

科目：專業英文

系組：教育政策與行政學系

考生注意：

1. 依次序作答，只要標明題號，不必抄題。
2. 答案必須寫在答案卷上，否則不予計分。
3. 限用藍、黑色筆作答；試題不必隨卷繳回。

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第 1 頁

請寫出中文摘要，並用中文加以評論。(50%)

Action Plan for Higher Education: Improving Accessibility, Affordability and Accountability

"Over the years, we've invested tens of billions of dollars in taxpayer money and just hoped for the best. We deserve better."

— U.S. Secretary of Education Margaret Spellings

A college diploma has become increasingly essential to achieving the American Dream. One year ago, Secretary Spellings formed the bipartisan Commission on the Future of Higher Education to launch a robust national dialogue on the need to strengthen higher education to remain competitive in the 21st century. The Commission's Sept. 19, 2006 final report—*A Test of Leadership: Charting the Future of Higher Education*—found that "U.S. higher education needs to improve in dramatic ways," changing from "a system primarily based on reputation to one based on performance."

Today, Secretary Spellings announces an Action Plan designed to improve higher education's performance and our ability to measure that performance. The proposals will make higher education more accessible, affordable and accountable to students, parents, business leaders and taxpayers.

Accessibility

"There are far too many Americans who want to go to college but cannot—because they're either not prepared or cannot afford it." — Secretary Spellings

To expand access to higher education we must better educate and prepare our students, beginning with high standards and accountability in our public schools.

The Secretary's proposal:

Strengthen K-12 preparation and align high school standards with college expectations.

Work with Congress to expand the successful principles of the *No Child Left Behind Act* to high schools.



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第 2 頁

Redesign the 12th-grade NAEP (Nation's Report Card) test to provide state-level estimates of college and workforce readiness.

Raise awareness and mobilize leadership to address the issue of adult literacy as a barrier to national competitiveness and individual opportunity.

Develop a federal research agenda for adult literacy to identify strategies, models and programs that work.

Facts and Findings:

"Access to American higher education is unduly limited by... inadequate preparation, lack of information about college opportunities, and persistent financial barriers." — Commission on the Future of Higher Education

While about 34 percent of white adults have obtained bachelor's degrees by age 25-29, the same was true for just 18 percent of African American adults and 10 percent of Hispanic adults in the same age cohort.

Forty percent of college students will take at least one remedial education course, at a cost of over \$1 billion yearly.

Over 60 percent of the U.S. population between the ages of 25-64 has no postsecondary education credential (source: U.S. Census Bureau, 2004).

Affordability

"There is little to no information on why costs are so high and what we're getting in return." — Secretary Spellings

Tuition continues to outpace inflation, health care costs and family income levels. While funding for Pell Grants has increased nearly 50 percent over the past five years, the financial aid system remains in urgent need of reform. We must streamline the process to help students and families prepare, plan and pay for college.

The Secretary's proposal:

Simplify the process by partnering with states to use existing income and tax data to help students complete the Free Application for Federal Student Aid (FAFSA) in half the time.

Notify students of their estimated aid eligibility before spring of their senior year in high school.

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Work with Congress to provide new funds for need-based aid through the federal financial aid system.

Commission an independent management consultant review of the federal financial aid system.

Revitalize the Fund for the Improvement of Postsecondary Education (FIPSE) to promote innovation and productivity.

Encourage organizations that report annual college data to develop consistent affordability measures.

Facts and Findings:

"Too many students are either discouraged from attending college by rising costs, or take on worrisome debt burdens in order to do so." — Commission on the Future of Higher Education

From 1995 to 2005, average tuition and fees at public four-year colleges and universities rose 51 percent after adjusting for inflation (for private schools, the increase was 36 percent).

Median debt levels among students who graduated from four-year colleges and universities were \$15,500 for public and \$19,400 for private institutions.

State funding growth for higher education has fallen to its lowest level in over two decades.

Accountability

"No current ranking system of colleges and universities directly measures the most critical point—student performance and learning." — Secretary Spellings

In the Information Age, it is essential that clear, comprehensive and comparative data about colleges and universities be collected and made available to students, parents, and policymakers.

The Secretary's proposal:

Work with a consortium of states to build on and link together the 40 existing, privacy-protected higher education information systems.

Explore incentives for states and institutions that collect and report student learning outcome data.

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Convene members of the accreditation community to recommend changes to the standards for recognition that will place a greater emphasis on results.

Redesign the Department of Education's college search website to allow consumers to weigh and compare institutions based on their individual interests and needs.

Facts and Findings:

"Because data systems are so limited and inadequate, it is hard for policymakers to obtain reliable information on students' progress through the educational pipeline." — Commission on the Future of Higher Education

The U.S. college attainment rate has fallen to 12th among major industrialized countries (source: Organization for Economic Cooperation and Development).

Total per-student expenditures for higher education averaged over \$22,000 annually in 2001, almost twice the average of other major industrialized countries.

