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Attached please find the Qualifying 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, etc.)

- **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**
General Historical and Comparative Perspectives  
(Choose one of three)

**Part II**
Public Policy Perspectives  
(Choose one of five)

**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)
HIGHER EDUCATION QUALIFYING EXAM

PART I. GENERAL HISTORICAL AND COMPARATIVE PERSPECTIVES

HISTORICAL AND COMPARATIVE PERSPECTIVES EXAM QUESTIONS

Directions: Select one (and only one) of the three questions below and respond to it directly in a well-conceived essay with a beginning or introduction, a middle in which you develop your argument and an end in which you summarize your main points. Please be sure to cite literature and data to support your argument.

QUESTION #1

(1) 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 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?
HISTORICAL AND COMPARATIVE PERSPECTIVES EXAM QUESTIONS (con’t)

QUESTION #2

(2) In his “The Transition from Elite to Mass to Universal Higher Education (1973), Martin Trow argues that elite systems of higher education qualitatively shift their character to “mass” systems when the proportion of 18-22 year olds (the traditional college age cohort) enrolling exceeds the 15% threshold. In the U.S., the system exceeded that threshold in about 1940. Based on your knowledge of the history of the U.S. system, how would you assess the nature and extent to which the system transitioned to “mass” during the Second World War? To what extent were the seeds of massification planted well before that time? Or, to what extent did massification really not proceed for another generation post War? Please identify your criteria for defining “massification” and show, based on your historical knowledge, how they apply (and when) to the American case.

QUESTION #3

(3) One of the defining characteristics of the American system of higher education identified by Bruce Johnstone is what he calls a “preoccupation with access.” And yet, the American system has been severely criticized by historians such as Thelin for excluding minorities and women, as well as contemporary social scientists e.g. Burton Clark, for “cooling out” racial and ethnic minorities. Based on your understanding of the history of American higher education, how do you assess its strengths and weaknesses in opening access and opportunity to previously excluded groups? To what extent should it be lauded for its inclusiveness? To what extent should it be criticized for its exclusionary practices? What forces and sources have driven either the inclusion or exclusion?
PART II. MORE FOCUSED 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 five 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: Equality

Higher education appears to be more important than ever. In an era of increasing socioeconomic inequality, strengthening the broadening educational opportunity is key not only to economic growth but to narrowing the gap between rich and poor. Please prepare a policy paper to (1) outline the historical trend of inequality in higher education opportunities, (2) discuss the roles of federal and state governments in promoting equal opportunities in higher education, and then focus on describing one major federal or state policy that have aimed at achieving equality, and (3) comment on the impact this policy has had on the equality in higher education. Please consider using data and research articles/reports in your response. Be certain to address all three required elements above.
Question #2: High School Exit Examination Policy

For more than two decades, many states have required students to pass exit examinations to obtain high school diplomas. Assume that you are on the advisory board for a state’s higher education commission, and your state has not adopted such a policy yet. The state policy makers would like you to present a report on the effects of the existing state high school exit exam policies in other states, so as to consider establishing such a policy in your state. Please write up a report to (1) describe the High School Exit Exam policy, (2) discuss how this policy has affected students, and (3) provide suggestions to the state’s policy-makers for an informed decision about the adoption and implementation of the high school exit exam policy. 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.

Question #3: Dimensions of Power

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.
Question # 4: Demonstrate your understanding of policy analysis

Directions: you must answer parts A and B and either C or D or E

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, broadly speaking. Briefly defend this assertion in 2 to 3 paragraphs

Answer ONE of the following: either part C or D or E

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 (3) of these models and your assessment of the strengths and weaknesses of those three 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>

OR
D. Some theorists speak of the "layered" concept of policy. What do you understand about this idea? Provide examples of at least 3 layers of policy and of some policy "instruments" that might be used by actors at that layer.

OR

E. Some theorists speak of the policy process or policy cycle. Choose one (there are several) policy processes or cycles. State the steps and explain briefly each step, including why the step is important. (This could be arranged as a table).

Question # 5: Cell Phone Policy

You are a newly appointed superintendent of schools for a suburban, middle class school district of roughly 5000 students. Currently, there is no district policy for student possession and use of personal cell phones when in school and on school grounds. Basically, cell phone usage by students, either in the classroom or in the halls, has been dealt with arbitrarily on a case-by-case basis by HS teachers and administrators. Needless to say, this has created numerous problems and issues with student deportment during the school day. Consequently, the BOE has charged you with developing district policy for student cell phone ownership and practice while on school grounds. 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 the district's cell phone policy.
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 essay in response.

