

IHE Master's of School Administration Performance Report

Gardner-Webb University

2006 - 2007

Overview of Master's of School Administration Program

The focus of the School Administration (K-12) program is to prepare experienced teachers to serve as educational leaders and school executives in both theory and practice. The courses in the program reflect the conceptual framework of all GWU licensure preparation programs and all MSA candidates have the opportunity to study theory and the application of theory in all classes through field experiences, projects, and ultimately through their year-long internship. Through the courses candidates rediscover existing dispositions and develop new dispositions relative to effective school leadership. A minimum of three years of successful experience as a classroom teacher is recommended for entry into this program. Those with the appropriate degree and credentials may enter the two-and one-half-year program leading to a Master of Arts degree in school administration, which is a thirty-six-semester-hour program that includes a year-long, six-semester-hour internship. The MSA program is designed for the working educator and is a part-time program with classes offered in the evenings. Gardner-Webb University has the only part-time MSA program in the North Carolina and it is also the largest program in the state. Based on requests and support from the LEAs, we currently offer our MSA program at six sites across North Carolina (Boiling Springs, Burke County, Charlotte, Davidson County, Winston-Salem, Statesville). The ten courses that comprise the degree content are offered on a specific rotation, which differs at each site, and candidates have the published course order at the initial class meeting. The six semester hours of internship are offered each term (fall, spring, summer) at our Boiling Springs, Charlotte, and Statesville sites. The MSA program is planned for candidates to take one course in the fall semester, one course in the spring semester, and two courses during the summer. However, because of the number of clusters available and the difference in course rotations, candidates frequently accelerate their programs by driving to other sites and taking additional courses. In order to be recommended for a School Administration license in North Carolina, candidates must make a satisfactory score on the current state leadership examination. Gardner-Webb University has a 100% pass rate on the state leadership examination.

Special Features of the Master's of School Administration Program

Gardner-Webb University has a reputation for positively responding to educational needs across the region and state. This response has generated our unique characteristic of taking our program to sites where there is a need. We have studied the distance learning and on-line possibilities for the program and have delivered three of the courses within the WebCT format. With the State Board of Education policy reinstating the add-on MSA license, we tried to anticipate the needs of those candidates who already have master's degrees. During the 2006-2007 academic year we saw a tremendous growth in our add-on MSA program, primarily because of the online delivery system for the courses. We continue to feel strongly committed to face-to-face interaction with our graduate candidates but understand the need to provide an alternate delivery system to better meet the needs of our candidates and school systems. During 2006-2007 we offered our MSA program at six sites – Mecklenburg County, Forsyth County, Iredell County, Davidson County, Burke County, as well as on our Boiling Springs Campus in Cleveland County. All new sites began with a request from the area school administrators or superintendents. The request was followed by an interest survey conducted by the Graduate School. When the results of the survey were tabulated, the Graduate Dean and MSA Coordinator conducted an organizational meeting with all interested persons. At that point the date for the initial class offering was established and the cluster began. Although there are also other institutions offering programs (including the MSA) within these service areas, the GWU program is continuously requested and well-supported by public school personnel. The GWU program is the only part-time MSA program in the state and is also the largest MSA program in North Carolina. Because of the format of the curriculum, we staff the classes primarily with full-time GWU MSA faculty, using adjuncts sparingly. Our full-time faculty members mentor the adjuncts we do use extremely well and we are fortunate to have a cadre of excellent adjunct faculty, as indicated by our graduate student assessments. Our graduate students do exceptionally well on the State School Leadership Assessment and are our best marketing device. Our placement rate is excellent, with many of our candidates in assistant principal roles prior to the completion of their programs. In the Western Piedmont of North Carolina and in cities such as Charlotte with a major university, GWU has a strong presence in the preparation of P-12 school administrators.

Direct and Ongoing Involvement with and Service to Public Schools

Although there is not a separate and distinct graduate and undergraduate faculty with teaching responsibilities only on one level at GWU, within the School of Education there are six faculty members who primarily teach the MSA courses. A new SOE faculty position was approved to begin in the fall of 2007, so a successful search was conducted during the 2006-2007 academic year. Because of the growth in the MSA program, the University administration is very responsive to the need for additional faculty positions, and one has been added to cover the growth in our MSA and other graduate programs each year for the last four years. In addition to our full-time faculty, we also used six adjuncts this year. Our six adjuncts are all practicing school administrators or central office personnel. Despite their heavy teaching responsibilities and the travel time to our

different centers, the full-time MSA faculty have continued to provide service to school districts. In addition to the formal agreements that drive specific projects with school systems, faculty continued working with beginning administrators in the Catawba County and Union County school systems through our administrative mentoring program for beginning administrators and our leadership academy for career principals. One full-time faculty member continued working with the Beginning Teacher Assistance program in Cleveland County; another remains heavily involved with mentoring new principals in three additional counties (Wilkes, Forsyth, and Catawba). Several faculty assisted in planning and delivering staff development to teachers and principals. One faculty member worked with two school districts in the area of technology and he has developed an electronic employee evaluation system. The faculty members with primary responsibility for this program have the reputation within our service area of currency in research and best practices in educational leadership and are often called upon to serve as resources to principals and superintendents.

