RUTGERS GRADUATE SCHOOL OF EDUCATION

EDUCATIONAL ADMINISTRATION CERTIFICATION PROGRAMS

January 2021

(September 1, 2019-August 31, 2020)

Section 1: Program Learning Goals

The following program learning goals are largely dictated by external accreditation requirements:

With alignment with N.J.A.C. 6A:9B-12.5 Principal and the Professional Standards for Educational Leaders 2015, detailed in N.J.A.C. 6A:9-3.4 Professional Standards for School Leaders (PSEL):

1. **General Leadership:** *Do Rutgers Educational Administration Ed.M. candidates demonstrate the basic skills, knowledge, and dispositions to enable them to lead individuals and organizations?*

   Standard 1. develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of *each* student.
   Standard 2. act ethically and according to professional norms to promote *each* student's academic success and well-being.
   Standard 3. strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.
   Standard 10. act as agents of continuous improvement to promote *each* student's academic success and well-being.

2. **Instructional Leadership:** *Do Rutgers Educational Administration Ed.M. candidates demonstrate the basic skills, knowledge, and dispositions to enable them to implement and maintain high quality instructional programs for students?*

   Standard 1. develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of *each* student.
   Standard 4. develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.
   Standard 5. cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.
   Standard 6. develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.
   Standard 7. foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.
   Standard 10. act as agents of continuous improvement to promote *each* student's academic success and well-being.

3. **Management:** *Do Rutgers Educational Administration Ed.M. candidates demonstrate the basic skills, knowledge, and dispositions of quality management practice to enable them to administer the operation of New Jersey schools?*

   Standard 5. cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.
   Standard 6. develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Standard 9. manage school operations and resources to promote each student's academic success and well-being.

4. **Context/Community:** *Do Rutgers Educational Administration Ed.M. candidates demonstrate the basic skills, knowledge, and dispositions to enable them to function effectively within the varied contexts of schools within the State of New Jersey?*

    Standard 3. strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.
    Standard 8. engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Courses are also designed to align with 2016 CAEP (Council for Accreditation of Educator Preparation) Standards for Advanced Programs:

Standard A. 1. Content and Pedagogical Knowledge The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards.

Candidate Knowledge, Skills, and Professional Dispositions

A.1.1 Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:

• Applications of data literacy; • Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;

• Employment of data analysis and evidence to develop supportive school environments; • Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;

• Supporting appropriate applications of technology for their field of specialization; and

• Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.

Evidence of candidate content knowledge appropriate for the professional specialty will be documented by state licensure test scores or other proficiency measures.

Section 2: Plans for Current 2020-2021 Academic Year

The program's ongoing plans involve tightening oversight of course quality for courses delivered by non-full time faculty. The program has established a consistent pool of part time professionals and graduate students who deliver specific courses.

Beginning fall 2017, a new project site has been added to Sakai for the Educational Administration and Supervision faculty for the purpose of "housing" student data necessary for national accreditation.

Beginning fall 2017, syllabi for all courses have been revised to include and reflect the 2015 Professional Standards for Educational Leaders (PSEL) Standards.

Beginning January 19, 2018, a new collaborative initiative has been established between Rutgers and the Educational Services Commission of New Jersey Board of Directors. This collaboration enables a designated "advisory member" from the Rutgers Graduate School of Education to have a non-voting "seat" at monthly Board meetings along with 24 superintendents from all of the K-12 school districts in Middlesex County as well as 6 superintendents from school districts from other counties in New Jersey. This opportunity to collaborate with a multitude of K-12 school districts from all over the state has potential growth opportunities for all concerned. In particular, it can assist us in increasing enrollments in our Educational Administration and Supervision Programs.

Beginning fall 2019, a new program was introduced, Non-Degree School Administrator Certification program, designed to offer student the opportunity to complete coursework and clinical hours needed for NJ School Administrator Certification.

Section 3: Program Syllabi

Syllabi for all courses are maintained in the ETPA department and specifically, syllabi for course in the certification program in Educational Administration are cross referenced to CAEP goals provided herein.

