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HIGHER EDUCATION
QUALIFYING DOCTORAL EXAMINATION

ELMP HIGHER EDUCATION DOCTORAL PROGRAM
EXAM DATE: NOVEMBER 6, 2009

Directions

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 six)

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

There has never been more sustained public criticism of American higher education in memory. It is criticized for ignoring the needs of undergraduate students, for indulging a highly specialized and careerist faculty, for not attending to out of control costs and for a general lack of accountability and high academic standards. At the same time, we still hear most knowledgeable observers, in the U.S. and abroad, characterizing the American system as the most distinguished and productive in the world, the model of knowledge production and expansive access to which the national systems of many developing countries aspire.

Which is it? How would you assess the current status of the American system? To what extent does it continue to function as a model of scientific productivity and expansion of educational opportunity? To what extent has it lost its way? How do you explain its current status in terms of the historical development and traditions of the U.S. system? In terms of broader demographic, social and technological forces that are transforming the global economy? How will the American system look in 2020 compared to the way it looked in 1970?
HISTORICAL AND COMPARATIVE PERSPECTIVES (Con't)

QUESTION #2
From Derek Bok (Higher Education in the Marketplace, Princeton University Press, 2003) to David Kirp (Shakespeare, Einstein and the Bottom Line, Harvard University press, 2004) to Sheila Slaughter and Gary Rhoades (Academic Capitalism Revisited, Johns Hopkins University Press, 2005), scholars and commentators have identified (and usually decried) a series of new trends in American higher education toward increasing commercialization, marketization, and privatization. To what extent do you agree or disagree with the assessment of the nature, scope and magnitude of these trends? What evidence would you marshall to support your assessment? How do you interpret these trends? Are they peculiarly American? Or do they reflect more general current developments in the global economy? Do they represent continuity with our historical tradition? Or, rather a major departure from what American higher education has been?

QUESTION #3
In his 2004 volume, A History of American Higher Education, John Thelin begins with the following quotation taken from the 1963 Harvard Admissions brochure:

Colleges and universities are historical institutions. They may suffer amnesia or have selective recall, but ultimately heritage is the lifeblood of our campuses... But the University has grown with the country. It has maintained over three centuries an extraordinary vitality and a tough-minded awareness of changing conditions. Its ability to survive and grow strong over these three troubled centuries and its deep roots in the American past have give it an unusual mixture of perspective, confidence, and continuity of purpose.

Using this quotation as a point of departure, write an essay on “Tradition and Responsiveness/Innovation in American Higher Education.” In your essay, describe the balance between tradition and innovation in the historical development of the American system. To what extent, and in what ways, does the American system still reflect historical traditions? To what extent, and in what ways, has the system departed from historical tradition? What, in your view, is the current state of the balance between tradition and responsiveness? What should the balance be? And how can it be maintained?
PART II.  MORE FOCUSED 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 six questions presented below and respond to it in a coherent essay. Be sure to draw on your knowledge of policy analysis and the literature in higher education 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: Spiraling Cost in Higher Education: What's Going On?
There is perhaps no more urgent issue than the rapidly escalating costs of higher education, especially in the independent sector. As a scholar of American higher education, you are asked to prepare a research-based article for a popular magazine that explains why costs are escalating so rapidly and what steps colleges and universities can take to contain costs. In your response, be sure to include:

a. An analysis of how organizational structure and culture affects expenditure patterns in colleges and universities;

b. An analysis of changes in revenue streams to colleges and universities over the past decade.

c. An analysis of the impact of changing state and federal policy on institutional cost structures; and;

d. How in your judgment can higher education address the spiraling cost issue most effectively?
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:

   a. Who goes to higher education?
   b. Who pays for higher education?
   c. Who benefits from higher education?
   d. 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: Tuition / Aid Policy
What is the high-tuition high-aid policy? Why is it attractive to some policy-makers? What are the potential problems with this policy?

Question #4: NCLB
What strategies does NCLB deploy to improve schooling for disadvantaged students? What effects has NCLB had?

