

Summary of the Case (from the Inquiry Brief Proposal)
College of Saint Elizabeth
M.A. in Educational Leadership¹
Audit Dates: November 9-12, 2008

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*:

The *Inquiry Brief Proposal* was written by Joseph Ciccone, Richard Hawkins, Thomas McDade, and Keith Neigel, and was approved by the Educational Leadership faculty.

Introduction:

Founded in 1899 by the Sisters of Charity of Saint Elizabeth, the College of Saint Elizabeth in Morristown, New Jersey is located in northern New Jersey in the greater New York City metropolitan area as the first four-year liberal arts college for women in the state. Its mission is to be a community of learning in the Catholic tradition for students of diverse ages, backgrounds, and cultures. CSE fosters just and ethical relationships and the promotion of women as full partners in society. From its origin to the present, the College has been a Catholic institution of higher education, with students and employees of many religious traditions.

The college first offered the M.A. in Educational Leadership in 2003. The program design is in keeping with the mission of the graduate program to extend the college's long history of academic excellence by providing high quality education through programs marked by an emphasis on leadership, service, and ethics.

In the three most recent years for which data were reported, the Educational Leadership Program graduated an average of 57 students, who are served by eight full-time and four adjunct faculty members.

Program claims:

The IBP states that the three claims flow from the several mission statements, which are stated on pages three and four of the Inquiry Brief Proposal. These claims are also linked to the New Jersey Professional Standards for School Leaders (NJPSSL) and the Interstate School Leaders Licensure Consortium (ISLLC).

With reference to TEAC Component 1.1 (**professional knowledge**), the faculty claim that completers of the Educational Leadership Program will have acquired the knowledge, skills, and dispositions necessary for growth and development as school leaders based upon the NJPSSL/ISLLC standards (**Claim 1**).

With reference to TEAC Component 1.2 (**strategic decision-making**), the faculty claim that completers of the Educational Leadership Program will have demonstrated an understanding of how to develop a vision of purpose, use information to frame problems, and exercise leadership processes to achieve common goals (**Claim 2**).

With reference to TEAC Component 1.3 (**caring leadership skills**), the faculty claim that completers of the Educational Leadership Program will be prepared to function as ethically and socially responsible school leaders within a caring community of learning dedicated to teaching and learning excellence (**Claim 3**).

With reference to the TEAC cross-cutting theme of **learning how to learn**, the faculty assert that the educational leadership curriculum, based on state and national standards (NJPSSLC/ISLLC), provides multiple opportunities to actualize knowledge in the field by encouraging graduates to continue to expand their knowledge in order to cope with the problems that await school leaders in the field.

With reference to the TEAC cross-cutting theme of **multicultural perspectives**, the faculty assert that, by aligning the program to state and national standards, they produce educational leaders who promote the success of all students.

With reference to the TEAC cross-cutting theme of **technology**, the faculty assert that students use word processing, Internet searches, Blackboard, and other forms of technology to analyze data and prepare reports and presentations in course and field work.

Evidence supporting the claims:

- ***The School Leaders Licensure Assessment (SLLA)*** (*Claim 1, Claim 2*):
The SLLA draws heavily on knowledge ability to analyze and actions, make decisions, and solve problems. The New Jersey Department of Education requires candidates to achieve a passing score of 148 out of a possible 200 in order to be eligible for certification. Over the past three years 100% of CSE students have passed this exam.
- ***Mentor Assessment of Field Experiences*** (*Claim 1, Claim 3, Learning to Learn, Multicultural Perspectives*):
The three field internships: EDAS 685, EDAS 687, and EDAS 689 make up the 300 hours field experiences required by the state. At the conclusion of each semester, the mentor completes the Administrative Skills Assessment, a summative evaluation of the intern performance. The summative evaluation rubric is based upon the NJPSSL/ISLLC Standards and the Performance Descriptors. The faculty report that they have established strong internal consistency as well as sound reliability with strong discrimination for the internship assessments. They note that external reviewers from a recent National Council for Accreditation of Teacher Education/ Education

Leadership Consortium Council evaluation accepted the assessment as a valid measure. The faculty report average scores for items associated with each claim falling within the faculty's benchmark range of 2 (acceptable) to 1 (exemplary).

- ***Final GPA (Claim 1):***
Students are required to maintain a GPA of 3.25 throughout the program. The faculty acknowledges that there has been an ongoing debate regarding the validity and reliability of course grades and they should not be the sole measure of candidates' success in a program. Nevertheless, they believe that course grades provide one indicator of a student's ability and can be a predictor of possible continued achievement. The faculty report an overall average GPA of 3.93.
- ***Evaluation of Course Outcomes (Claim 2, Claim 3, Learning to Learn, Multicultural Perspectives, Technology):***
The faculty have identified specific course outcomes from EDAS 611: Action Research and EDAS 688: Leadership Development Institute that align to the NJPSSL/ISLLC standards and correspond to each of the cited claims. The benchmarks for these ratings are an overall average of 3.5 (between 3, signifying good/proficient, and 4, signifying excellent/accomplished). Data collected thus far for EDAS 688 has met this benchmark. Data collection for EDAS 611 will begin in December 2008.

Internal audit:

The internal audit of the quality control system was conducted from January 2007 through May 2007. The goal of the internal audit was to check program quality, student quality, and faculty quality. Files were created for the educational leadership program, individual courses, individual faculty members, and classrooms. Approximately half of the students in each of three cohorts were selected randomly and their files were audited. The faculty determined through their internal audit that policies for evaluating faculty should be modified to take into account their status (full-time, half-time, adjunct), and that aspects of the admissions process should be formalized, enhanced, and more consistently monitored.

Plan for program improvement:

The faculty identified several areas of program improvement, including refinement of the assessment system, reliability and validity of the assessments of student learning including training of raters, and revision of admissions procedures.

Evidence of capacity and commitment:

4.1 Curriculum: The program is state-approved, and the number of credits required for a degree is comparable to those of other masters degrees at the institution.

- 4.2 Faculty:** The faculty have accepted the goals described in the *Brief*, and are appropriately qualified for their instructional assignments.
- 4.3 Facilities:** Faculty are in newly-renovated offices. All Educational Leadership courses are conducted off-site in partnership with local school districts.
- 4.4 Fiscal & Administrative Capacity:** The institutional budget is currently balanced, as policy requires. Faculty are supported and work within institutional workload guidelines.
- 4.5 Student Support Services:** Services include technology center, library, media services, career services, college store, dining hall, volunteer center, disability services, and advisement, which are monitored by the Vice Presidents of Academic Affairs and Student Affairs.
- 4.6 Recruiting and admissions practices, academic calendars, catalogs, publications, grading and advertising:** The program endeavors to recruit diverse candidates. Calendars and grading policies are reported in the catalog and on the website.
- 4.7 Student Feedback:** The institution has a formal grievance procedure. No grievances thus far have been in reference to the Educational Leadership program.

The faculty concluded that the College of Saint Elizabeth is committed to the Educational Leadership Program.

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

Master of Arts in Educational Leadership