Section 4: Methods

Ongoing data collection and analysis for the Educational Administration certification programs involves both use of extant data from university and GSE data systems. The program also collects self-evaluation, instructor evaluation and supervisor evaluation from student internships. Select data sources and measures include the following:
Admissions Selectivity
    Data Source: Graduate Student Manager
    Measures:
        GPA at admission

Progress to Completion
    Time to completion from first semester of program activity
Formative Performance Measures

Course Grades/GPA

Summaries of the above measures are provided in the following section.

Section 5: Results and Discussion

SECTION ONE: BASIC STUDENT DATA

The majority of students in the Program, Principal Endorsement, School Administrator Endorsement, and Supervisor Endorsement are part time. They attend graduate classes while working for local school districts, charter schools or other educational institutions. They can complete the Program to earn a master's of educational administration degree leading to principal and supervisor certification (Option A) in two and a half years – two courses each semester and two during the summer. Program Option B (degree and principal's certificate) and Option C (degree only; No certification), and the Non-Degree Principal Endorsement can each be completed in two years. The Non-Degree School Administrator Endorsement can be completed in one semester. In recent experience, Program students actually average a little more than two and a half years to complete their studies. The Non-Degree Supervisor Endorsement offering can be completed in two semesters.

Recent Educational Administration Program Enrollments

Table 1.1a

Year	Master's Degree Program in Educational Administration Includes All Certification Options: Principal and Supervisor, Principal Only, None			
	Number of Students			
	New Admission Applications			Total Participants During Year
	Total Applied	Total Admitted	Actually Enrolled	
2019-2020	23	18	15	26
2018-2019	16	11	9	29
2017-2018	15	8	5	24

Completers of Educational Administration Degree Program

Table 1.1b

Year	Total Completing	Master's Degree Program in Educational Administration Includes All Certification Options: Principal and Supervisor, Principal Only, None										
		Number of Students Per Year Initially Began Course Sequence										
		2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	earlier		
2019-2020	4	1	1	2	-	-	-	-	-	-		
2018-2019	15	–	–	1	2	6	1	3	–	2		
2017-2018	8	–	–	–	1	2	3	0	2	–		

Recent Supervisor's Endorsement Program Enrollments

Table 1.2a

Year		Total Students Enrolled During Year
2019-2020	Non Degree Endorsement	60
2018-2019	Non Degree Endorsement	78
2017-2018	Non Degree Endorsement	46

Completers of Supervisor's Endorsement Program

Table 1.2b

Year	Total completing	Number of Students Per Year Initially began Course Sequence							
		2019-2020	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	Earlier
2019-2020	58	10	33	9	3	2	1		
2018-2019	56		11	28	10	4	1		2
2017-2018	60			14	29	6	7	2	1

Recent Principal Endorsement Program Enrollments

Table 1.2c

Year		Total Students Enrolled During Year
2019-2020	Non Degree Endorsement	5
2018-2019	Non Degree Endorsement	1
2017-2018	Non Degree Endorsement	2

Completers of Principal Endorsement Program

Table 1.2d

Year	Total Completing	Number of Students Per Year Initially Entering Program							
		2019-20	2018-19	2017-18	2016-17	2015-16	2014-15		

2019-2020	0		1	1					
2018-2019	0		1						
2017-2018	0			1					

Recent *School Administrator Endorsement Program Enrollments

Table 1.2e

Year		Total Students Enrolled During Year
2019-2020	Non Degree Endorsement	5

*Program began fall 2019.

Completers of *School Administrator Endorsement Program

Table 1.2f

Year	Total Completing	Number of Students Per Year Initially Entering Program								
		2019-20	2018-19	2017-18	2016-17	2015-16	2014-15			
2019-2020	5	5								

*Program began fall 2019.

Grade Point Averages at Admission
Grade Point Averages also provide some insight into the ability of our students to learn.

Undergraduate Degree GPA of Applicants Admitted to the Program
(Program completers graduate with an Ed. M. degree.)

