

**Summary of the Case (from the Inquiry Brief Proposal)**  
**Shenandoah University**  
**Administration and Supervision Masters Program<sup>1</sup>**  
**Audit Dates: January 21-24, 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 Proposal:**

Mary Bowser and Larry Brooks, professors of education, were the primary authors of the *Inquiry Brief Proposal* and they were assisted by 10 colleagues who had responsibility for editing and data input. The *Inquiry Brief Proposal* was approved by faculty of the School and Education and Human Development on November 26, 2008.

**Introduction:**

Founded as a high school in 1875, the Shenandoah Seminary in Dayton, Virginia subsequently changed names several times as it added post-secondary programs (principally in music) before becoming a four-year degree granting school in 1974, taking its current name in 1991, and moving to a new campus in Winchester, Virginia in 1960. The University has 183 full-time and 158 part-time faculty members, who instruct 3107 students of whom 1524 are undergraduates.

The 33 credit Master of Science program in educational administration was begun in 1996 and parallels a professional studies program in administration and supervision. The program graduates about 30 students a year in recent years, who are evenly divided by gender and are predominately white (90%). The program has one faculty member who is devoted full-time to the program with three other full-time faculty members in the SEHD who are devoted to the program for a portion of the responsibilities. Like the students, they are predominately white. In addition there are 11 adjunct faculty members who participate in the program

**Program claims:**

The faculty proposes to investigate whether their program's graduates know and understand the following:

1. Organizational theory, resource management, school finance and law, instructional supervision, educational policy and politics, and data analysis and interpretation.
2. How to make decisions that are fair and collaborative, informed by research evidence, and how to formulate a strategy for success coupled to a vision of the school's mission that is consistent with the nation's democratic principles.
3. How to demonstrate high levels of caring leadership skill in their professional relationships with students, their parents, and colleagues.

4. How to incorporate *learning to learn*, *multicultural perspectives*, and *technology* into the three items above.

**Evidence supporting the claims:**

The faculty plan to find the evidence needed for their investigations from the following sources, many of which will be revised:

1. Standardized test scores on the School Leaders Licensure Assessment (SLLA)
2. Grades (u/g GPA, program GPA, field experience grades, and grades in other specific courses)
3. Course outcomes (measured by performance rubrics for the cross-cutting themes and reflective practices with the WEAVE on-line tool.)
4. Capstone & Field Experiences Project (ratings by intern supervisors)
5. Surveys (Virginia Initiative for Technology and Administrative Leadership questions will be sent to alumni and employers)

The faculty have set some criteria for the assessments -- grades (3.5), survey results of 3.0/5.0, capstone results of 80% success, and have adopted the state's criterion for the SLLA, the benchmark by which the validity of the local assessments will be evaluated. Reliability will be assessed with parallel forms and by rater agreement.

The faculty members have some reason to believe their proposed assessments are reliable and valid. The program reports grades typically above 90 against a program standard of 87.5, SLLA scores invariably exceed the state standard of 165 and final pass rates on each SLLA section range from 62-77% (percentages that are in line with state and national pass rates), and survey scores on the practical value of the program courses and on the overall quality of the courses usually exceed 4.0/5.0

**Internal audit:**

The audit of the quality control system was conducted by three faculty members who entered the audit trail by drawing a sample of 10 students whose files led them to examine the quality of the students, program and faculty. The faculty concluded that their quality control system generally functioned as it was designed, but owing perhaps to transition issues over the last three, about ten areas of quality were identified as needing attention.

**Commitment**

On the whole the faculty found that their program was treated comparably to the others units at Shenandoah, with some exceptions in the percentage of adjunct faculty in the program, while aligned with the SEHD, was higher than other units.

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**<sup>1</sup> The program includes options in the following areas and Virginia, following to its own policies and regulations, may grant teaching licenses in these areas to the program's graduates:**

Master of Science in Education—Education Administration Concentration