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SETON HALL UNIVERSITY
College of Education and Human Services
Department of Education Leadership, Management and Policy

HIGHER EDUCATION
QUALIFYING DOCTORAL EXAMINATION

ELMP HIGHER EDUCATION DOCTORAL PROGRAM
EXAM DATE: MAY 19-20, 2011

Directions

Attached please find the Qualifying Doctoral Exam for Higher Education. The exam is divided into five main parts. In Parts I – IV, you will be given a choice of questions. In each case, you will choose one question to answer. In Part V, Statistics, you will be given four questions and you must answer all four questions. Please indicate on each question answered, the number and title of the question (i.e. Part 2—Public Policy – Question 2).

- Before you begin, create a header for each page with your student ID number (found on the label of this envelope), the name of the exam you are taking (HRED Qual) and today’s date.

- When you complete a section, insert a page break before starting the next section.

In developing your responses, be sure to organize them in a logically coherent way and to make optimal use of relevant/current research and literature applicable to each question.

Part I

Historical and Comparative Perspectives (Choose one of three)

Part II

Public Policy Perspectives (Choose one of nine)

Part III

Higher Education as a Field of Study (Choose one of two)

Part IV

Research (Choose one of six)

Part V

Statistics (Answer all questions)

YOU MUST SUBSTANTIALLY ANSWER ALL QUESTIONS AS INDICATED IN THESE EXAM INSTRUCTIONS.

**** FAILURE TO DO SO WILL CONSTITUTE A FAILURE OF THE ENTIRE EXAM ****
PART I. HISTORICAL AND COMPARATIVE PERSPECTIVES

Directions:

Answer one (and only one) of the three questions below and respond to it in a coherent essay of 1500 – 2000 words. In preparing your response, be sure that your organization is clear (your response has a beginning, a middle, and an end), that you draw on the most significant literature and data sources in the field to support your argument, and that you are appropriately analytical in your approach.

Question #1:

L. Veysey examines the influence of four forces that have shaped American higher education: discipline and piety, utility, research and liberal culture. Based upon the knowledge you have gained through the course readings and other relevant scholarship:

- Which of these four forces has had the most important impact upon contemporary American higher education and why? You must draw upon and cite the course readings and other pertinent scholarship to support your position.

- Which of these four forces has had the least impact upon contemporary American higher education and why? You must draw upon and cite the course readings and other pertinent scholarship to support your position.
Question #2:
The development of American higher education has witnessed the emergence of a number of individuals whose ideas and visions had a broad and indelible impact. What historical figure in the period between 1636 and 2010 do you believe has had a significant and broad influence on the shaping of American higher education? How does an understanding of this person's vision and accomplishments enhance our understanding of the broader development of American higher education? Please draw upon and cite relevant scholarship to explain and support how the person you have selected influenced American higher education in a context broader than his / her own institution and locale.

Question #3:
Bruce Johnstone has argued that the U.S system of higher education is unique in the world by virtue of eight “defining” and distinctively American characteristics, including federalism, control in the hands of lay governing boards, a bimodally prestigious private sector, diversification of its revenue streams, its separation of undergraduate from graduate and professional education, its modular curriculum, its responsiveness to multiple stakeholders and its preoccupation with access. Based on your knowledge of other national systems, which 2-3 of these eight would you consider as the most “defining” American characteristics? Be clear and precise about the basis for you your choice. Furthermore, based on your understanding of the historical development of the American system, how would you account for the emergence of these distinctive characteristics? When did they arise and why? To what extent have they been modified since their first emergence?
PART II. PUBLIC POLICY PERSPECTIVES

You must respond to any one of the questions listed below. There is no requirement to select a particular question based upon your program: K-12 or Higher Education.

PUBLIC POLICY PERSPECTIVES EXAM QUESTIONS

Directions: Select one (1) of the nine (9) questions presented below and respond to it in a coherent essay. Be sure to draw on your knowledge of policy analysis and the literature to frame your basic position, support the position with the best available evidence and to develop your response in clear and coherent prose.

Question #1 Pre-College Outreach Programs

Despite dramatic increases in college enrollments, gaps still exist in who goes to college. As low-income and minority students continue to be underrepresented at higher education institutions, policy makers have begun to develop pre-college outreach programs to improve the education of our students. Please write up a policy report to (1) describe the purposes and characteristics of pre-college outreach programs, (2) summarize the impact of such programs on students’ transition from high school to college, and (3) provide suggestions for policy makers in education field. In your response, please consider data, the historical background and current status of pre-college outreach programs, and research evidence on the outreach programs’ effects on student transition to college. Address the three required elements above.
PUBLIC POLICY PERSPECTIVES EXAM QUESTIONS (Con't)

Question #2 Financial Aid and College Student Persistence

As college enrollment rates continue to increase while completion rates do not, both policymakers and researchers have begun focusing more on indicators of student persistence, and the relationship between financial aid programs and persistence. Please write up a policy report to (1) describe the purposes and characteristics of student financial aid, (2) summarize the impact of financial aid on student persistence in higher education, and (3) provide suggestions for policymakers in higher education. In your response, please consider data, the historical background and current status of financial aid programs, and research evidence of the effects on student persistence. Address the three required elements above.