Table 1.4a

Year Admitted	N	Mean	Std. Dev.
2019-2020	13	3.52	0.35
2018-2019	9	3.43	0.47
2017-2018	5	3.44	0.26

Most Recent Graduate Degree GPA of Applicants Admitted to the Supervisor's Endorsement Program (Applicants to the Endorsement are required to have completed at least a master's degree.)

Table 1.4b

Year Admitted	N	Mean	Std. Dev.
2019-2020	59	3.82	0.26
2018-2019	71	3.79	0.25
2017-2018	46	3.89	0.16

*59 enrolled students. Two students are missing Graduate Degree GPA data

Most Recent Graduate Degree GPA of Applicants Admitted to the Principal Endorsement Program (Applicants to the Principal Endorsement are required to have completed at least a master's degree.)

Table 1.4c

Year Admitted	N	Mean	Std. Dev.
2019-2020	5	3.84	.11
2018-2019	1	4.00	-
2017-2018	1	3.96	-

Grade Point Averages at Graduation for Program Students

Table 1.5

Program Graduation Year	Number of Students	Mean	St. Dev.
2019-2020	4	4.0	0.0
2018-2019	13	3.96	0.05
2017-2018	8	3.98	0.22

Maximum Grade = 4.0

Grade Point Averages at Completion for Supervisor Endorsement Students

Table 1.6

Endorsement Completion Year	Number of Students	Mean	St. Dev.
2019-2020	58	3.98	0.06
2018-2019	56	3.96	0.11
2017-2018	60	3.96	0.12

Maximum Grade = 4.0

Grade Point Averages at Completion for Principal Endorsement Students

Table 1.7

Endorsement Completion Year	Number of Students	Mean	St. Dev.
2019-2020	0	-	-

2018-2019	0	-	-
2017-2018	1	3.96	-

Maximum Grade = 4.0

SECTION TWO: STUDENT PERFORMANCE DATA

A. Evidence Relative to Standardize Test:
School Leaders License Assessment (SLLA)

The SLLA test is required by New Jersey in order to qualify for a Principal Certificate of Eligibility and School Administrator Certificate of Eligibility. Students who pass the tests by New Jersey's standards are deemed ready to move on to stage two (residency with mentorship) of their preparation as an educational administrator.

SLLA results are relevant to all inquiry claims and involve Program students only. Students enrolled in the Endorsement do not take a state test for certification.

Students Voluntarily Reporting Passing School Leadership (principal) Licensure Exam

Table 2.1

Program Graduation Year	Total Students Graduating	Number of Students Voluntarily Reporting SLLA Pass	Average Reported Score	Standard Deviation Of Reporters
2019-2020	4	2	171.5	14.8
2018-2019	15	1	178	-
2017-2018	8	4	182	4.54

Possible scores on the SLLA range from 100 to 200. The New Jersey passing score is 163.

Students Voluntarily Reporting Passing School Leadership (school administrator) Licensure Exam

Table 2.1a

Program Graduation Year	Total Students Graduating	Number of Students Voluntarily Reporting SLLA Pass	Average Reported Score	Standard Deviation Of Reporters
2019-2020	5	5	178.6	10.9

Possible scores on the SLLA range from 100-200. The New Jersey passing score is 160.

B. Evidence Relative To Learning Goals

1. Learning Goal 1- General Leadership

- *Rutgers Educational Administration Ed.M. candidates shall demonstrate the basic skills, knowledge, and dispositions to enable them to lead individuals and organizations.*

a. Claim One: General Leadership GPA
(Relevant Courses during Academic Year - Program students only)

Table 2.2

Academic Year	GPA in Claim Relevant Courses			Courses Included:
	N	Mean	Std. Dev.	
2019-2020	45	4.0	0.0	Foundations of Educational Administration Leadership/Communication Educational Law
2018-2019	36	4.0	0.0	
2017-2018	41	4.0	0.0	Decision Analysis Internship I and II