The percentage of college graduates deemed proficient in prose literacy (able to read and extrapolate from a complex text) has declined from 40 to 31 percent in the past decade (source: National Assessment of Adult Literacy).

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二、請閱讀下面文章內容後，寫出英文摘要與中文評論。(50%)

CHAPTER

6

Successful School
Leadership

Vignette: Failing Health at Atlas Shrug High School

You are in the second year of your first principalship at Atlas Shrug High School. Atlas Shrug has an enrollment of 1600 students and 65 full-time teachers. This old school has had a number of problems; you were brought in to take command. The new superintendent of the district has expressed concern about the school. The new superintendent has given you considerable freedom in determining how to turn Atlas Shrug around but has indicated that the school must be more responsive to student needs and the district's new reform agenda.

Recent standardized test scores indicate that the students, most from middle-class homes, are scoring slightly below the national and state averages. Only 52 percent are performing at or above grade level in mathematics and science, two areas of particular concern. The superintendent has noticed that a much higher percentage, over 65 percent of the students, receive A's and B's in their course work, and ninety percent earn C's or above. The teachers explain away these inconsistencies. One highly influential teacher states, "The tests do not measure the skills that we have traditionally believed to be important at Atlas Shrug. We have prepared students for a long while and know a lot more about these students and their parents than can be learned from any tests." In general there are few complaints from either the teachers or the community about Atlas Shrug High School.

Few improvements have been made in the school, and teachers often express concern at how difficult and traumatic it is to try anything new at Atlas Shrug. A number of innovative teachers have requested transfers. The new superintendent has charged the Office of Research to help the district gain a better understanding of the overall health of the schools within the district and their readiness for renewal efforts. The Research Office is beginning with the Organizational Health Instrument (OHI), developed by Dr. Marvin Fairman and associates (Fairman, et al., 1979; Hardage, 1978; Lucas, 1978, 1982; Johnston, 1988), to look into the critical dimensions of school health. The following ten dimensions focus on the preparedness and probable success of any improvement effort within the schools:

1. *Goal focus* measures the degree to which members of the organization clearly perceive and share system goals and objectives.
2. *Communication adequacy* refers to the extent to which information flows freely and without distortion, vertically and horizontally, within the organization.
3. *Optimal power equalization* relates to the distribution of influence between subordinates and superiors within the work group.
4. *Resource utilization* measures the extent to which resources within the organization, particularly personnel, are obtained and used effectively.

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5. *Cohesiveness* measures the extent to which members of the organization feel attracted to and wish to remain with the organization.
6. *Morale* measures the degree to which members of the work group experience feelings of well-being, satisfaction, and pleasure in being part of the organization.
7. *Innovativeness* relates to the extent to which members of the work group believe the organization to be open, responsive, innovative, diverse, and supportive of creative thinking and risk taking.
8. *Autonomy* refers to the ability of the organization to deal with external pressure while maintaining its ideals and goals.
9. *Adaptation* relates to the degree to which the organization can tolerate stress and maintain stability while coping with the demands of and responses to the external environment.
10. *Problem-solving adequacy* measures the members' perceptions of the organization's ability to solve problems completely and efficiently.

The results were reported by dimension percentile score, a measure from 0 to 100 percent of the degree to which each characteristic exists in a school as compared with a normal set of schools (70 percent and above is an acceptable score). The results for Atlas Shrug High School are as follows:

Dimension	Percentile Score
Resource utilization	88
Goal focus	83
Problem-solving adequacy	80
Communication	74
Innovativeness	35
Cohesiveness	32
Autonomy	30
Morale	27
Adaptation	25
Optimal power equalization	17

"These can't be right!" responds Guy Francon, your assistant principal, who has been at the school more than seven years. The director of research assures Francon that the data were collected very carefully and have been double-checked and that these in fact are the perceptions of the teachers. Francon continues, "I don't mean that your figures are wrong but that the teachers are wrong. We are able to cope with external demands, the teachers do have influence, there are clear school expectations, and the morale is much higher than this shows. They say they want to be involved but they seem very passive and unwilling to put in the time. They seem satisfied with existing programs. Sometimes their recommendations are unacceptable, and we have to be accountable that good decisions have been made. After all, the administration is responsible for this school." The director of the research department explains, "The teachers' responses are not right or wrong. This is an expression of their perceptions of the school. If you don't think these perceptions are correct, it is important to find out why the teachers hold these perceptions. It is important that the profile is interpreted, along with other information regarding your school."

Other data suggest that very little change has taken place at Atlas Shrug High School over the past ten years. Test scores are still low, grade inflation is still high, teacher evaluations and development is uninspiring, curriculum and instruction have not changed, community involvement is limited, and although there have been few complaints, morale is not

good. There is no spirit or responsiveness in this school. Although no one makes waves and there are not obvious problems, the school seems to lack energy or excitement, and, worst, it seems to produce mediocre results, with little being done to improve them. You begin to ask yourself, "What is wrong in this school?"