Question #3 High School Exit Exam

For more than two decades, many states have required students to pass exit examinations to obtain high school diplomas. Please write a policy analysis report to (1) describe the High School Exit Exam policies, (2) discuss how such policies have affected students, and (3) provide suggestions to policy-makers at the state government level. In your report, please use statistics, the historical trend of state adoption of high school exit exam policy, and research evidence on its effects. Address the three required elements above.
PUBLIC POLICY PERSPECTIVES EXAM QUESTIONS (Con’t)

Question #4: Demonstrate your understanding of policy models

Directions: answer parts A, B and C

A. What is your “working definition” of policy? In preparing your definition please define and distinguish between “Policy Analysis” and “Policy Advocacy”.

B. Education leaders should have a good understanding of policy that affects education in the pre K-12 area, broadly speaking. Briefly defend this assertion in 3 to 4 paragraphs.

C. Theorists often refer to various models for understanding the policy process. These models include: Institutionalism, Rationalism, Group Theory, Elite Theory and Incrementalism. Identify the characteristics of three of these models and your assessment of the strengths and weaknesses of those models in understanding policy development and implementation. In preparing your response you may find it useful to prepare a table to structure your response.

<table>
<thead>
<tr>
<th>Policy Analysis Model (prepare response for 3 of these models)</th>
<th>Identify / explain characteristics of model</th>
<th>Identify / explain strengths and weakness of model in helping education leader understand the development and implementation of education policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutionalism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rationalism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elite Theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incrementalism</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PUBLIC POLICY PERSPECTIVES EXAM QUESTIONS (Con’t)

Question #5: Demonstrate your ability to frame a PK-12 policy issue/ question

Based upon your knowledge, identify an important policy issue in the PK-12 education sector:

- Develop, define and explain in clear terms what you see to be one (1) significant policy question.

- Identifies and explain one or two policy alternatives to the policy question you identified

- Identify two or three groups or organizations who would be the principal actors in this policy discussion e.g., parents, principals, politicians, unions, school boards etc., and explain why they would be key actors

- Describe the evaluative criteria that the key actors you identified in this policy discussion might be inclined to use to assess the effectiveness of the significant policy issue / question you have identified. Because group interests generally influence the means by which they evaluate a policy, the criteria will vary by actors.

Question #6.

Understanding how “power” is obtained and used in school systems is an important part of a school administrator’s knowledge base and skill set. Identify, explain and discuss Fowler’s “Three Dimensions of Power” and what implications these dimensions have on a school administrator’s influence and ability for developing and implementing new policy. Be sure to consider all important stakeholders within a school district.
PUBLIC POLICY PERSPECTIVES EXAM QUESTIONS (Con’t)

Question #7.

You are a newly appointed superintendent of schools for a poor, urban school district of roughly 7000 students. Currently, there is no district policy for “bullying.” This has created numerous issues for district principals not only with student deportment but also with parent/teacher/school interactions and relations. Additionally, individual school PTAs continue to bring up the proliferation of “bullying” on the playgrounds of their local neighborhood elementary schools. Consequently, the BOE has charged you with developing and implementing a district policy for “bullying.”

Employing one of the several theories of the policy process or policy cycle, state the steps and explain how you would analyze, review and suggest possible policy changes concerning a district policy for “bullying.”

Question #8.

Identify and discuss the general principles a school leader should be familiar with for influencing policy formulation and adoption at both the state and national levels. Additionally, be sure to include in your discussion the three general approaches Fowler specifically identifies for influencing policy formulation and adoption.

Question #9.

a) Identify, define and discuss the five (5) elements that contribute to a strong definition for a particular policy issue.

b) Using the five (5) elements identified above, select one of the current issues listed below and develop a comprehensive policy definition for the issue of your choice.

1) School Choice
2) Merit Pay
3) Tenure
4) Tracking/Ability Grouping
5) Superintendent Salary Caps
PART III. Higher Education as a Field of Study

Higher Education as a Field of Study Exam Questions

Directions: Please choose ONE of the following two questions and craft an analytical and critical essay in response.

