

Summary of the Case (from the Inquiry Brief)
Hofstra University
Certificate of Advanced Studies in Educational Leadership
Program¹
Audit Dates: March 16-18, 2009

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.

Authorship and Approval of the Inquiry Brief:

The *Inquiry Brief* was prepared by Karen Osterman and Eustace Thompson and approved by the faculty of the program in the Certificate of Advanced Studies in Educational Leadership on December 10, 2008.

Introduction:

Founded in 1935 as New York University's (NYU) Nassau College-Hofstra Memorial, the institution separated from NYU in 1939 and became Long Island's first private university, Hofstra University, in 1963. Currently Hofstra University has ten schools that offer a variety of undergraduate and graduate programs. The newest school is the Hofstra-North Shore/LIJ School of Medicine which plans to enroll its first class in 2011.

The first degrees in education were offered in 1940; a Master of Science degree in Education was first offered in 1951, and the first doctorate was awarded in 1970. Mission and offerings expanded and name changes ensued. The Division of Education became the School of Education in 1963, then as its services grew it was renamed the School of Education and Allied Human Services in 1997, and finally the School of Education, Health, and Human Services (SOEHHS) in 2008. Six departments within the school offer 82 New York certification options with 254 concentrations, including 50 options for initial certification, 20 options for advanced professional certification, and 12 options for additional certification.

The Department of Foundations, Leadership, and Policy Studies offers the Certificate of Advanced Studies (CAS) in Educational Leadership. In 2004, the program was approved by the state of New York as meeting the requirements for certification of students as School Building Leaders (SBL) and School District Leaders (SDL). A student may earn both SBL and SDL certifications with the Certificate of Advanced Studies in Educational Leadership. A second leadership option was approved by New York in 2005 so that students may earn a Certificate of Advanced Studies in School District Business Leadership (SBDL) as well as state certification in that area.

Hofstra enrolled 9,784 full-time students and 2,524 part-time students in fall 2008. The SOEHHS enrolled 979 full-time students and 896 part-time students, 15% of the total university's enrollment of 12,308 is organized by cohorts. Over

the four-year period from 2004-2007, the CAS in Educational Leadership admitted a total of 99 students in cohorts ranging in size from 15 in 2007 to 35 in 2004, with a mean size of 25.

The identified goal of the CAS in Educational Leadership is “to prepare creative, flexible, visionary, and reflective leaders with the skills necessary to facilitate and improve the quality of learning for all students.” The program asserts that it has aligned its claims to TEAC’s goals, principles, and standards for educational leadership, as well as the Interstate School Leaders Licensure Consortium (ISLLC) standards, nine New York State Leadership Standards, and seven New York State Content Requirements for the SDBL certification.

Program Claims:

Claim 1: Professional Knowledge

CAS graduates understand the political, social, economic, legal, and cultural complexity of schools and can use that understanding to solve problems and create a school environment that enhances learning.

Claim 2: Strategic Decision Making

CAS graduates understand organizational structure and processes, use this understanding to promote success for every student, and gather data to measure the effectiveness of their efforts.

Claim 3: Caring Leadership Skills

CAS graduates are sensitive to the needs of students, staff, and community members and can develop appropriate strategies to address those needs.

Multicultural Perspectives and Understanding

CAS graduates understand and value multiple perspectives, and they promote success for every student and address inequities.

Learning How to Learn

CAS graduates gather information from multiple sources and reflect on their own practice to assess personal and organizational effectiveness.

Technology

CAS graduates can utilize technology to gather information, to communicate information, to analyze and present data, and to support learning of staff and students.

Evidence supporting the claims:

- **Course Grades and Project Grades** (*Claim 1, Claim 2, Claim 3, Multicultural, Technology*)

Grades are based primarily on assignments linked to course goals, ISLLC standards and New York state standards. Assertions for reliability and validity are based on the links among claims, standards, rubrics, and projects as well as consistency across faculty. Grades for program courses averaged 3.7 or above in each of seven courses for the 2004, 2005, and 2006 cohorts, and average project grades also fell within this range.

- **Survey Data** (*Claim 1, Claim 2, Claim 3, Multicultural, Learning how to Learn*)
Using the University Council for Educational Administration/Teaching in Educational Administration Survey of Leadership Preparation and Practice, the department analyzed self-report data about learning outcomes in five areas corresponding to national standards. The department analyzed the data internally and provided data comparing their results with those of 17 other university-based leadership preparation programs. The survey is considered to be reliable with Cronbach's alpha ranging from 0.71 to 0.90 for each of five constructs identified through factor analysis. The responses of Hofstra graduates were above the average in four of five constructs.
- **Internship Evaluations** (*Claim 1, Claim 2, Claim 3*)
The evaluations are conducted during three internships in different areas by multiple raters with experience in administration. The faculty note that the raters are consistent so the ratings are reliable, and that the consistency of the ratings with grades supports the validity of the assessment. Mean ratings for all three internships were 4.5 or above on a scale of 1 (poor) to 5 (excellent), with improvement over the three internships.
- **Case Study** (*Claim 1, Claim 2, Claim 3, Multicultural, Learning how to Learn*)
One case study of three program completers—two from 1998 and one from 2006—sought to determine whether there were elements of the completers' practice attributable to their preparation program. The case study was based primarily on interviews and in part on journals, and two readers reviewed the data. Completers identified emphasis in their preparation on caring and collaborative leadership, an ability to listen to and understand multiple perspectives, the development of a culture that corresponds to the needs of adults and students, and the importance of data-based decision-making.
- **Leadership Placement and Employment Data** (*Claim 1, Claim 2*)
This data is gathered primarily through the CAS Directory maintained by the program. Assertions for reliability are based on the belief that placement rates have been consistent over time. Assertions for validity are based on a perceived relationship among grades, internship ratings, and leadership placement. Of the 68 students who graduated between 2006 and 2008, 28 (41%) were employed in leadership positions.

Internal audit:

An internal audit of the program's quality control system, led by the department chair and the CAS Program Director and conducted by full-time faculty, reviewed the program's application process, advising practices and policies, curriculum practices and policies, procedures for full-time faculty selection, facilities and technology, and fiscal support. As a result of the internal audit, the faculty

generated suggestions to improve the processes for admission, advising, and faculty evaluation.

Plans for program improvement:

- More emphasis on the role of race, ethnicity, and poverty as it affects student learning;
- Further development of rubrics for standards-based projects and enhanced evaluation forms for internships;
- Development of a systematic process for data collection and analysis at several levels and in several areas ranging from application procedures to graduate surveys;
- Completion of a detailed study on the transfer of student learning.

Statement regarding commitment and capacity:

The faculty concluded that Hofstra University is committed to the Certificate of Advanced Studies in Educational Leadership Program and that there is sufficient capacity to offer a quality program.

¹ **The program includes options in the following areas and New York, following to its own policies and regulations, may grant teaching licenses in these areas to the program's graduates:**

- School Administrator and Supervisor
- School District Administrator
- School Building Leader
- School District Leader
- School District Business Leadership