

Summary of the Case (from the Inquiry Brief Proposal)
Saint Peter's College
Teacher Education Program¹
Audit Dates: October 19-22, 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 Henry F. Harty, and Joan Zadrozny Shields, and was approved by the Education Department at a faculty meeting on June 18, 2008, and revisions were approved on August 26, 2008.

Introduction:

Founded in 1872, Saint Peter's College is a co-educational liberal arts college in Jersey City, New Jersey, one of twenty-eight colleges and universities in the United States sponsored by the Society of Jesus. Reflecting the Jesuit motto "men and women for others" and the tradition of *cura personalis* (personal care), Saint Peter's emphasizes academic excellence, leadership, service, and the opportunity to explore many aspects of faith as it develops students in preparation for a lifetime of learning and participation in a diverse and global society. In its first 100 years, Saint Peter's College developed from an all-male undergraduate college to admitting female students first to the evening division in the 1930s and then to the day session in the 1960s. In 1979 a program leading to the Master of Arts in Education degree was introduced followed by masters degree programs in business, accountancy, and nursing. Saint Peter's College now has a combined graduate and undergraduate population of 2,577 students, predominately from the state of New Jersey.

The first education courses at the college led to secondary education teaching certification. Since 1969 Saint Peter's College has offered an undergraduate major in elementary education and a minor in secondary education; the graduate program in education has concentrations in administration and supervision, reading, and teaching. The *Inquiry Brief Proposal* presents the case for accreditation of the undergraduate teacher preparation for elementary, middle, and high school teachers, and the graduate programs for M.A. in teaching, M.A. in reading, and non-degree certificate in teaching. All undergraduate students are required to take 60 hours from the core curriculum to learn to communicate effectively, analyze and solve problems, form value judgments, interact effectively in society, and develop an awareness and responsiveness to the arts, humanities, and sciences. Graduate students demonstrate this philosophy through three foundation courses in education within which students learn how to learn through research, develop an understanding of and appreciation for philosophies of education, and understand how students develop and learn.

Claims:

Saint Peter's faculty makes five claims, aligned with both the components of TEAC *Quality Principle I* and with the New Jersey Professional Teaching Standards, about its graduates:

1. They have subject matter knowledge and meet the New Jersey state licensure requirements. (QP1.1; NJ 1)
2. They know and apply pedagogy, teaching techniques, and effective assessment strategies. (QP1.2; NJ 2, NJ 4, NJ 5)
3. They are caring, able to identify various student needs and to provide support to all students. (QP1.3; NJ 3, NJ 6, NJ 7)
4. They create a supportive learning environment, demonstrating classroom management and the ability to adapt instruction. (QP1.3)
5. They are professionals, demonstrating the responsibilities and skills required for the teaching profession. (QP1.3; NJ 8, NJ 9, NJ 10)

In addition, the faculty claim that the evidence of its students' subject matter knowledge, pedagogical knowledge, and caring teaching skills reflects students' mastery of the three cross-cutting liberal education themes: learning how to learn, multicultural understandings and perspectives, and technology.

Eleven measures of evidence in five categories support the claims made by Saint Peter's College about its students:

1. Grades/GPA
 - Academic Major GPA (*claim 1*)
 - GPA in Education sequence of courses (*claims 2, 4*)
 - Grade in student teaching (*claim 2*)
 - Grade in Educational Psychology course (*claim 3*)
 - Completion of Core and Major courses (*claim 1*)
2. Field experience/Student Teaching
 - Cooperating Teacher Summative evaluation (*all 5 claims*)
 - College Supervisor's final evaluation (*claim 5*)
 - Student Teaching Survey (*claim 2*)
3. Praxis II licensure tests (*claim 1*)
4. Portfolio products (*claims 3, 4, 5*)
5. Alumni Survey (*claims 2, 3, 4, 5*)

Evidence in support of the claims:

Evidence is reported in a series of tables prepared for each of the assessments listed above with the exception of portfolio products, student teaching survey, and completions of core and major courses. In most cases, the mean score for the assessment was above 4.0 on a 5-pt scale or above 3.5 on a 4-pt. scale and all students are reported as having exceeded the New Jersey cut score on Praxis licensure exams.

Although faculty are not required to report reliability and validity analysis on their assessments for an *Inquiry Brief Proposal*, Saint Peter's College faculty have conducted a number of correlation studies to determine the reliability and validity of some of the assessments relied upon, and the program has plans to conduct inter-rater reliability studies, comparative analysis of data, blind sample grading of portfolio products, and other analyses.

Internal audit:

The full-time faculty examined the Quality Control System in three parts: capacity for student learning quality, capacity for faculty quality, and capacity for program quality. After outlining specific elements related to each capacity standard, faculty identified a number of questions to probe the capacity of the Quality Control System in terms of a random sample of students chosen from the data base of currently enrolled students for Fall 2007. Twenty-five undergraduate and 30 graduate student records were selected for review. The audit uncovered a number of practices that could be improved (consolidating student files, for example) and several areas for substantive change were identified and improvements were undertaken (the sequence and progression of field experience courses; the process and oversight of some field experiences; revision of assessment forms such as the summative evaluation form, the student teaching assessment form). Overall, faculty believed that the Quality Control System worked as designed.

Commitment:

Reviewing the program in terms of the seven capacity standards, faculty concluded that the Department of Education has parity with other departments within the college and that the institution committed to the program, its faculty and students. Because of the importance of education within the Jesuit mission, the teacher education program at Saint Peter's College recognizes that it receives strong support from the Jesuit order and thus enjoys a unique capacity for quality.

¹The 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:

Elementary and secondary education.