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HIGHER EDUCATION
QUALIFYING DOCTORAL EXAMINATION
ELMP HIGHER EDUCATION DOCTORAL PROGRAM
EXAM DATE: MAY 20, 2010

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).

- 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 Organizational Perspectives [Choose one of four]

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 seven]

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 ORGANIZATIONAL PERSPECTIVES

HISTORICAL AND ORGANIZATIONAL PERSPECTIVES QUESTIONS

Directions:

Answer one (and only one) of the four 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:

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 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 ORGANIZATIONAL PERSPECTIVES (Con’t)

QUESTION #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 1946. 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:

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? Criticized for its exclusionary practices? What forces and sources have driven either the inclusion or exclusion?

QUESTION #4:

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

   • Which of these four forces in your judgment had the **most important** influence upon contemporary American higher education and why? You must draw upon relevant literature to support your position.

   • Which of these four forces in your judgment had the **least influence** upon contemporary American higher education and why? You must draw upon the relevant literature to support your position.
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.

HRED Qualifying Doctoral Examination

PUBLIC POLICY PERSPECTIVES EXAM QUESTIONS

Directions: Select one (1) of the five (5) 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: Equal Opportunity
Achieving equal educational opportunity has long been a concern of American higher education, and a major challenge is the persistent disparity in college outcomes across socioeconomic (SES) groups. Despite the increase in the absolute number of low SES students going to college, policy researchers have pointed out that this group continues to lag behind their higher SES peers in the chance of attending four-year institutions. Please prepare a policy paper to (1) outline the historical trend of low SES students' access to college, and (2) describe the major federal and state policies that have aimed at reducing disparities in educational opportunities. Finally, (3) comment on recent changes in these federal and state educational policies and the impact they have 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.
PUBLIC POLICY PERSPECTIVES EXAM QUESTIONS (Con’t)

Question #2: Quality and Access
A classic debate regards access and financing of American higher education. Prepare an essay that develops your position with respect to these four questions:

1. Who goes to higher education?
2. Who pays for higher education?
3. Who benefits from higher education?
4. Who should pay?

In preparing your response, please consider such trends as current and historical participation rates in higher education, data & perspectives on individual and societal benefits of higher education participation, current and historical methods for financing higher education. Be certain to address all four (4) of the questions.

Question #3: Diversity
After a decade of impressive growth, programs and offices devoted to diversity in academia are bearing their share of pain from the recession. Facing the economic challenges, some higher education institutions are cutting budget or even eliminating these programs. You are the director of a multicultural center providing services to minority students in a comprehensive university. Recently you have been informed that the university is proposing drastic cuts to a range of programs and services. If enacted, the budget will eliminate this multicultural center. Please write up a policy report to (1) demonstrate the purpose and benefit of diversity in higher education, and (2) comment on the university’s proposal from the perspective of its potential impact on the university. In your response, please consider data, the historical trend of diversity in higher education, and research evidence on the benefits of diverse student body in higher education. Address the two required elements above.

Question #4: NCLB
What strategies does NCLB deploy to improve schooling for disadvantaged students? What effects has NCLB had?
PUBLIC POLICY PERSPECTIVES EXAM QUESTIONS (Con’t)

Question # 5: 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 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 weaknesses 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>
</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).
PART III. HIGHER EDUCATION AS A FIELD OF STUDY

HRED Qualifying Doctoral Examination

HIGHER EDUCATION AS A FIELD OF STUDY EXAM QUESTIONS

Directions:
Please choose ONE of the following TWO options, and craft an analytical essay in response.

OPTION A

In recent years, government, corporate, and public sectors have called for greater accountability in postsecondary education. Choose one area where accountability is being demanded, e.g., student development, workforce and economic development, public service, or basic research. Discuss the issues concerning accountability in this area, including how accountability is defined, in relation to two postsecondary sectors, e.g., community colleges, comprehensive four-year institutions, or research universities.

OPTION B

Robert Birnbaum and Frank Shushok Jr. (2001) suggested four categories of institutional crisis in higher education: pandemic, chronic, sporadic, or idiosyncratic. Using their analytic framework, assess the current financial difficulties being experienced by higher education in the United States, discuss specific fiscal challenges facing higher education institutions, and make recommendations for overcoming these obstacles.
Part IV. RESEARCH

HRED Qualifying Doctoral Examination

RESEARCH EXAM QUESTION

Choose one of the general topic areas listed on page 9 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 these 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 topic below:

K-12 Research Topic Choices

1. The influence of a computer assisted instruction program for solving linear equations on Grade 8 student performance on the annual statewide test of skills and knowledge in mathematics.

2. The factors that influence high school students’ decisions to participate in Advanced Placement courses during their junior year.

3. The relationship between Grade 3 student participation in a Title I writing basic skills instruction program and final report card grades in writing.

