

**Summary of the Case<sup>1</sup> (from the Inquiry Brief Proposal)**  
**Caldwell College**  
**Educational Administration &**  
**Post-Masters Degree Supervisory Certification Program**  
**Audit Dates: January 28-30, 2008**

**Introduction:**

Caldwell College, established in 1939, is a co-educational Catholic institution in Caldwell, New Jersey, a quiet community 20 miles from New York City. Caldwell prepares 1,684 undergraduate and 558 graduate students in career-related programs grounded in the Dominican tradition of promoting spiritual, intellectual and aesthetic growth. The 558 graduate students, from whom the Educational Administration & Supervision program are drawn, are comprised of a variety of ethnic backgrounds, and although currently white students predominate, the numbers of Black and Hispanic students have been increasing in recent years. Females currently make up about 70% of the graduate population, due in part to the larger proportion of women in the teaching field and in part to Caldwell's history as a women's college until 1984.

The Educational Administration & Supervision (EAS) program, which is offered through the Division of Education, includes a Masters degree in Educational Administration option with both a traditional on-campus track and an Off-Campus Leadership Development (OCLD) "fast track" alternative, as well as a post-Masters Supervisory Certificate option. For 2006-07, the Masters degree option had 36 students in the traditional track and 25 in the OCLD track, and the post-Masters option had another 25.

The program is based on Problem-Based Learning philosophies and is sensitive to the needs and challenges of students with full-time employment. In addition, it is designed to foster moral and ethical leadership, and to provide many opportunities for contemplation and reflection.

**Program Claims:**

With reference to TEAC Component 1.1 [**professional knowledge**], the faculty claim that the program prepares school leaders who will demonstrate their understanding of theories for educational administration and supervision in order to meet the learning needs of all students (from Claim 1).

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<sup>1</sup> The Summary of the Case is written by the auditors and approved by program faculty. The Summary reflects the auditors' understanding of the case the faculty are making for accreditation.

With reference to TEAC Component 1.2 [**strategic decision-making**], the faculty claim that the program prepares school leaders who will demonstrate their understanding of strategic decision-making for educational administration and supervision in order to meet the learning needs of all students (from Claim 1).

With reference to TEAC Component 1.3 [**caring leadership skills**], the faculty claim that the program prepares school leaders who will act in an ethical, fair, and trustworthy manner in their interactions with all members of the school community (Claim 2).

In addition, the faculty claim that graduates meet the requirements for certification and become eligible for employment as a principal or supervisor in the State of New Jersey (Claim 3).

With reference to the TEAC cross-cutting theme of **learning how to learn**, the faculty assert that the program's problem-based learning philosophy enhances candidates' ability to learn after completing the M.A. program.

With reference to TEAC cross-cutting theme of **multicultural perspectives and accuracy**, the faculty assert that candidates learn that they must monitor the performance of students by cultural and racial groups and must understand the cultures of these groups sufficiently to educate them effectively.

With reference to the TEAC cross-cutting theme of **technology**, the faculty assert that candidates use instructional technology throughout coursework as an integral part of the program.

**Evidence supporting the claims:**

- ***School Leaders Licensure Assessment (SLLA)***

The SLLA is a professionally-constructed written test required for a Principal's certificate in New Jersey. The content of the SLLA is closely aligned with the New Jersey Professional Standards for School Leadership, which are adapted from the Interstate School Leaders Licensing Consortium standards. The faculty believe the SLLA to be valid because of this alignment and because of the extensive job analyses and principal surveys conducted by the test's designer, Educational Testing Service (ETS), and they note that ETS has established reliability of the SLLA to a level acceptable to the New Jersey Department of Education. Over 98% of sampled students passed the SLLA on their first try, but Caldwell scores tended to be lower than state-wide or nation-wide averages.

