IHE Master's of School Administration Performance Report

UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

2013 - 2014

Overview of Master's of School Administration Program

The Master of School Administration (MSA) Program at the University of North Carolina at Pembroke (UNCP) began as a collaborative degree program with East Carolina University. Through legislative action taken by the North Carolina General Assembly and the UNC Board of Governors, UNCP received approval to reinstitute its MSA program in July 2000. The MSA program at UNCP is housed in the School of Education and partners with the School of Graduate Studies to deliver the program. The performance indicators of the North Carolina Standards for School Administrators, Educational Leadership Constituent Council (ELCC), and the 2008 Interstate School Leaders Licensure Consortium (ISLLC) provide overarching guidance for the program. Professional and experienced faculty, all of whom hold the terminal degree, lead and teach in the program. The primary instructional approaches used to present course content reflect a constructivist model of teaching and learning that includes interactive seminars in which the professor and students engage in meaningful verbal inquiry into relevant educational issues. Other teaching methodologies include cooperative problem solving, case study reviews, interactive technology based exercises, and discussions of varied field-based experiences. The MSA program prepares students to meet the licensure requirements for the School Administrator Level I. The enrollment pattern is typically four semesters and two summer sessions, on a part-time basis. In 2006, the NC State Board of Education approved the reinstatement of the School Administration Add-on Licensure program at UNCP. The program was developed, admission criteria were defined, and courses were offered beginning in fall 2006. In June 2007, the first cohort of add-on program completers was recommended for licensure.

Special Features of the Master's of School Administration Program

The MSA candidates reflect the diversity of southeastern NC and contribute to the pool of minorities and women who become school leaders. Admission to the MSA program is a selective process, reflecting rigorous entrance requirements. Students entering either program must have completed 3 years of teaching experience, as well as meet respective admissions requirements. After an initial screening, eligible candidates for the add-on program are interviewed and submit a writing sample. Candidates accepted to the add-on program receive a plan of study after careful review of their credentials. Both the MSA and Add-on programs address the ELCC and North Carolina School Executive standards and require a yearlong internship. Candidates develop an extensive reflective Educational Leadership portfolio to demonstrate knowledge, skills and dispositions for effective school leadership. The MSA program continued to use TaskStream, a web-based performance assessment and electronic portfolio system. MSA candidates are able to maintain their administrative internship portfolio in an electronic format. All critical assignments in MSA courses were uploaded to the electronic portfolio. A pre- and post-self-evaluation was established in TaskStream for use in the Educational Leadership internship to assess areas of strength and areas for professional growth. School improvement topics are emphasized throughout the curriculum. Candidates develop and implement multiple school improvement projects, including change projects, climate studies, demographic profiles, and action research focusing on issues such as high school reform,

analysis of the NC Teacher's Working Conditions Survey, minority enrollment in classes/programs for advanced learners, dropout prevention, recruiting and retention, demographic profiles of school systems, assessment of safety, assessment of what is working in curriculum, and parental involvement. At program exit, candidates must pass an intensive oral examination administered by faculty. While completing the program, many candidates are appointed to administrative roles, typically including assistant principal and central office positions. The MSA program conducts an annual survey to assess candidate needs, with results being used to make program improvements. Examples include revisions to program curriculum and course schedules. In order to meet the personal/professional needs of candidates, varied course formats are offered. The entire curriculum has been developed in an online/hybrid format and courses are offered in both face-to-face and online/hybrid sections. Face-to-face courses are offered at on- and off-campus sites, primarily at regional community colleges. The program is strengthened by bringing in guest speakers that included an LEA curriculum director, four attorneys with statewide reputation, a local finance officer, a public information officer, a director of human resources, service area principals and assistant principals, and a school counselor as well as the Senior Fellow from the American Council of Education.

Direct and Ongoing Involvement with and Service to Public Schools

LEAs/Schools with whom the Institution has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools and Rationale	Activities and/or Programs Implemented to Address the Priorities	Starting and Ending Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett (new in 2013), Hoke, Lee (new in 2013), Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City	Delivery of high quality professional development for preservice teachers	One-day workshop on School Law for student teachers	8-15-13	65+	Law workshop for fall semester student teachers.
LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett	Delivery of high quality professional development for	One-day workshop	1-14-14	65	Law workshop for spring semester student teachers.

