

IHE Master's of School Administration Performance Report

UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

2014 - 2015

Overview of Master's of School Administration Program

The current 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 former stand-alone 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 and appropriate 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 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 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 yearlong internship. Candidates develop an extensive reflective Educational Leadership portfolio to demonstrate knowledge, skills and dispositions for effective school leadership. The MSA program continues 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 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, 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. During 2014-2015, these speakers included the Director of Communication Services for the Department of Public Instruction, the State Superintendent, an LEA curriculum director, four attorneys with statewide reputation, a local finance officer, a public information officer, a director of human resources, regional principals, assistant principals, and a school counselor.

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, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City	Delivery of high quality professional development for pre-service teachers	One-day workshop on School Law for student teachers	8-21-14 1-13-15	113+	Law workshop for fall and spring semester student teachers while they are working in public schools.
LEAs: Anson, Bladen, Columbus, Cumberland, Ft.	Improvement of communication and service to the regional	Visited or talked with each regional Superintendent to seek advice about	Year long	14	Met with or communicated with each Superintendent and offered MSA Program support and services, and

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Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City	school districts	the UNCP MSA Program and offered any assistance to the district as requested.			sought advice and suggestions on the UNCP MSA Program.
LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City	Telephone, email, and individual appointments providing support to former students	Provided advice and informal mentoring	Year long	60+	Provided advice to former graduates about school law and other professional growth needs.
LEAs: Cumberland, Lee, Sampson	Improvement of communication and service to the regional school districts	Two information sessions held at Sandhills Community College, and Richmond Community College	August, 2014 – May, 2015	15+	Met with individuals interested in the 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	15	Provided curriculum and content for regional leadership program

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LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, 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 legal issues. Invited the Regional Superintendent of the Year as keynote speaker and a consultant from the New Teacher Support Center.	January 28, 2015	50+	Provided presentations on leadership, positive teaching, learning conditions, and the use of the NC Working Conditions Survey for school improvement and planning.
LEAs: Bladen, Columbus, Cumberland, Hoke, Lee, Moore, Richmond, Robeson, Sampson, and Scotland	Seek advice and input from school leaders as to what they need from UNCP.	MSA Advisory Committee composed of superintendents, assistant superintendents, principals, and teachers.	November 19, 2014	9	Received input from leaders in our service area and suggestions for their needs.
LEAs: Bladen	Collaboration with UNCP service region.	Assistant Principal Leadership Academy	2014-2015 7 meetings throughout the year.	15	Provided leadership development for assistant principals.
LEAs: Robeson	Responded to a Request from the Purnell Swett High School for Support	Provided Legal Update for the entire faculty	11-25-14	103+	Reviewed the actions of the recent General Assembly Session and answered questions from the faculty along with what the law requires of teachers and administrators.
LEAs: Sampson	Responded to a Request from Midway High	Provided Legal Update for the entire faculty	10-1-14	40	Reviewed the actions of the recent General Assembly Session and

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	School for Support				answered questions from the faculty along with what the law requires of teachers and administrators.
LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City	Support for school executives pursuing their doctorate via the ECU-UNCP partnership.	Two faculty members served on eleven doctoral committees in support of our former students	All year	11	Faculty serving as doctoral dissertation committee members in an ECU-UNCP partnership to assist eleven school executives in region complete their research on field-based public schools' topics
LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City	Delivery of high quality professional development for teachers and administrators	Presentations for regional schools.	Throughout the year	45+	Topics included classroom management; school and classroom climate; recruiting, interviewing, and retaining quality teachers; interviewing for the Assistant principal position; and strategies for serving LGBT students

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	4	American Indian/Alaskan Native	6
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	20
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	16	White, Not Hispanic Origin	21
	Other		Other	2
	Total	21	Total	50
Licensure-Only	American Indian/Alaskan Native	1	American Indian/Alaskan Native	2
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	5
	Other		Other	
	Total	3	Total	8
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	2	American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	3
	Hispanic		Hispanic	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	3
	Other	1	Other	
	Total	5	Total	7
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	2	White, Not Hispanic Origin	1
	Other		Other	
	Total	2	Total	1

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

MSA	
MEAN GPA	3.17
MEAN MAT New Rubric	399.30
MEAN MAT Traditional	*
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	10.62
NUMBER EMPLOYED IN NC SCHOOLS	91
* 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	No Completers			
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	1	9	2	5	0	0
G Licensure Only	0	1	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded	0	0	0	3	1	2
G Licensure Only	0	3	0	2	0	0
Comment or Explanation						