OPTION 1
Many observers of American higher education maintain that there is an inherent tension between institutional autonomy and accountability (i.e., responsiveness to external forces). Use a contemporary example to assess whether this observation adequately characterizes the current realities for colleges and universities.

OPTION 2
Over the past decade, budgetary pressures on universities have increased the need for higher revenues simultaneous with an increased urgency of finding ways to better balance the attention given to teaching and research. In response to institutional financial needs and administrative pressures, faculty members have tended to devote more time to research and less time to teaching undergraduate students. Student-faculty ratios and class sizes have crept upward, accompanied by public and legislative criticism of an apparent imbalance between teaching and research in faculty reward structures, particularly in light of rising tuition and fees.

Imagine that you are a higher educational consultant hired by a large public research university to advise its President on how to respond to what most observers agree is a need to rebalance the relative emphases given to teaching and research on the campus. You are asked to prepare a paper in which you analyze the issues and various points of view, which would conclude with your personal recommendations. You should defend your recommendation(s) and advise the President regarding the best organizational and administrative course of action to follow in order to implement your recommendation.
RESEARCH EXAM QUESTION
Qualifying Exam

Choose ONE of the general research 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 QUESTION (Con’t)

Research Topic Choices

Choose Only One of the Six Choices to Answer
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 a computerized formative assessment program in mathematics on Grade 8 student final report card grades in mathematics.

(2) The perceptions and understandings of elementary school teachers about co-teaching in an inclusive classroom.

(3) The relationship between Grade 11 student participation in three years of co-curricular programs and Grade 11 grade point average.

Higher Education Research Topic Choices:

(4) Decreases in state funding of higher education—organizational responses.

(5) Diversity of the undergraduate student population.

(6) Graduate-level program quality.
PART V. INTRODUCTORY STATISTICS
Answer All Questions

INTRODUCTORY STATISTICS QUALIFYING EXAMINATION

Statistical Analysis Questions
Answer all of the following questions and 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 and or data are purely coincidental and are not intended as factual.

Background:
More and more concern is expressed over the retention of tenure teachers. “In a time of public disillusionment with education and increasing demands on teachers, discourse among educators and policymakers about the emotional and spiritual needs of teachers is an urgent necessity” (Williams, 2003, p 74). Reviewing the issues related to this emerging problem raises myriad concerns over the policies and procedures associated with teacher employment and retention. Additionally, increased accountability for student performance and decreased employment benefits make it increasingly difficult to retain quality tenured teachers. “The ability to create and maintain a quality teaching and learning environment is limited not by teacher supply, but by high turnover among teachers who are already there” (National Commission on Teaching and America’s Future, 2003). There exists a growing desire not only to identify reasons why teachers leave the classroom but also to identify the reasons why successful tenure teachers choose to remain in the classroom.

A study of teachers’ overall satisfaction was completed in an effort to identify the factors affecting teachers’ decisions to remain in the profession. The study was conducted by a group of Seton Hall doctoral candidates who designed the Teacher Satisfaction Survey (TSS) to measure teachers’ satisfaction in their schools. The TSS was administered in 2003-2004 and again in 2007-2008. The variables were measured on a continuous scale, ranging from 1 to 5 with a lower score representing strong satisfaction while a higher score indicates greater dissatisfaction.

References

INTRODUCTORY STATISTICS
QUALIFYING EXAMINATION
FALL 2010

Question #1

Student researchers at Seton Hall University examined the correlation of each of the 21 TSS items with the independent variable which provided a measure of overall satisfaction in the 2007-2008 survey. The largest of the all calculated correlation coefficients depicted the relationship between TSS item U, "I am generally satisfied with being a teacher at this school" and item M "In this school, staff are recognized for a job well done."

Complete a review of the SPSS Pearson Correlation Analysis below. Be certain to report and interpret all the essential components of a thorough analysis including the size of $r$, the direction of the correlation, the significance and the coefficient of determination ($R^2$). What does the following output reveal to you with respect to the relationship between teacher recognition and job satisfaction. Please include comments on policy, practice and future research.