M Ed Courses Relevant to General Leadership

Maximum grade = 4.0

2. Learning Goal 2: Instructional Leadership

- *Rutgers Educational Administration Ed.M. candidates shall demonstrate the basic skills, knowledge, and dispositions of instructional practice to enable them to implement and maintain high quality instructional programs for students.*

a. Claim Two: Instructional Leadership GPA
(Relevant Courses during Academic Year - Program students only)

Table 2.3

Academic Year	GPA in Claim Relevant Courses			Courses Included:
	N	Mean	Std. Dev.	
2019-2020	26	4.0	0.0	Foundations of Educational Administration, Personnel, Supervision, Internship I and II, Curriculum
2018-2019	40	4.0	0.0	
2017-2018	28	4.0	0.0	

M Ed Courses Relevant to Instructional Leadership

Maximum grade = 4.0

3. Learning Goal 3: Management

- *Rutgers Educational Administration Ed.M. candidates shall demonstrate the basic skills, knowledge, and dispositions of quality management practice to enable them to administer the operation of New Jersey schools.*

a. Claim Three: Management GPA
(Relevant Courses during Academic Year - Program students only)

Table 2.4

M Ed Courses Relevant to Management			
Academic Year	GPA in Claim Relevant Courses		Courses Included:
	N	Mean	Std. Dev.	
2019-2020	26	4.0	0.0	Education Law, Personnel, School Finance, Decision Analysis, Internship I and II
2018-2019	30	4.0	0.0	
2017-2018	42	4.0	0.0	

Maximum grade = 4.0

4. Learning Goal 4: Context/Community

- *Rutgers Educational Administration Ed.M. candidates shall demonstrate the basic skills, knowledge, and dispositions to enable them to function effectively within the varied contexts of schools within the State of New Jersey.*

a. Claim Four: Context/Community GPA
(Relevant Courses during Academic Year - Program students only)

Table 2.5

M Ed Courses Relevant to Context/Community			
Academic Year	GPA in Claim Relevant Courses		Courses Included:
	N	Mean	Std. Dev.	
2019-2020	19	4.0	0.0	

2018-2019	24	4.0	0.0	Foundations of Educational Administration, Personnel, Educational Law, School-Community Relations
2017-2018	15	4.0	0.0	

Maximum grade = 4.0

C. Cross Cutting Themes

Learning to Learn

As our training encompasses the academic preparation mandated by New Jersey as the first step in administrative certification, the examination of student learning is relevant for our entire inquiry process. Evidence of the initial capacity of our students to learn is presented in Section One above. Course grades, and GPAs at graduation for Program students further document learning performance.

Multicultural Perspectives

Although addressing multicultural perspectives is integrated throughout all activities and courses, it is particularly embedded in Learning Goals Two and Four. The most comprehensive training in multicultural perspectives is in our School-Community Relations course.

Technology

It is impossible for a student to complete studies in either the Program or the Endorsement without technological competency. Technology permeates everything that students do from first applying for admission to applying for graduation and certification. All courses require technical skills with word processing, email and Internet usage. Many courses also require the use of presentation software and/or spreadsheets. For example, spreadsheet skills are fundamental to Assessment/Data/Problem Solving and Personnel courses.

Our courses are presented in a variety of formats. The entire Endorsement offering is online (asynchronous). Students must not only be able to communicate online with the instructor and other students, they must be able to use course delivery software to complete the course. The course delivery software includes downloading resources, accessing videos, participation in WIKIs, CHATS, and ZOOM meetings. Program courses can be offered in hybrid (online and in-person) and online/remote formats. You cannot complete the Program without some experience and facility in both formats as Internship I is a hybrid courses and Internship II and III is entirely online.

Finally, beginning fall 2017, a new project site has been added to Sakai for the Educational Administration and Supervision faculty for the purpose of "housing" in electronic portfolios student data necessary national accreditation. This data collection mechanism for our inquiry process requires student technological skills. Students must be able to produce electronic artifacts, complete electronic forms and data collection instruments using LiveText, Canvas, Qualtrics and Sakai.