HRED Research Topic Choices:

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

5. International education—internationalization efforts of US colleges

6. Diversity of the undergraduate student population

7. Student success at community colleges
PART V. STATISTICS

ANSWER ALL QUESTIONS

HRED Qualifying Doctoral Examination

STATISTICAL ANALYSIS QUESTIONS

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:
According to the National Commission for Teaching and America's Future (NCTAF, 1996), the U.S. K-12 education system is increasingly in need of qualified teachers. Although an elaborate system of teacher training and licensure is in place for preparing entering teachers, not all teachers obtain regular certifications. Some obtain "emergency" licenses that permit teaching immediately and are used by districts to fill short-term vacancies. And increasingly, states have developed various "alternative" certification routes, which allow individuals who wish to teach to begin in the classroom without having first completed a formal teacher education program (Felstretzer & Chester, 1998). Very little research evidence exists on the relationship between teacher licensure type and student outcomes (Goldhaber & Brewer, 2000). The principal of a high school in the northeast is interested in evaluating the school's student performance over time and empirically testing how students of teachers with regular certification perform relative to those of teachers who have non-regular (probationary, emergency, or private school) certification. To achieve this purpose, she asked a group of researchers to carry out the following several studies.

Question #1

The principal wants to examine whether the average 11th grade math score this year (2010) differs significantly from the mean score of the last year's (2009) cohort. To carry out the study, researchers first located the last year's record and found the students' mean math score in the last year was 77. Then, they randomly sampled a group of students from this year's cohort. They collected the scores and conducted a statistical analysis of the data. 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? Please comment on what leadership, management, and/or policy decisions could be made from this data.

<table>
<thead>
<tr>
<th>Test Value = 77</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>df</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>1.885</td>
</tr>
</tbody>
</table>

Table 1a

<table>
<thead>
<tr>
<th>Math Score 2010</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>126</td>
<td>78.3807</td>
<td>7.51391</td>
<td>.69599</td>
</tr>
</tbody>
</table>

Table 1b
STATISTICAL ANALYSIS (Con't)

Question #2

The principal's second inquiry is to understand how the 11th grade math exam performance is related to the 10th grade math exam performance. To investigate this issue, the researchers randomly selected a group of students, and collected the data about their performance on the 11th grade and 10th grade math exams. A statistical test between students' scores in these two exams was conducted and results were generated as 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? Comment on what leadership, management and/or policy decisions could be made from this data.

Table 2

<table>
<thead>
<tr>
<th></th>
<th>11th grade Math Exam Score</th>
<th>10th grade Math Exam Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>11th grade math exam score</td>
<td>Pearson Correlation</td>
<td>.900</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>148</td>
</tr>
<tr>
<td>10th grade math exam score</td>
<td>Pearson Correlation</td>
<td>.900</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>148</td>
</tr>
</tbody>
</table>
STATISTICAL ANALYSIS (Cont’d)

Question #3

In the principal’s third inquiry, she would like to understand how students of teachers with regular certification perform relative to students of teachers with non-regular certification. Thus, the research group randomly sampled a group of 11th grade students from this school, collected the students’ scores and surveyed their teachers about the type of certifications they have received. In the teacher survey, teachers were asked “which type of math teaching certifications do you hold from the state where you teach?” The response categories were: “regular” and “non-regular”. Results of the statistical analysis are presented below. Please report and interpret the results, including comments on policy, practice and future research.

Table 3a

<table>
<thead>
<tr>
<th>Teacher’s license type</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>11th grade math scores</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regular</td>
<td>115</td>
<td>78.721</td>
<td>7.1329</td>
<td>0.9992</td>
</tr>
<tr>
<td>Non-regular</td>
<td>26</td>
<td>73.5749</td>
<td>8.00476</td>
<td>1.58866</td>
</tr>
</tbody>
</table>

Table 3b

<table>
<thead>
<tr>
<th>Equal Variance</th>
<th>Levene’s Test for Equality of Variances</th>
<th>Bartlett Test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equal variance assumed</td>
<td>0.084</td>
<td>0.772</td>
</tr>
<tr>
<td>Equal variance not assumed</td>
<td>3.055</td>
<td>0.04</td>
</tr>
</tbody>
</table>
STATISTICAL ANALYSIS (Con't)

Question 44

The researchers developed an on-the-job training program for the teachers with non-regular certifications. During the training sessions, trainers taught these teachers strategies for diagnosing and treating learning and social behavior problems, and for structuring and managing their instructional groups. Before and after the implementation of the training program, teachers with non-regular certifications were surveyed about their levels of pedagogical awareness on a score scale of 0 to 100. A high score indicated a high level of awareness of their teaching approach. By comparing the pedagogical awareness scores before and after the teacher training session, the researchers assessed the effectiveness of the training program on the awareness of teaching strategies among teachers with non-regular certifications. Complete a thorough review of the analysis presented below, including your comments on policy, practice and future research.

Table 4a

<table>
<thead>
<tr>
<th>Pair 1</th>
<th>Pre-test score</th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>78.0764</td>
<td>148</td>
<td>7.23216</td>
<td>.59448</td>
</tr>
<tr>
<td></td>
<td>Post-test score</td>
<td>79.9918</td>
<td>148</td>
<td>7.25128</td>
<td>.59652</td>
</tr>
</tbody>
</table>

Table 4b

<table>
<thead>
<tr>
<th>Pair 1</th>
<th>Pre-test Score – Post-test Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td></td>
<td>Std. Deviation</td>
</tr>
<tr>
<td></td>
<td>Std. Error Mean</td>
</tr>
<tr>
<td></td>
<td>95% Confidence Interval Lower</td>
</tr>
<tr>
<td></td>
<td>t</td>
</tr>
<tr>
<td></td>
<td>of the Difference Upper</td>
</tr>
<tr>
<td></td>
<td>Squ. (t-Mailed)</td>
</tr>
</tbody>
</table>

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