

# IHE Master's of School Administration Performance Report

## Western Carolina University

2014 - 2015

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### Overview of Master's of School Administration Program

The Master's of School Administration (MSA) Program at WCU includes a 39 semester hour program for students completing a master's degree and a 24 semester hour program (Post Masters Certificate in Public School Licensure/PMC) for students who already have a master's degree. Most of our students are employed in educational settings and complete course work on a part time basis. The PMC program can be completed in 5 semesters and the MSA program can be completed in 6 or 7 semesters. We serve NC Principal Fellows Program by offering a compressed completion schedule for the MSA, which spans 4 semesters of full time study and a full school year of internship as acting assistant principal.

Successful completion of either program leads to licensure as a school principal. Students in the master's program complete foundations courses prior to entering the leadership core where they attend a face-to-face orientation with the PMC students. Each cohort is comprised of PMC and MSA students; completes 4 courses specific to school leadership; 6 semester hours of internship; and 3 one-semester hour courses of law based seminars. Students are responsible for completing 86 managerial core activities during their 3 internship courses and also lead a school improvement project within their school during their final 5 semesters in the program.

### Special Features of the Master's of School Administration Program

Improvement projects are planned, implemented and assessed in line with a traditional change process to help students understand how change occurs at various levels of the school organization. Each project is based on a site-specific problem or concern in order to improve school culture, student achievement or address another identified building wide concern. All instruction is delivered online using the Blackboard 9 platform. Some instructors and courses include synchronous live meetings for students and all courses include asynchronous discussions.

Students in both the MSA and the PMC are visited at their school site, during their time in the program by university faculty who serve as their internship supervisors. Students currently working in the regions far from instructors or outside of North Carolina are visited virtually using Go To Meeting or other synchronous digital connection means. Mentor principals are identified by each student and support completion of the required school based work. MSA students complete 2 one-semester hour elective courses. The elective courses are offered based on interest and needs identified by local principals and district leaders. This year's electives are: Leading School Safety; The Role of Assistant Principal, Leading RtI (Response to Intervention); Cognitive Coaching and Urban School Leadership.

## Direct and Ongoing Involvement with and Service to Public Schools

Two faculty members have served this year as members of accreditation teams. One serves as an advocate for parents of a two students with a disability. Two faculty members serve as WCU liaisons to regional service alliance committees, one on the curriculum council and the other as a representative on the superintendents' council. One faculty member serves Watauga, Buncombe, and Haywood County schools as a consultant assisting principals in establishing and reorganizing professional learning communities. All faculty members serve one or more program completers per year with continuing support of the student's change project or as an informal mentor. One faculty member serves as a consultant to the Jamaican Ministry of Education and the director of the WCU Educational Supervision International Programs. Faculty have served on various local committees including: serving on and directing doctoral students disquisition work; providing recommendations to school boards on current issues such as testing; and linking practitioners to scholars in the field of educational leadership.

| 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   |
|---|---|--|------------------------------|---|--|
| Regional-WNC<br>Asheville City  | 21st Century Priorities:<br>21st Century Professionals,<br>Leadership Guides<br>Innovation. | Read to Succeed<br>Training and<br>Volunteering                  | Fall, 2013<br><br>45 hours   | 8 Students<br><br>8 Parents<br><br>6 Teachers<br><br>3 Administrators | Training – Read to Succeed method<br><br>Tutoring  |
| Regional-WNC<br>Buncombe County                                       | 21st Century Priorities:<br>21st Century Professionals,<br>Leadership Guides<br>Innovation. | Collaborative Learning<br>Community                              | Fall, 2013<br><br>7 meetings | 7 Administrators  | Consultation and professional<br>development with principals to help<br>them align learning communities<br>with each school’s desired outcome:<br>the advancement of student teacher<br>learning |
| WRESA Western<br>Region Education<br>Service Alliance                 | 21st Century Priorities:<br>21st Century Professionals,<br>Leadership Guides<br>Innovation. | WRESA Curriculum<br>Council                                      | Monthly                      | 40 Administrators   | Council participant  |

## 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     | 2         | White, Not Hispanic Origin     | 1         |
|                | Other                          |           | Other                          |           |
|                | <b>Total</b>                   | <b>2</b>  | <b>Total</b>                   | <b>1</b>  |
| 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                          |           |
|                | <b>Total</b>                   |           | <b>Total</b>                   |           |
| Part Time      |                                |           |                                |           |
|                | Male                           |           | Female                         |           |
| Graduate       | American Indian/Alaskan Native | 1         | American Indian/Alaskan Native | 2         |
|                | Asian/Pacific Islander         |           | Asian/Pacific Islander         | 2         |
|                | Black, Not Hispanic Origin     |           | Black, Not Hispanic Origin     | 2         |
|                | Hispanic                       |           | Hispanic                       |           |
|                | White, Not Hispanic Origin     | 31        | White, Not Hispanic Origin     | 52        |
|                | Other                          |           | Other                          | 2         |
|                | <b>Total</b>                   | <b>32</b> | <b>Total</b>                   | <b>60</b> |
| 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                          |           |
|                | <b>Total</b>                   |           | <b>Total</b>                   |           |

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

| <b>MSA</b>  |        |
|---|--------|
| MEAN GPA  | N/A    |
| MEAN MAT New Rubric   | 406.66 |
| MEAN MAT Traditional  | N/A    |
| MEAN GRE New Rubric   | 299.30 |
| MEAN GRE Traditional  | 932.90 |
| MEAN NUMBER OF YEARS TEACHING EXPERIENCE  | 10.19  |
| NUMBER EMPLOYED IN NC SCHOOLS   | 82     |
| * To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed. |        |

**C. Program Completers (reported by IHE).**

| <b>Program Area</b>   | <b>Masters Degree</b> |           | <b>Graduate Licensure Only</b> |           |
|---|-----------------------|-----------|--------------------------------|-----------|
|   |                       |           |                                |           |
| <b>PC</b><br><b>Completed program but has not applied for or is not eligible to apply for a license</b> | <b>PC</b>             | <b>LC</b> | <b>PC</b>                      | <b>LC</b> |
| <b>LC</b><br><b>Completed program and applied for license</b>   |                       |           |                                |           |
| School Administration   | 1                     | 31        |                                |           |
| Comment or Explanation:   |                       |           |                                |           |

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

| <b>Full Time</b>       |                             |                    |                    |                    |                    |                    |
|------------------------|-----------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
|                        | <b>3 or fewer semesters</b> | <b>4 semesters</b> | <b>5 semesters</b> | <b>6 semesters</b> | <b>7 semesters</b> | <b>8 semesters</b> |
| Masters-First Awarded  | 1                           | 1                  | 0                  | 4                  | 0                  | 0                  |
| G Licensure Only       | 0                           | 0                  | 0                  | 0                  | 0                  | 0                  |
| <b>Part Time</b>       |                             |                    |                    |                    |                    |                    |
|                        | <b>3 or fewer semesters</b> | <b>4 semesters</b> | <b>5 semesters</b> | <b>6 semesters</b> | <b>7 semesters</b> | <b>8 semesters</b> |
| Masters-First Awarded  | 0                           | 0                  | 10                 | 0                  | 0                  | 0                  |
| G Licensure Only       | 0                           | 12                 | 0                  | 1                  | 0                  | 0                  |
| Comment or Explanation |                             |                    |                    |                    |                    |                    |
|                        |                             |                    |                    |                    |                    |                    |