Question #5: Demonstrate you 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.
PUBLIC POLICY PERSPECTIVES EXAM QUESTIONS (Con’t)

Question # 5 (Con’t): Demonstrate your understanding of policy analysis

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>
<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. Chose 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 # 6: What is public policy?
What is public policy? Why study public policy? And what are the standards for policy analysis?
PART III. HIGHER EDUCATION AS A FIELD OF STUDY

HIGHER EDUCATION AS A FIELD OF STUDY EXAM QUESTIONS

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

**Option A**

You have been asked by US president to brief a committee of US congressmen about the system of higher education in the United States. You are told to address current trends and issues affecting US higher education in order to assist the committee so that the system can be restructured. With this in mind, identify two strengths and two weaknesses of the American higher education system and discuss social, political, and economic trends that influence the current landscape of American higher education. Make sure to provide arguments for your thoughts and opinions based on evidence from relevant existing literature (theory, research, and practice).

**Option B**

You have been invited to present a paper to an international conference entitled, “The Study of Higher Education: International Perspectives.” The purpose of your paper is to provide the American perspective. In other words, you are being asked to discuss aspects of higher education as a field of study in the US. You may want to discuss its development as a field of study, its current status, and its prospects for the future. Be sure to support your discussion with evidence from the appropriate literature.
Part IV. RESEARCH

RESEARCH EXAM QUESTION
Qualifying Exam

Choose one of the general topic areas listed below 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 Topic Choices – Choose One:

K-12
(1) The effect of pre-school attendance on student learning in the third grade
(2) Principal support on teacher job satisfaction
(3) Inclusion on special education students’ learning

Higher Education
(4) Spiraling costs in higher education—organizational responses
(5) The effects of developmental coursework (math or English)
(6) “Information technology literacy” (i.e. digital literacy) and undergraduate education
PART V.  INTRODUCTORY STATISTICS
Answer All Questions

STATISTICS QUALIFYING EXAMINATION
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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:
The culture of schools from kindergarten through graduate school supports a belief system that is hierarchical rather than collegial and is often focused on teacher compliance rather than professional growth. The supervisory process at all levels K-16 is often viewed as an event rather than an ongoing process aimed at professional growth. Hoy (2009) suggests that “traditional supervision...is an outmoded concept, one that was always more ritual than reality” (p. xvii). If the process of supervision is to become effective, it must be directed by a belief system that empowers instructors to self-directed professional development. It changes the role of the supervisor to that of a facilitator rather than a manager.

In his research on reasons why K-12 teachers leave the profession, Richard Ingersoll (2003) concluded that one of the most significant causes both new and experienced educators leave is the lack of self-control in their work lives. The importance of addressing the issue of power and control cannot be underestimated. Teacher empowerment may be a hard sell at first, but the dividends will make it worthwhile and effective. The short term change and the long term transition associated with this view will have lasting and powerful effects for both teachers and their students.

As part of their doctoral studies at Seton Hall University, a group of graduate students collected data on staff motivation and the beliefs and behaviors of those in supervisory positions. A self-designed survey instrument included a five point Likert-type response to a battery of questions. A randomly selected sample of 125 New Jersey K-12 public school teachers and 75 New Jersey private and public college level instructors were involved in this study. The following questions were included in the overall analysis that was completed.

References


Question #1

One of the factors measured by the survey instrument involved teachers reporting their perceptions of their sense of self-control and their overall job satisfaction. The survey instrument provided a degree of self-control score (0-50) and an overall job satisfaction score (0-100) for each respondent. A high score on the control factor indicated high perceptions of self control. A high score on the job satisfaction indicated high level of job satisfaction. All 200 K-12 and college level instructors completed the survey instrument.

The first analysis involved a correlation study on the independent variables of self-control and job satisfaction. Complete a thorough review of the SPSS Correlation analysis below. Be certain to report and interpret all essential components of a correlation analysis. What does the following output reveal to you with respect to the relationship between control and job satisfaction. Please present a thorough analysis of the data including comments on policy, practice and future research.