OPTION 1

Drawing upon the literature, provide an overview of the nature and content of higher education as a field of study. Specifically, discuss the development of graduate study in higher education (defined as a major concentration in higher education at the doctoral level), analyze potential outcomes of, and prospects for, these program in the 21st century.

OPTION 2

Many scholars assert that technology has become increasingly interwoven into the fabric of academic life, while others continue to doubt that it will fundamentally transform the structure and delivery of higher education. The incorporation of technology into higher education also poses significant new challenges for many colleges and universities. Technology is expensive, it remains controversial (especially among faculty), expectations often exceed reality, and the capabilities of technology are constantly changing. In terms of functional areas of higher education (e.g., instruction, academic support services, student services, and administrative support) discuss how technology can and has been incorporated into one of these functional areas and address challenges higher education is facing in expanding the incorporation of technology into that functional area.
RESEARCH EXAM QUESTIONS

Choose one of the general topic areas listed on the next page and develop a research study that addresses the topic. As you explain the study, be sure to include each of the following:

- **A statement of the “problem” you intend to investigate.**
  The problem statement should define the scope (magnitude) and the precise nature of the problem (dilemma, phenomenon of interest), as well as the usefulness of framing the problem in this form.

- **Research questions that derive logically from your problem statement.**

- **A coherent research plan and appropriate methods of data collection.**
  Identify what data are required to answer the questions, the sources of those data, and how the data will be obtained. Justify the effectiveness of this design in addressing the research questions.
  As you explain the data you intend to collect and the methods for doing so, be sure to clarify your strategy for ensuring reliability and validity.

- **Data Analysis Plan.** Articulate your plan for organizing and analyzing the raw data; specify how your analytical approach will address your research questions.
RESEARCH EXAM QUESTIONS (Con’t)

Research Topic Choices – Choose only one topic below:

You must respond to any one of the questions listed below. There is no requirement to select a particular question based upon your program: K-12 or Higher Education.

K-12 Research Topic Choices

1. The influence of teacher use of higher order questions in Grade 8 mathematics classes on Grade 8 student performance on the annual statewide test of skills and knowledge in mathematics.

2. The relationship between implementing differentiated tiered activities in Grade 9 mathematics on student satisfaction in their mathematics courses.

3. The factors that influence high school seniors’ decision not to attend college.

HRED Research Topic Choices:

4. The role of adjunct/contingent faculty in university governance.

5. Persistence/Success of female students in STEM fields (Science, Technology, Engineering and Mathematics).

6. Student success at community colleges.
PART V

QUALIFYING EXAMINATION
HRED and K-12

STATISTICS EXAM QUESTIONS

Spring 2011

Statistical Analysis Questions
Answer all of the following questions. Fully explain your rationale for interpreting the statistical information. The following background is provided as a context for all questions and analyses that follow. Any similarities to real programs or data are purely coincidental and are not intended as factual.

Background
As the nation's population has become increasingly diverse and higher education has been reaching out to traditionally underrepresented student populations over the past several decades, the profile of the undergraduate student body has changed. Among college freshmen, many are the first in their families to attend college (first-generation students). Although some research has examined first-generation students' transition to postsecondary education, little is known about their learning and cognitive development during college and what can be done to promote their success. In fact, many first-generation college students find it difficult to adjust to college learning partly because their parents do not have first-hand experience dealing with the demands of college life. In a public university with a large body of first-generation students, the vice president is interested in understanding the cognitive development of undergraduate freshmen who are the first in their families to pursue higher education. To achieve this goal, he asked a group of researchers to carry out the following several studies.
Question #1 The vice president would like the research team to examine whether the reading comprehension skills of first-generation freshmen of 2010 differ significantly from those of the first-generation student freshmen of 2009.

To carry out the study, the research team first randomly selected a group of first-generation undergraduate freshmen of the 2010 cohort, and used the Reading Comprehension test module to assess these students' skills in inferring, reasoning, and generalizing at the end of the Fall 2010 semester. The test is designed on a scale between 0 and 800, with higher score indicating higher level of reading skills. Then, they located the 2009 record and found the first-generation undergraduate freshmen’s mean Reading Comprehension score in 2009 was 570. They conducted a statistical analysis of the data, and produced the following output. Please complete a thorough review of the analysis below. Be certain to report and interpret all essential components of such an analysis. What does the following output reveal to you? Complete a thorough review of the analysis presented below, including your comments on policy, practice and future research.