LEAs/Schools with whom the Institution has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
Gardner-Webb University does not have separate undergraduate, graduate, and MSA faculties. The activities listed below involved faculty who teach in the undergraduate, graduate, and MSA programs.			
Cleveland County Schools	Strong Family, Community, and Business Support: - Evaluate after-school remediation program - Facilitate community involvement in after-school program	- Collected and analyzed data on after-school remediation program - Compiled narrative report - Conducted curriculum training - Provided reports to Board - Examined evidence of sustainability	After-school remediation program was modified and funding was continued.
Alexander County Schools	Safe, Orderly, and Caring Schools: - Assist middle school in identifying management skills - Provide consultation	- Conducted staff development in classroom management - Conducted staff development in collaborative culture	School plans to deal directly with discipline and/or management issues were modified or developed.
Winston-Salem/Forsyth County Schools	High Student Performance: - Examine School cultures of identified schools - Assess leadership contribution to school culture	- Collected and analyzed data on school cultures - Created leadership profile related to school cultures - Conducted collaborative leadership training - Conducted "high performance" training	Developed a plan that profiles school cultures, school leadership as it influences school cultures and remediation activities which may be used by the school system in schools in which school climate and/or leadership may have a negative effect on student performance.
Cleveland County Schools	High Student Performance: - Participate in planning for Early College at Cleveland	- Participate as member of leadership team to plan for implementation of early college at	This initiative is just beginning and this year's activities centered around gathering data on other early college programs.

LEAs/Schools with whom the Institution has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
	Community College	CCC - Visit early college sites at other community colleges	Research was done and programs were visited. Information about the programs is being compiled in a report.

Support for Beginning Administrators

The MSA faculty members have a strong relationship with beginning administrators, both those who have completed our program and those with whom they come in contact in the schools. All MSA faculty have served as school assistant principals and principals and have excellent understanding of the needs of beginning administrators. We have developed and continue to present a mentor program for new administrators that deals with leadership, communications, cultural development, diversity, equity, global perspectives, and instructional needs. Faculty have worked with beginning administrators both in small groups and individually to assist their growth in these areas. MSA faculty work with the Principal's Executive Program and the Southwest Alliance to provide training and staff development sponsored by those organizations. Additional staff development has been provided on high performing organizations, curriculum development, learning communities, block scheduling, early college initiatives, and high school redesign. One of the primary means MSA faculty have to provide support for beginning administrators is their presence in the schools. The faculty members are in constant contact via telephone and electronic mail with school administrators, both beginning and veteran, and are very responsive to the needs determined in conversations. Faculty will provide updates, workshops, staff development, or other identified resources, as needed and requested.

Support for Career Administrators

The MSA faculty members are dedicated to preparing and supporting educational leaders in the P-12 schools. They continue to share their leadership academy to assist career administrators with the continuing development of their own leadership skills. In addition, faculty have assisted career administrators with grant writing and research projects specific to schools and school systems. They have also provided staff development dealing with a variety of topics for career administrators (e.g., high school redesign, early college initiatives) and serve as advisors to superintendents and other central office administrators relative to leadership issues on the school level. One of the main ways that MSA faculty provide support for career administrators is their presence in the schools. Faculty members supervise administrative internships and are in schools across western North Carolina. The faculty members are also in constant contact via telephone and electronic mail with school administrators, both beginning and career, and are very responsive to the needs determined in conversations. They will provide updates, workshops, staff development, or other identified resources, as needed and requested.

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	0	American 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, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	1	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	38	Black, Not Hispanic Origin	118
	Hispanic	1	Hispanic	0
	White, Not Hispanic Origin	149	White, Not Hispanic Origin	240
	Other	2	Other	1
	Total	191	Total	362

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

Masters	
MEAN GPA	3.05
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	N/A
NUMBER EMPLOYED IN NC SCHOOLS	N/A

C. Program Completers (reported by IHE).

Program Area	Masters 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				
School Administration	40		76	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						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded		3	8	15	21	53
G Licensure Only	8					
Comment or Explanation						

E. Scores of school administrators on the SLLA.

2005 - 2006 School Administrator Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
School Leadership Exam	124	100
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

F. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

Satisfaction with...	Program Completers	Employer
quality of school administration program.	3.74	3.69
preparation to use technology.	3.41	3.56
preparation in instructional leadership.	3.67	3.60
preparation to assist teachers in meeting the needs of diverse learners.	3.56	3.56
Number of Surveys Received	61	43
Number of Surveys Mailed	121	121