<table>
<thead>
<tr>
<th>Correlations</th>
<th>Agree-generally satisfied</th>
<th>Agree-staff recognized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree-generally satisfied</td>
<td>Pearson Correlation</td>
<td>1.000</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>138</td>
</tr>
<tr>
<td>Agree-staff recognized</td>
<td>Pearson Correlation</td>
<td>.680**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>138</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).
INTRODUCTORY STATISTICS
QUALIFYING EXAMINATION
FALL 2010

Question #2

As previously noted, the TSS was conducted in 2003-2004 and then again in 2007-2008. The researchers wanted to know if the mean overall satisfaction score obtained from the 138 teacher respondents in 2007-2008 differed significantly from the mean score achieved in the 2003-2004 survey. The mean score reported from 2003-2004 on item U, overall teacher satisfaction, was 1.35. The overall mean score from 2007-2008 was 1.53.

Please keep in mind this variable is measured on a continuous scale ranging from 1 to 5. In this instance, it represents the extent to which teachers are satisfied or dissatisfied with their jobs. A lower score represents strong satisfaction while a higher score indicates strong dissatisfaction.

The results are printed below. Please present a thorough analysis of the data including comments on policy, practice and future research.

One-Sample Statistics

<table>
<thead>
<tr>
<th>Agree-generally satisfied 2007-2008</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>138</td>
<td>1.53</td>
<td>.81</td>
<td>6.91E-02</td>
</tr>
</tbody>
</table>

One-Sample Test

<table>
<thead>
<tr>
<th>Agree-generally satisfied 2003-2004 Test Value = 1.35</th>
</tr>
</thead>
<tbody>
<tr>
<td>t</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>Agree-generally satisfied</td>
</tr>
</tbody>
</table>
INTRODUCTORY STATISTICS
QUALIFYING EXAMINATION
FALL 2010

Question #3

A related literature review indicated that overall school satisfaction scores differ by gender. The researchers decide to examine whether the average satisfaction scores differ by gender for the 138 respondents in the 2007-2008 TSS. Complete a thorough analysis of this data and comment on what leadership, management and/or policy decisions could be made from this data?

Please keep in mind this variable is measured on a continuous scale ranging from 1 to 5. In this instance, it represents the extent to which teachers are satisfied or dissatisfied with their jobs. A lower score represents strong satisfaction while a higher score indicates strong dissatisfaction.

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree-generally satisfied</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>61</td>
<td>1.56</td>
<td>.89</td>
<td>.11</td>
</tr>
<tr>
<td>Female</td>
<td>77</td>
<td>1.51</td>
<td>.75</td>
<td>8.60E-02</td>
</tr>
</tbody>
</table>

Group Statistics

Independent Samples T-Test

<table>
<thead>
<tr>
<th>Levene's Test for Equality of Variances</th>
<th>Test for Equality of Means</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Sig.</td>
<td>df</td>
</tr>
<tr>
<td>Agree-generally satisfied</td>
<td>1.381</td>
<td>.242</td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>.358</td>
<td>118.023</td>
</tr>
</tbody>
</table>
INTRODUCTORY STATISTICS
QUALIFYING EXAMINATION
FALL 2010

Question #4

Since the researchers felt that “staff recognition” was a possible factor related to the issue of overall teacher satisfaction, an intervention program was designed and implemented. Principals of the 138 respondents to the TSS were asked to communicate through comments and/or weekly notes etc. to the participants complementing them on some aspect of their work performance. The researchers designed their own version of the “One Minute Manager.” This “staff recognition” initiative was implemented for a period of seven months. At the end of the intervention period, the participants were administered the TSS again. The variable overall satisfaction was measured and is included below.

Please keep in mind this variable is measured on a continuous scale ranging from 1 to 5. In this instance, it represents the extent to which teachers are satisfied or dissatisfied with their jobs. A lower score represents strong satisfaction while a higher score indicates strong dissatisfaction.

The results of this final stage of the study are outlined in the SPSS printout. Please present a thorough analysis of the data including comments on policy, practice and future research.

<table>
<thead>
<tr>
<th>Paired Samples Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Pair Post-test Satisfaction</td>
</tr>
<tr>
<td>Pre-test Satisfaction</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paired Samples Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paired Differences</td>
</tr>
<tr>
<td>Pair Post-test Satisfaction - Pre-test Satisfaction</td>
</tr>
</tbody>
</table>