

2017-2018

IHE Master's of School Administration Performance Report

University of North Carolina at Pembroke



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of Master of School Administration Program

The MSA program at UNCP is housed in the School of Education and partners with the Graduate School to deliver the program. The performance indicators of the North Carolina Standards for School Executives, Educational Leadership Constituent Council (ELCC), and the 2008 Interstate School Leaders Licensure Consortium (ISLLC) provide overarching guidance for the program. A transition to the 2015 PSEL (Professional Standards for Educational Leaders) will take place during 2018-19. Professional and experienced faculty, all of whom hold the terminal degrees in educational leadership and school administration and superintendent licensure, 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 addition to the MSA degree program, UNCP offers an Administration Add-on Licensure program. The program was developed, admission criteria were defined, and courses were offered beginning in fall 2006.

Special Features of the Master of School Administration Program

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 the degree or add-on licensure 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 year-long internship. Candidates develop an extensive reflective Educational Leadership portfolio to demonstrate knowledge, skills and dispositions for effective school leadership. The MSA program collects, evaluates, and analyzes program data using 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 are 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: comprehensive community engagement project (EDNL 5030), in-depth curriculum analysis project (EDNL 5850), change projects, climate studies, demographic profiles, 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; results are used to make continuous 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. 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, who are recognized school executives. For example, during 2017-2018 academic year, the program held a leadership conference that included a keynote address and a panel discussion of regional and state-level educational leaders. During the 2017-18 academic year, the MSA program continued to partner with the Sandhills Regional Educational Consortium (SREC) on a grant funded by the State Education Assistance Authority. The grant aimed to provide a high quality principal preparation program for the 13 county service area in southeastern North Carolina. This partnership prepared over 25 school leadership students over the course of the initial grant.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

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II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the MSA Program

Number of Students Who Applied to the MSA Program	
Gender	Number
Male	8
Female	21
Race/Ethnicity	Number
Asian/Pacific Islander	1
African American	5
Hispanic	0
American Indian/Alaskan	3
White	20
Other	0

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

Full-Time				
	Male		Female	
MSA	Am Indian/Alaskan Native	2	Am Indian/Alaskan Native	5
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	4
	Hispanic	0	Hispanic	0
	White	9	White	20
	Other	1	Other	1
	Total	13	Total	31
Licensure-Only	Am Indian/Alaskan Native	1	Am Indian/Alaskan Native	3
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	10
	Hispanic	0	Hispanic	0
	White	3	White	11
	Other	1	Other	0
	Total	6	Total	24
Part-Time				
	Male		Female	
MSA	Am Indian/Alaskan Native	1	Am Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	0
	White	4	White	3
	Other	0	Other	0

	Total	5	Total	6
Licensure-Only	Am Indian/Alaskan Native	1	Am Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White	2	White	4
	Other	0	Other	0
	Total	3	Total	4

C. Program Completers (reported by IHE). Those students that have completed the program requirements but have not applied for or are not eligible to apply for a license

Program Area	Master's Degree		Graduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
UNC-Pembroke		12		18

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

Measure	Graduate
MEAN GPA	3.75
MEAN MAT Electronic Rubric	398.50
MEAN MAT Written	*
MEAN GRE Electronic	*
MEAN GRE Written	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	11.43
NUMBER EMPLOYED IN NC SCHOOLS	87
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation:	

E. Time from admission into the graduate teacher education program until program completion

	Full Time					
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
MSA Degree	2	7	1	1	0	0
MSA License Only	3	11	0	0	0	0

Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
MSA Degree	0	0	0	0	0	1
MSA License Only	0	0	1	2	0	0
Comment or Explanation:						