LEAs/Schools with whom the Institution has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools and Rationale	Activities and/or Programs Implemented to Address the Priorities	Starting and Ending Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
(new in 2013), Hoke, Lee (new in 2013), Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City	preservice teachers				
LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett (new in 2013), Hoke, Lee (new in 2013), Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City	Improvement of communication and service to the regional school districts	Visited or talked with each district Superintendent to seek advice about the UNCP MSA Program and offer any assistance to the district as requested.	Year long	14	Met with each Superintendent and offered MSA Program support and services, and sought advice and suggestions on the UNCP MSA Program.
LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett (new in 2013), Hoke, Lee (new in 2013), Montgomery, Moore, Richmond, Robeson,	Telephone support to former students who called for advice	Provided advice for those who called	Year long	45+	Provided advice to former graduates who called about school law and other professional growth issues.

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Scotland, and Whiteville City					
Lee, Sampson, and Cumberland	Improvement of communication and service to the regional school districts	Three information sessions held at Lee County Schools Central Office and one in Sampson County and one in Cumberland County	August, 2013 – May, 2014	50+	Met individuals interested in MSA Program and attempted recruitment and provided information.
Sandhills Region Education Consortium	Delivery of high quality professional development for teachers and administrators	Numerous sessions to meet curriculum and professional content needs	Year long	23	Provided curriculum and content for regional leadership program
LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett (new in 2013), Hoke, Lee (new in 2013), Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City	Delivery of high quality professional development for teachers and administrators	MSA Drive In Conference provided support for local school systems in curriculum and in legal issues.	April 29, 2014	50+	Support provided by presentations on Curriculum and on Legal Issues of the day.
Bladen,	Seek advice and	MSA Advisory	September	9	Received input from

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Cumberland, Richmond, Moore, Lee, Columbus, Robeson, Sampson, Hoke and Scotland	input from school leaders as to what they need from UNCP.	Committee composed of	23, 2013		leaders in our service area and suggestions for their needs.
Bladen County School District and Bladen Community College	Collaboration with our service area.	Grant Development: Implementing the Common Core	2014	5	Worked with Bladen County School District and Bladen Community College to develop a grant request to be used in implementing the Common Core Standards.
LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett (new in 2013), Hoke, Lee (new in 2013), Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City	Providing support for SBE priorities.	High School Mathematics Collaborative: Implementing the Common Core State Standards	2014	100+	Developed a Math Collaborative in Region IV.

II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time					
	Male			**Female**	
Graduate	American Indian/Alaskan Native	7	American Indian/Alaskan Native		6
	Asian/Pacific Islander		Asian/Pacific Islander		
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin		21
	Hispanic		Hispanic		1
	White, Not Hispanic Origin	19	White, Not Hispanic Origin		31
	Other		Other		2
	Total	**29**	**Total**		**61**
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native		2
	Asian/Pacific Islander		Asian/Pacific Islander		
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin		
	Hispanic		Hispanic		
	White, Not Hispanic Origin	1	White, Not Hispanic Origin		1
	Other		Other		
	Total	**2**	**Total**		**3**
Part Time					
	Male			**Female**	
Graduate	American Indian/Alaskan Native	1	American Indian/Alaskan Native		1
	Asian/Pacific Islander		Asian/Pacific Islander		
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin		3
	Hispanic		Hispanic		
	White, Not Hispanic Origin	7	White, Not Hispanic Origin		6
	Other	2	Other		
	Total	**11**	**Total**		**10**
Licensure-Only	American Indian/Alaskan Native	1	American Indian/Alaskan Native		
	Asian/Pacific Islander		Asian/Pacific Islander		
	Black, Not Hispanic Origin		Black, Not Hispanic Origin		
	Hispanic		Hispanic		
	White, Not Hispanic Origin	1	White, Not Hispanic Origin		2
	Other		Other		
	Total	**2**	**Total**		**2**

B. Quality of students admitted to programs during report year.

MSA	
MEAN GPA	3.20
MEAN MAT New Rubric	399
MEAN MAT Traditional	*
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	10.84
NUMBER EMPLOYED IN NC SCHOOLS	109
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	

C. Program Completers (reported by IHE).

Program Area	Masters Degree		Graduate Licensure Only	
PC **Completed program but has not applied for or is not eligible to apply for a license** **LC** **Completed program and applied for license**	PC	LC	PC	LC
School Administration	5	20	3	1
Comment or Explanation:				

D. Time from admission into School Administration program until program completion.

Full Time						
	3 or fewer semesters	**4 semesters**	**5 semesters**	**6 semesters**	**7 semesters**	**8 semesters**
Masters-First Awarded						
G Licensure Only	1	2				
Part Time						
	3 or fewer semesters	**4 semesters**	**5 semesters**	**6 semesters**	**7 semesters**	**8 semesters**
Masters-First Awarded						
G Licensure Only			1			
Comment or Explanation						