Table 1a

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Comprehension Score in Fall 2010</td>
<td>201</td>
<td>579.50</td>
<td>91.92</td>
<td>6.48</td>
</tr>
</tbody>
</table>

Table 1b

<table>
<thead>
<tr>
<th></th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
<th>Mean Difference</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lower</td>
</tr>
<tr>
<td>Reading Comprehension Score in Fall 2010</td>
<td>1.47</td>
<td>200</td>
<td>.15</td>
<td>9.50</td>
<td>-3.29</td>
</tr>
</tbody>
</table>
**Question #2** In the vice president’s second inquiry, he would like to understand whether first-generation students differ significantly from their traditional peers in reading comprehension skills among the 2010 cohort. Thus, the research group randomly sampled a group of the 2010 cohort students, administered the reading comprehension assessment, and conducted a statistical analysis. Please report and interpret the results, including comments on policy, practice and future research.

**Table 2a**

<table>
<thead>
<tr>
<th>Reading Comprehension Score in Fall 2010</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>278</td>
<td>594.42</td>
<td>87.28</td>
<td>5.23</td>
</tr>
<tr>
<td>Yes</td>
<td>142</td>
<td>573.37</td>
<td>88.61</td>
<td>7.44</td>
</tr>
</tbody>
</table>

**Table 2b**

<table>
<thead>
<tr>
<th>Levene’s Test for Equality of Variances</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equal variances assumed</td>
<td>.02</td>
<td>.90</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>t-test for Equality of Means</th>
<th>2.33</th>
<th>2.32</th>
</tr>
</thead>
<tbody>
<tr>
<td>df</td>
<td>418</td>
<td>280.35</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.02</td>
<td>.02</td>
</tr>
<tr>
<td>Mean Difference</td>
<td>21.05</td>
<td>21.05</td>
</tr>
<tr>
<td>Std. Error Difference</td>
<td>9.05</td>
<td>9.09</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>95% Confidence Interval of the Difference</th>
<th>Lower</th>
<th>Upper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equal variances assumed</td>
<td>3.26</td>
<td>38.84</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>3.15</td>
<td>38.95</td>
</tr>
</tbody>
</table>
Question #3 The vice president’s third interest is to understand if the Reading Comprehension score in the first semester is related to the first-year college GPA for all students of 2010 cohort. To examine this issue, the researchers used the sample for Question #2, collected the scores on these two assessment items, and did a statistical test with the output below. Complete a thorough review of the analysis. Be certain to report and interpret all essential components of such an analysis. What does the following output reveal to you? Complete a thorough review of the analysis presented below, including your comments on policy, practice and future research.

Table 3

<table>
<thead>
<tr>
<th></th>
<th>Reading Comprehension Score in Fall 2010</th>
<th>first-year college GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading comprehension Score in Fall 2010</td>
<td>Pearson Correlation 1</td>
<td>.28**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed) 0.090</td>
<td>420</td>
</tr>
<tr>
<td>first-year college GPA</td>
<td>Pearson Correlation .28**</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed) 0.000</td>
<td>420</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).
Question #4 Given that first-generation students tend to receive less support from their families because their parents have no college experience, the vice president proposed that the University should take initiatives to facilitate these students' development and success by getting their parents involved. Accordingly, administrators and the research team developed a workshop for the parents of first-generation students. During the workshop sessions, trainers discuss with these parents strategies on how to prepare their children for the increased academic demands in college, how to effectively encourage children for effective time management, and what academic services are available on campus for their children. Before and after the implementation of the workshop program, these parents were surveyed about their levels of parental involvement on a scale from 0 to 80. A higher score indicates a higher level of parental involvement. By comparing the parenting skill scores before and after the parent workshop, the researchers assessed the effectiveness of the workshop program on improving the level of parental involvement and support. Complete a thorough review of the analysis presented below, including your comments on policy, practice and future research.

Table 4a

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1: Pretest</td>
<td>62.59</td>
<td>201</td>
<td>9.84</td>
<td>.69</td>
</tr>
<tr>
<td>Posttest</td>
<td>65.27</td>
<td>201</td>
<td>10.90</td>
<td>.77</td>
</tr>
</tbody>
</table>

Table 4b

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Pair 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paired Differences</td>
<td>Mean</td>
<td>-2.69</td>
</tr>
<tr>
<td></td>
<td>Std. Deviation</td>
<td>2.59</td>
</tr>
<tr>
<td></td>
<td>Std. Error Mean</td>
<td>.18</td>
</tr>
<tr>
<td></td>
<td>95% Confidence Interval of the Difference</td>
<td>Lower -3.05 Upper -2.33</td>
</tr>
<tr>
<td></td>
<td>t</td>
<td>-14.72</td>
</tr>
<tr>
<td></td>
<td>df</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
</tbody>
</table>