- ***Mentoring Rubric***

The OCLD option includes a year-long mentoring program, and students' mentoring experiences are recorded in a log. College liaisons (whose function is similar to that of student teaching supervisors), mentors, and students use a Mentoring Rubric which aligns with the TEAC standards to assess these logs. The liaisons have been trained in the use of the rubric. In 14 of the 22 cases examined, all three raters had correctly completed the rubric, and for those 14 cases, inter-rater agreement was 71%. On a scale of 1 (worst) to 4 (best), 95.5% of the ratings given by all raters was 4.

- ***Alumni Survey/Follow up:***

Alumni surveys designed to collect data about graduates' career status and assessments of the program were sent to the 123 students who had completed the program as of January 2007. Thirty-three students responded, 19 of whom indicated that they held administrative positions. Follow-up surveys designed to collect assessments of the graduates with respect to the TEAC claims were sent to the employers of these 19. Of the 33 respondents, 32 rated the program as "outstanding" or "very good." Of the 10 employers who returned the follow-up survey, 9 indicated that they "strongly agreed" that graduates exemplified the TEAC claims.

- ***Grade Point Average***

Grades reflect mastery of course goals that the program administrator has judged to be consistent with the TEAC claims and appropriately assessed. The faculty corroborated the validity of the GPA by computing its association with SLLA scores using the Kendall's tau-b statistic, which was significant at the 0.05 level. The average GPA for sampled students was 3.81.

### **Internal Audit Findings:**

The faculty conducted their internal audit using all 68 student folders of the 2004-2005 and 2005-2006 program completers, which included 32 OCLD and 14 traditional administration students and 22 supervision certification students, and found the following:

**4.1 Curriculum:** The curriculum is approved according to Caldwell College and New Jersey Department of Education requirements.

**4.2 Faculty:** All sampled instructors held New Jersey administrative certification and their employment backgrounds and educational preparation were appropriately aligned with the courses they taught.

**4.3 Facilities:** Sampled classrooms, both on and off campus, were appropriate for the courses being taught.

**4.4 Fiscal & Administrative Capacity:** There is sufficient instructional and operating capacity for the program, but advising and administrative

capacity is stretched thin. Furthermore, there is some inconsistency between the tuition generated by the program and its level of funding.

**4.5 Student Support Services:** All program students have an assigned advisor, and may avail themselves of any of the college's student services.

**4.6 Recruiting and admissions practices, academic calendars, catalogs, publications, grading and advertising:** Approximately 90% of the 68 sampled student folders were complete with respect to admission requirements.

**4.7 Student Feedback:** All faculty members are required to submit course evaluations (full-time faculty, at least two per year; adjunct faculty, for each course taught). A procedure is in place for student complaints.

**Evidence of commitment and capacity:**

The faculty examined parity in the following areas:

**4.1 Curriculum:** The 36-credit Masters degree in Educational Administration is comparable with other Masters degree programs in the Education Department and with comparable degrees in other New Jersey institutions of higher learning.

**4.2 Faculty:** Eighty-six percent of the full time faculty members who teach in the program have terminal (doctoral or professional) degrees, and the vast majority have over 25 years experience in their field. Eighty-one percent of adjunct faculty members have earned doctoral degrees.

**4.3 Facilities:** All full time faculty members have assigned office spaces that are located either in the new academic building or in the student center building. Part-time faculty members share office space. All classrooms in the academic building are complete with technology.

**4.4 Fiscal Capacity:** Caldwell College reported a deficit in finances for 2003, 2004 and 2005, but a surplus in 2006; however, the 2006 financial audit is not yet complete.

**4.5 Student Support Services:** All graduate students receive the same student services as do the undergraduate students, although on a limited time basis, given the hours of graduate classes.

**4.6 Recruiting and admissions practices, academic calendars, catalogs, publications, grading and advertising:** Recruiting is conducted through various local and state media as well as through participation in recruitment fairs. The College has a current catalog, an extended academic calendar, numerous publications [both in hard copy and on electronic media], and does considerable advertising thorough the latter.

**4.7 Student Feedback:** Students evaluate instructors on a regular basis, and may lodge formal complaints or suggestions to the administration.

The faculty concluded that Caldwell College is committed to the Educational Administration & Post-Masters Degree Supervisory Certification program.