Section 6: Plan for Closing the Loop in the Next Academic Year

As accreditation criteria move toward "outcome" measurement beyond program completion, our program plans to implement tracking of our graduates by two means. First, we intend to begin an annual e-mail based, web-survey based check in of our graduate's current career status, including the a) location of their employment, and b) job code (NJDOE or other state job classification) of their employment.

Secondarily, we intend to identify our current students and recent graduates in the statewide (NJ) public school district fall staffing reports held by NJDOE and typically released in the spring or summer following the collection. Once we have identified our students in the database, we are able to a) track their movement over time through career, job type and location moves and b) link our graduates based on their positions to a variety of other measures on the schools and districts in which they are employed.

Report for Option C

Section 1: Program Learning Goals

The Ed.M. in Educational Administration and Supervision, Option C, does not prepare students for certification. At the master's degree level, typical programs are offered for school principals, supervisors, and leaders in higher education. To obtain a master of education degree in administration and supervision within elementary or secondary education, students must choose one of the following options:

- Option A (39 credits) meets the requirements for New Jersey principal and supervisor certification.
- Option B (36 credits) prepares students for the principal certification only.
- Option C (30 credits) prepares students in general administration.

The program information on this page pertains to Option C (non-certification) only. The GSE also offers programs in principal and supervisor certification (Option A) and principal certification (Option B).

At present, program faculty are re-organizing the Option C program to better accommodate the changing applicant pool for that program. Over time, implicit tracks have emerged within Option C. Applicants have tended to pursue Option C with the following goals:

- Stepping stone to leadership positions within post-secondary education
- Degree completion for those currently holding K12 administrative certification
- Other (including private k12 school leadership)

Students pursuing Option C for either of the first two reasons will fall under the evaluation framework for Options A&B – k12 leadership as the majority of their coursework (setting aside the administrative internship) will overlap with those options.

The intent of the Higher Education track within Option C is to prepare individuals for intermediate level leadership positions in Higher Education institutions and systems. This program may also serve as a stepping stone toward doctoral studies in higher education leadership and policy.

Section 2: Plans for Current 2019-2020 Academic Year

The program faculty has recently made explicit, the option to focus on higher education leadership within Option C. As presently described, the Higher Education Focus includes at least <u>five</u> courses from the list below, determined by program. For relevant programs, one comprehensive/qualifying exam question can focus on higher education. Programs currently offering

the Higher Education Focus include: Ed.M. in Educational Administration (Option C), Ed.M. in Social and Philosophical Foundations, Ed.D. in Educational Leadership and Ed.D. in Education, Culture, and Society.

Higher Ed Focus Course List:
- History of Higher Education I/History of Higher Education in the US *15:310:611/16:507:535*
- Special Topic in College Student Affairs: Critical Perspectives in Higher Education/Diversity & Multiculturalism in Higher Education *15:245:642/16:507:515*
- Special Topic in College Student Affairs: The American College Student *15:245:642*
- Higher Education Law *16:507:520/15:230:606*
- Higher Education Leadership -Theory, Research, Practice *16:507:530*
- Higher Ed Finance 15:230:519/16:507:525
- Topics in Educational Administration: Diversity and the Politics of Higher Education15:230:600

Additional Courses that are k-16 inclusive:
- Leading for Social Justice 15:203:609
- History of African American Education 15:310:561
- Race, Ethnicity, and Inequality: 15:310:512
- Ethics and Education: 15:310:537
- Gender in Education 15:310:540

Beginning fall 2017, syllabi for all courses have been revised to include and reflect the 2015 Professional Standards for Educational Leaders (PSEL) Standards.

Beginning fall 2017, a new project site has been added to Sakai for the Educational Administration and Supervision faculty for the purpose of "housing" student data necessary for national accreditation.

Beginning January 19, 2018, a new collaborative initiative has been established between Rutgers and the Educational Services Commission of New Jersey Board of Directors. This collaboration enables a designated "advisory member" from the Rutgers Graduate School of Education to have a non-voting "seat" at monthly Board meetings along with 24 superintendents from all of the K-12 school districts in Middlesex County as well as 6 superintendents from school districts from other counties in New Jersey. This opportunity to collaborate with a multitude of K-12 school districts from all over the state has potential growth opportunities for all concerned. In particular, it can assist us in increasing enrollments in our Educational Administration and Supervision Programs.

