online learning) or faces “peril.” The report’s primary author is business school professor Clayton M. Christensen (author of The Innovator’s Dilemma and The Innovator’s Solution) who coined the term “disruptive innovation” in studying changes in industry. The report defines “disruptive innovation” as “the process by which a sector that has previously served only a limited few because its products and services were complicated, expensive, and inaccessible, is transformed into one whose products and services are simple, affordable, and convenient and serves many no matter their wealth or expertise. The new innovation does so by redefining quality in a simple and often disparaged application at first and then gradually improves such that it takes more and more market share over time as it becomes about to tackle more complicated problems.” (p. 2)

Christensen developed his understanding of “disruptive innovation” and built his scholarly reputation by studying major US industries – the automobile industry, the steel industry, and the computer industry, among them. (Consider for example, the shift from very expensive large mainframe computers, to minicomputers, to personal computers, to notebooks, and finally to affordable, powerful and consumer-friendly smartphones (there’s an app for that!). More recently, he has studied social enterprises, like the healthcare system, through this lens. This report, “Disrupting College,” represents his major effort to bring the concept of “disruptive innovation” to a consideration of the US higher education “industry.”

In your response to section b, please consider the following:

Comment on the role of research in shaping our discussions of higher education. What role have traditional academic studies by university researchers (both within higher education studies as well as other fields, as is the case here) and studies sponsored or promoted by educational non-profits, think-tanks, professional associations (like the American Council on Education), and foundations played or might they play in shaping our public understanding of higher education and dialogue between policymakers and higher education in the US?

Part Two:

In the early nineteenth century, individuals could pursue learning in many different settings—libraries, lyceums, workingman institutes, chautauquas, seminaries, academies, normal schools, institutes, colleges, and fledgling universities etc. During the course of the nineteenth century four-year residential colleges and universities came to tower over these other forms and became the dominant form of higher learning in the US. Higher education came to rely on the rising school system as a pathway for students to enter college and universities directed their energies to three ideals—research, teaching and service.
Historically, why was face-to-face instruction in a four-year “brick and mortar” campus—what I will refer to here (for sake of simplicity) as “traditional higher education”—able to gain and maintain such as strong foothold and convince the US public, government, and the professions of its value? Some people, Christensen among them, think that online learning is the wave of the future. Do you think traditional campus-based higher education will continue to maintain its dominant position in the coming decades or will it soon be an old dinosaur—why or why not? Please bolster your response with reference to the relevant literature.

FYI only – Additional Resource:
From claytonchristensen.com

An innovation that is disruptive allows a whole new population of consumers access to a product or service that was historically only accessible to consumers with a lot of money or a lot of skill. Characteristics of disruptive businesses, at least in their initial stages, can include: lower gross margins, smaller target markets, and simpler products and services that may not appear as attractive as existing solutions when compared against traditional performance metrics.

Because companies tend to innovate faster than their customers’ lives change, most organizations eventually end up producing products or services that are too good, too expensive, and too inconvenient for many customers. By only pursuing “sustaining innovations” that perpetuate what has historically helped them succeed, companies unwittingly open the door to “disruptive innovations”.

Some examples of disruptive innovation include:

**Disruptor**
- Cellular phones
- Community colleges
- Discount retailers
- Retail medical clinics

**Disruptee**
- Fixed line telephony
- Four-year colleges
- Full-service department stores
- Traditional doctor’s offices

ENJOY!
King Urban University

King Urban University (KUU) is located in the large city of Pryor. Much like many American cities, the demography of the K-12 population is overwhelmingly African American and Latino. In fact, the Pryor school district’s database reflects a population of Latino and African American students equivalent to 80 percent of the entire student enrollment. However, African American and Latino adults (between the ages of 18-55), who live in Pryor only comprise 45 percent of the entire adult population.

King Urban University, does not reflect the same diversity of the city-- not in the student population, faculty, nor in the administration. Interestingly, the mission of the university states that “it is the moral duty of the university to serve as a community member in its role as a university and community leader.” KUU’s goals are that of assisting in community development by increasing the educational attainment of its “own” community members. Further, KUU has assured its community members that it would develop human capital by helping to create a workforce in the community in which it serves. The mission also states that King Urban will sustain and revitalize community neighborhoods and increase economic development.

