

IHE Master's of School Administration Performance Report

Elizabeth City State University

2010 - 2011

Overview of Master's of School Administration Program

The MSA Program at ECSU is a 36 semester hour program that combines graduate classroom preparation with field-based practicum experiences to provide candidates with the knowledge, skills, and dispositions to help them become highly qualified building level administrators and school leaders who are informed, competent, effective decision-makers. The program provides the two options of full-time and extended study for candidates to complete the program. Through problem based learning experiences and an intensive internship, candidates are given opportunities to develop and use the required standards-based skills for successful school leadership. Working collaboratively with school districts, the university, and candidates, faculty in the MSA program create and facilitate opportunities for candidate learning that respond to his/her strengths, challenges, and experiences in preparing to become a prospective school principal.

Special Features of the Master's of School Administration Program

The School of Education & Psychology has responded to the needs of the service area by developing a program to prepare school leaders. This new program is designed to meet the challenge of improving the preparation of school leaders. It has a focus of helping school leaders meet local, state, and national expectations by transforming the way in which students are educated for this global economy. A special feature of the MSA program is the on-the-job learning that puts teaching and learning at the core of the internship experience. Candidates begin the internship by engaging in a standards-based self-assessment that is used in the formulation of the internship development plan. In October 2009 the Masters of School Administration Program was awarded a \$2.9 million grant geared towards the preparation of 54 new principals and assistant principals from nine school districts in northeastern North Carolina. In addition, 80 current school executives will be retooled and provided current best practices that will improve their skills as instructional leaders.

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	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Warren County, Weldon City, Northampton, Edgecombe, Bertie, Washington, Edenton-Chowan, Perquimans, Pasquotank	To prepare 54 newly certified school leaders with a MSA and to retool 80 principals and assistant principals as instructional leaders. Rationale-The new need for new instructional leaders that meets state expectations.	Participants engaged in activities such as seminars, teleconferences, workshops. Also involved in problem-based learning initiatives geared toward enhancement of the school principal as an instructional leader.	Fall 2009 – Fall 2014	18	Currently, 34 students are enrolled in the Master for School Administration Program. Professional development has been implemented on problem based learning initiatives. The first graduates are expected in Fall 2011.

Support for Beginning Administrators

SOEP faculty members collaborate with school and district administrators to identify specific needs and design and present workshops for school personnel. For example, school leaders expressed the need for more science and mathematics knowledge and skills for teachers and themselves. Some of the aspiring school administrators and some of the current ones enrolled in the hands-on science courses that were offered and coached at their school sites. MSA students are invited to professional development opportunities on campus, and participate occasionally in field-based research projects conducted by faculty. One MSA student serves on the university graduate council. MSA faculty members routinely visit internship sites, invite field mentors to serve as seminar guest speakers, solicit and share information with students about prospective positions available in the region, and write formal letters of recommendation on behalf of graduates. MSA faculty also provided formal mentoring to newly appointed assistant principals and principals.

Support for Career Administrators

The coordinator and faculty members of the MSA program were involved with several schools and districts over the past year. The MSA coordinator worked with candidates to develop and deliver professional development experiences. In an effort to ensure the success of the MSA candidates and other professionals seeking licensure, the MSA program provided SLLA Exam prep sessions.

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		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	6	Black, Not Hispanic Origin	17
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	10
	Other		Other	
	Total	12	Total	28
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	6
	Hispanic	1	Hispanic	
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	10
	Other		Other	
	Total	5	Total	16

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

Masters	
MEAN GPA	3.73
MEAN MAT New Rubric	391
MEAN MAT Traditional	*
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	1,021
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	N/A
NUMBER EMPLOYED IN NC SCHOOLS	N/A
* 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	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license	PC	LC	PC	LC
LC Completed program and applied for license				
School Administration	3	21	5	4
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						4
G Licensure Only						1
Comment or Explanation						

E. Scores of school administrators on the SLLA.

2009 - 2010 School Administrator Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
School Leadership Exam	26	96
* 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.

Due to several factors affecting survey responses, survey results will not be reported at the institutional level this year.