Beginning fall 2019, a new program was introduced, Non-Degree School Administrator Certification program, designed to offer student the opportunity to complete coursework and clinical hours needed for NJ School Administrator Certification.

Section 3: Program Syllabi

Syllabi for all courses are maintained in the ETPA department and specifically, syllabi for course in the certification program in Educational Administration are cross referenced to CAEP goals provided herein.

Section 4: Methods

Ongoing data collection and analysis for the Option C Higher Education leadership focus will involve both use of extant data from university and GSE data systems and collection and evaluation of ratings on student performance tasks embedded in courses (referred to as Demonstration Tasks). Data include but are not limited to:

Admissions Selectivity
Data Source: Graduate Student Manager
Measures:
GPA at admission

Time to completion from first semester of program activity

Section 5: Results and Discussion

Included in Section One: Basic Student Data

Section 6: Plan for Closing the Loop in the Next Academic Year

As accreditation criteria move toward "outcome" measurement beyond program completion, our program plans to implement tracking of our graduates by two means. First, we intend to begin an annual e-mail based, web-survey based check in of our graduate's current career status, including the a) location of their employment, and b) job code (NJDOE or other state job classification) of their employment.

Secondarily, we intend to identify our current students and recent graduates in the statewide (NJ) public school district fall staffing reports held by NJDOE and typically released in the spring or summer following the collection. Once we have identified our students in the database, we are able to a) track their movement over time through career, job type and location moves and b) link our graduates based on their positions to a variety of other measures on the schools and districts in which they are employed.

Report for Non-Degree Supervisor Endorsement

Section 1: Program Learning Goals

This program allows a student to take coursework that leads to New Jersey Department of Education certification as a supervisor within an elementary or secondary school setting. The program is not aligned to any specific degree program, does not lead to a degree of any kind, and is usually completed exclusively online. [The online and off-campus course schedule is available to view online](). If students are interested in taking an endorsement course offered on the New Brunswick Campus, they must obtain special permission from the instructor.

Section 2: Plans for Current 2020-2021 Academic Year

The program's ongoing plans involve tightening oversight of course quality for courses delivered by non-full time faculty. The program has established a consistent pool of part time professionals and graduate students who deliver specific courses.

Beginning fall 2017, a new project site has been added to Sakai for the Educational Administration and Supervision faculty for the purpose of "housing" student data necessary for national accreditation.

Beginning fall 2017, syllabi for all courses have been revised to include and reflect the 2015 Professional Standards for Educational Leaders (PSEL) Standards.

Beginning January 19, 2018, a new collaborative initiative has been established between Rutgers and the Educational Services Commission of New Jersey Board of Directors. This collaboration enables a designated "advisory member" from the Rutgers Graduate School of Education to have a non-voting "seat" at monthly Board meetings along with 24 superintendents from all of the K-12 school districts in Middlesex County as well as 6 superintendents from school districts from other counties in New Jersey. This opportunity to collaborate with a multitude of K-12 school districts from all over the state has potential growth opportunities for all concerned. In particular, it can assist us in increasing enrollments in our Educational Administration and Supervision Programs.

Beginning fall 2019, a new program was introduced, Non-Degree School Administrator Certification program, designed to offer student the opportunity to complete coursework and clinical hours needed for NJ School Administrator Certification.

3: Program Syllabi

Syllabi for all courses are maintained in the ETPA department and specifically, syllabi for course in the certification program in Educational Administration are cross referenced to CAEP goals provided herein.

Section 4: Methods

Ongoing data collection and analysis for the Educational Administration certification programs involves both use of extant data from university and GSE data systems. The program also collects self-evaluation, instructor evaluation and supervisor evaluation from student internships. Select data sources and measures include the following:

Admissions Selectivity

Data Source: Graduate Student Manager

Measures:

GPA at admission

Progress to Completion

Time to completion from first semester of program activity

Formative Performance Measures

Course Grades/GPA

Summaries of the above measures are provided in the following section.