Dr. K. Williams, the university’s new president, was quite surprised to find that there was/is a “significant” overrepresentation of African American and Latino building maintenance, cleaning, and clerical staff (about 90% of those positions are filled by African Americans and Latinos). She also notes that very few students from the Pryor Public School District, attend the university. In fact, less than 10% of the students who attend the university are from Pryor, and many of the students who attended Pryor schools drop out. In addition, a significant number of students from Pryor leave the university after the second semester.

She notes that this trend (i.e., high numbers of people of color working in low level jobs and low numbers of students of color seeking college degrees) could have significant economic impact on the city given the demographics and educational trend. Your role in at KUU is that of the Director of Enrollment Management. After consulting with her administrative team, they task you to provide a final report with recommendations to the cabinet. She has asked that you address the following questions in a final report:

1. Considering the demographics of the city, what should the university do (develop and describe a specific plan of action) in order to recruit and retain students of color from Pryor and from the Pryor Public Schools?  (4-5 pages)
2. Describe and construct a coherent argument using relevant theories that can inform higher education student affairs administrators on ways to specifically support African American and/or Latino students. How might these particular theories find application to support one group or the other? (4 pages)
Dr. Williams is also fearful that her administrative team may continue to move in the current direction if she does not provide targeted and culturally relevant administrative professional development. She states, “Engineers tend not to manage hospitals, and if they do, they have some background in hospital administration. Institutions of higher education should not be led by people who do not have significant knowledge about the administration of higher education and student affairs.” In order to address this concern she requests a section of your report that can:

3. Discuss from a historical context how institutions of higher education have made some progress towards cultivating more inclusive environments for certain groups (e.g., women, people of color, veterans, older students etc.), and provide a contemporary perspective that analyzes why issues of race and ethnicity should be considered in policy decisions within higher education. (There are many perspectives from which to choose). (4 pages)

Two cabinet members, Dr. D. L. Hugely and Dr. G. Lopez, are particularly concerned with cost and funding for all proposed changes.

4. Provide the cabinet with a financial perspective that describes how retaining students can be more cost effective than losing students after one semester or a year. You should include the role of creating or sustaining partnerships with local, state, and/or federal programs that might assist in KUU’s retention and recruitment efforts and the added value of making connections with local schools and/or community organizations to increase enrollments (i.e., institutional income) from diverse groups. (3-5)
In a global economy where the most valuable skill you can sell is your knowledge, a good education is no longer just a pathway to opportunity— it is a pre-requisite. The countries that out-teach us today will out-compete us tomorrow.  (President Barack Obama, Feb. 24, 2009)

As part of President Obama’s “Restore America’s Leadership in Higher Education” campaign the White House indicates that higher education should be committed to ensuring that the U.S. regains its rank in the world as having the highest proportion of citizens graduating from college by 2020. The issue that needs to be addressed is what can be done in the U.S. to help students be more successful in post-secondary education.

Given the desire to increase the student success within higher education (inclusive of associates and bachelor degrees), create a response that could be used by an institution or state higher education system (specify which approach is being used) to improve either the institutional graduation rates OR systems of accountability to assure post-secondary students are successful.  Your response can either focus on student retention efforts or accountability measures; you do not have to respond from both perspectives.

Part 1 should include these elements:

- Historical and societal reasons why U.S. higher education does not graduate the majority of those that begin college.  In other words, what are the reasons the national average for graduation is around 40%? Specify any unique attributes to the U.S. higher education system that contribute to this issue.
- A summary of the issues around policies, institutional barriers, and students issues involved in U.S. higher education that could influence the graduation rates of students from higher education institutions.

Part 2 should include these elements:

- Select a type of higher education institution, other than highly selective university/college (community colleges, urban universities, rural, or comprehensive etc.), and explain the context for this type of institution and the issues involved with their ability to help students be successful.
- Select one of these approaches:
  - Chose a student population within this type of institution and elaborate on the student issues involved with graduation rates. OR
  - Select a series of accountability measures and discuss how they would be implemented and used at this type of institution, in order to help students be successful.
- Provide an overview of interventions or policy recommendations that could be implemented to increase measures of student success. (Specify how the suggested interventions would be appropriate for this student population and institutional type).

The response should be written as a well written and organized paper with transitions to the various aspects of the question.