<table>
<thead>
<tr>
<th></th>
<th>Overall Job Satisfaction (0-100)</th>
<th>Self Control (0-50)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Job Satisfaction (0-100)</td>
<td>Pearson Correlation</td>
<td>1.000</td>
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<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>200</td>
</tr>
<tr>
<td>Self Control (0-50)</td>
<td>Pearson Correlation</td>
<td>.880</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>200</td>
</tr>
</tbody>
</table>
INTRODUCTORY STATISTICS
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Question #2

The survey instrument that was used in the study consisted of statements selected from the National Center for Educational Statistics School and Staffing Survey. The mean overall satisfaction score that was obtained during the 2008-2009 administration to a national sample was 72. The Seton Hall graduate students wondered whether their sample of 200 respondents differed from the national mean. So they decided to compare the mean overall satisfaction score obtained from their study to that which was obtained for the national survey. The results are printed below. Please present a thorough analysis of the data including comments on policy, practice and future research.

<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>Overall Job Satisfaction (0-100)</td>
<td>200</td>
<td>73.47</td>
<td>14.54</td>
<td>1.03</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
<th>Mean Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Job Satisfaction (0-100)</td>
<td>1.425</td>
<td>199</td>
<td>.156</td>
<td>1.47</td>
</tr>
</tbody>
</table>
INTRODUCTORY STATISTICS
QUALIFYING EXAMINATION
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Question #3

Considerable research has been done recently on the collegiality model of supervision completed at the college level. The SHU graduate group next decided to compare the overall self-control scores and the overall teacher satisfaction scores for those who work in higher education as compared to those who work in K-12 education. Complete a thorough analysis of this data and comment on what leadership, management and/or policy decisions could be made from this data? Note: Two separate variables are included in the SPSS report. Report on both variables.

<table>
<thead>
<tr>
<th>Grouping</th>
<th>1-College Instructors</th>
<th>2-Public Education K-12</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Job Satisfaction (0-100)</td>
<td>1</td>
<td>50</td>
<td>78.90</td>
<td>14.05</td>
<td>1.99</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>150</td>
<td>71.65</td>
<td>14.29</td>
<td>1.71</td>
<td></td>
</tr>
<tr>
<td>Self Control (0-50)</td>
<td>1</td>
<td>50</td>
<td>40.98</td>
<td>6.46</td>
<td>.91</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>150</td>
<td>36.63</td>
<td>7.74</td>
<td>.63</td>
<td></td>
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</table>

**Independent Samples Test**

<table>
<thead>
<tr>
<th>Overall Job Satisfaction (0-100)</th>
<th>Equal variances assumed</th>
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<th>df</th>
<th>Sig. (2-tailed)</th>
<th>Mean Difference</th>
<th>Std. Error Difference</th>
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<tr>
<td></td>
<td></td>
<td>3.119</td>
<td>198</td>
<td>.002</td>
<td>7.25</td>
<td>2.32</td>
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<table>
<thead>
<tr>
<th>Self Control (0-50)</th>
<th>Equal variances assumed</th>
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<th>df</th>
<th>Sig. (2-tailed)</th>
<th>Mean Difference</th>
<th>Std. Error Difference</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>3.577</td>
<td>198</td>
<td>.000</td>
<td>4.35</td>
<td>1.22</td>
</tr>
</tbody>
</table>
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Question #4

As a follow-up to the initial study, the SHU students prepared a comprehensive staff development for all K-12 teacher participants. This in-service was presented to the teachers and their supervisors and was based on Glickman's (2007) Developmental Supervision model. This model is based on the belief that teachers should be empowered and that developmental supervision is effective at advancing reflective practitioners. After a series of monthly meetings, the same teachers who were initially surveyed were again asked to complete a post training survey. The variable overall satisfaction was measured and is included below. 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>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
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<tbody>
<tr>
<td>Pair 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Satisfaction Post-test Scores</td>
<td>72.38</td>
<td>150</td>
<td>14.73</td>
<td>1.20</td>
</tr>
<tr>
<td>Overall Satisfaction Pre-test Scores</td>
<td>71.65</td>
<td>150</td>
<td>14.29</td>
<td>1.17</td>
</tr>
</tbody>
</table>

<table>
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<th></th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
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<tr>
<td>Pair 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Satisfaction Post-test Scores - Overall Satisfaction Pre-test Scores</td>
<td>.73</td>
<td>3.08</td>
<td>.25</td>
<td>2.867</td>
<td>149</td>
<td>.004</td>
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