Section 5: Results and Discussion

Recent Supervisor's Endorsement Enrollments

Table 1.2a

Year		Total Students Enrolled During Year
2019-2020	Non Degree Endorsement	60
2018-2019	Non Degree Endorsement	78
2017-2018	Non Degree Endorsement	46

Completers of Supervisor's Endorsement

Table 1.2b

Year	Total Completing	Number of Students Per Year Initially Began Course Sequence								
		2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	
2019-2020	58	10	33	9	3	2	1			
2018-2019	56		11	28	10	4	1			
2017-2018	60			14	29	6	7	2	1	

Most Recent Graduate Degree GPA of Applicants Admitted to the Endorsement

(Applicants to the Endorsement are required to have completed at least a master's degree.)

Table 1.4b

Year Admitted	N	Mean	Std. Dev.
2019-2020	59	3.82	0.26
2018-2019	71	3.79	0.25
2017-2018	46	3.89	0.16

*59 students enrolled. Two students are missing Graduate Degree GPA data.

Grade Point Averages at Completion for Endorsement Students

Table 1.6

Endorsement Completion Year	Number of Students	Mean	St. Dev.
2019-2020	58	3.98	0.06
2018-2019	56	3.96	0.11
2017-2018	60	3.96	0.12

Maximum Grade = 4.0

Section 6: Plan for Closing the Loop in the Next Academic Year

As accreditation criteria move toward "outcome" measurement beyond program completion, our program plans to implement tracking of our graduates by two means. First, we intend to begin an annual e-mail based, web-survey based check in of our graduate's current career status, including the a) location of their employment, and b) job code (NJDOE or other state job classification) of their employment.

Secondarily, we intend to identify our current students and recent graduates in the statewide (NJ) public school district fall staffing reports held by NJDOE and typically released in the spring or summer following the collection. Once we have identified our students in the database, we are able to a) track their movement over time through career, job type and location moves and b) link our graduates based on their positions to a variety of other measures on the schools and districts in which they are employed.

Report for Non-Degree Principal Endorsement

Section 1: Program Learning Goals

This program allows a student to take coursework that leads to New Jersey Department of Education certification as a principal within an elementary or secondary school setting. The program is not aligned to any specific degree program, does not lead to a degree of any kind, and is usually completed at the New Brunswick campus with some online classes available.

Section 2: Plans for Current 2019-2020 Academic Year

The program's ongoing plans involve tightening oversight of course quality for courses delivered by non-full time faculty. The program has established a consistent pool of part time professionals and graduate students who deliver specific courses.

Beginning fall 2017, a new project site has been added to Sakai for the Educational Administration and Supervision faculty for the purpose of "housing" student data necessary for national accreditation.

Beginning fall 2017, syllabi for all courses have been revised to include and reflect the 2015 Professional Standards for Educational Leaders (PSEL) Standards.

Beginning January 19, 2018, a new collaborative initiative has been established between Rutgers and the Educational Services Commission of New Jersey Board of Directors. This collaboration enables a designated "advisory member" from the Rutgers Graduate School of Education to have a non-voting "seat" at monthly Board meetings along with 24 superintendents from all of the K-12 school districts in Middlesex County as well as 6 superintendents from school districts from other counties in New Jersey. This opportunity to collaborate with a multitude of K-12 school districts from all over the state has potential growth opportunities for all concerned. In particular, it can assist us in increasing enrollments in our Educational Administration and Supervision Programs.

Beginning fall 2019, a new program was introduced, Non-Degree School Administrator Certification program, designed to offer student the opportunity to complete coursework and clinical hours needed for NJ School Administrator Certification.

3: Program Syllabi

Syllabi for all courses are maintained in the ETPA department and specifically, syllabi for course in the certification program in Educational Administration are cross referenced to CAEP goals provided herein.

Ongoing data collection and analysis for the Educational Administration certification programs involves both use of extant data from university and GSE data systems.

The program also collects self-evaluation, instructor evaluation and supervisor evaluation from student internships. Select data sources and measures include the following:

Admissions Selectivity
      Data Source: Graduate Student Manager
      Measures:
            GPA at admission
            Progress to Completion
      Time to completion from first semester of program activity
Formative Performance Measures
            Course Grades/GPA
Summaries of the above measures are provided in the following section.

Section 5: Results and Discussion

Recent Principal Endorsement Enrollments

Table 1.2c

Year		Total Students Enrolled During Year
2019-2020	Non Degree Endorsement	5
2018-2019	Non Degree Endorsement	1
2017-2018	Non Degree Endorsement	2

Completers of Principal Endorsement

Table 1.2d

Year	Total Completing	Number of Students Per Year Initially Entering Program								
		2019-2020	2018-19	2017-18	2016-17	2015-16	2014-15			
2019-2020	0		1	1						
2018-2019	0		1							
2017-2018	0			1						

Grade Point Averages at Completion for Principal Endorsement Students

Table 1.7

Endorsement Completion Year	Number of Students	Mean	St. Dev.
2019-2020	0	-	-
2018-2019	0	-	-
2017-2018	1	3.96	-

Maximum Grade = 4.0

Report for Non-Degree School Administrator Endorsement

Section 1: Program Learning Goals

This program allows a student to take coursework that leads to New Jersey Department of Education certification as a principal within an elementary or secondary school setting. The program is not aligned to any specific degree program, does not lead to a degree of any kind, and is usually completed at the New Brunswick campus with some online classes available.

Section 2: Plans for Current 2019-2020 Academic Year

The program's ongoing plans involve tightening oversight of course quality for courses delivered by non-full time faculty. The program has established a consistent pool of part time professionals and graduate students who deliver specific courses.

Beginning fall 2017, a new project site has been added to Sakai for the Educational Administration and Supervision faculty for the purpose of "housing" student data necessary for national accreditation.

Beginning fall 2017, syllabi for all courses have been revised to include and reflect the 2015 Professional Standards for Educational Leaders (PSEL) Standards.

Beginning January 19, 2018, a new collaborative initiative has been established between Rutgers and the Educational Services Commission of New Jersey Board of Directors.
This collaboration enables a designated "advisory member" from the Rutgers Graduate School of Education to have a non-voting "seat" at monthly Board meetings along with 24 superintendents from all of the K-12 school districts in Middlesex County as well as 6 superintendents from school districts from other counties in New Jersey. This opportunity to collaborate with a

multitude of K-12 school districts from all over the state has potential growth opportunities for all concerned. In particular, it can assist us in increasing enrollments in our Educational Administration and Supervision Programs.

Beginning fall 2019, a new program was introduced, Non-Degree School Administrator Certification program, designed to offer student the opportunity to complete coursework and clinical hours needed for NJ School Administrator Certification.

3: Program Syllabi

Syllabi for all courses are maintained in the ETPA department and specifically, syllabi for course in the certification program in Educational Administration are cross referenced to CAEP goals provided herein.

Ongoing data collection and analysis for the Educational Administration certification programs involves both use of extant data from university and GSE data systems.

The program also collects self-evaluation, instructor evaluation and supervisor evaluation from student internships. Select data sources and measures include the following:

Admissions Selectivity
     Data Source: Graduate Student Manager
     Measures:
          GPA at admission
          Progress to Completion
     Time to completion from first semester of program activity
Formative Performance Measures
          Course Grades/GPA
Summaries of the above measures are provided in the following section.

Section 5: Results and Discussion

Recent *School Administrator Endorsement Enrollments

Table 1.2c

Year		Total Students Enrolled During Year
2019-2020	5	5

*Program began fall 2019.

Completers of *School Administrator Endorsement

Table 1.2d

Year	Total Completing	Number of Students Per Year Initially Entering Program								
		2019-2020								
2019-2020		5								

*Program began fall 2019.

Grade Point Averages at Completion for School Administrator Endorsement Students

Table 1.7

Endorsement Completion Year	Number of Students	Mean	St. Dev.
2019-2020	0	4.0	0

Maximum Grade = 4.0