

2015-2016

IHE Master's of School Administration Performance Report Western Carolina University



Public Schools of North Carolina State Board of Education Department of Public Instruction

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 programs 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.

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

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

| | |
|---|--|
| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | Rutherford and Buncombe County - WCU has applied for a Wallace grant for funding to implement the proposal to provide training and mentorship for school leaders. The work has not yet been initiated. |
| Priorities Identified in Collaboration with LEAs/Schools | Support leadership growth and development for pre-service leaders as principals and assistant principals in the western most counties of North Carolina. The proposal would allow local superintendents and school districts to collaborate with Western Carolina University to educate and mentor school leaders. |
| Activities and/or Programs Implemented to Address the Priorities | The university initiated a comprehensive MSA/PMC self-study and submitted a comprehensive proposal for a grant from the Wallace Foundation. |
| Start and End Dates | November 2015 - June 2016 |
| Number of Participants | To be determined |
| Summary of the Outcome of the Activities and/or Programs | This is the initiation stage of the collaboration with Rutherford and Buncombe county schools. A grant proposal was submitted to the Wallace Foundation for funding this initiative. |
| | |
| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | Western Carolina University SUTEP grant with Henderson and Burke County |
| Priorities Identified in Collaboration with LEAs/Schools | Mentoring first-year principals |
| Activities and/or Programs Implemented to Address the Priorities | SUTEP Grant with Henderson County and Burke County Mentoring Leadership |
| Start and End Dates | Fall 2014 - current |
| Number of Participants | 9 Henderson County principals and their mentors |
| Summary of the Outcome of the Activities and/or Programs | Continuation of the program was granted through continued funding and constituent request. Each participant requested that the support of the mentoring program and individual mentor connection be maintained. Principals reported an increase in their own self-efficacy. |
| | |
| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | Collaboration with WRESA (Western Regional Educational Service Alliance) with 8 regional districts to initiate NCSELP (North Carolina School Educational Leadership Program) |

| | |
|--|--|
| Priorities Identified in Collaboration with LEAs/Schools | <p>Western Carolina University and the Western Region Education Service Alliance (WRESA) are collaborating to offer the North Carolina School Executive Leadership Program (NCSELP). We offer aspiring and current school administrators the opportunity to earn either a Masters in School Administration with a certificate toward principal licensure or, for those who have already earned their master's degree, a Post-Master's Certificate toward principal licensure.</p> <p>Our unique program design integrates three primary components: (1) the North Carolina Standards for School Executives, (2) research-based program experiences for developing quality school leaders, and (3) the leadership needs of regional school districts as identified by practicing superintendents. It is our goal to work collaboratively to provide excellent professional learning opportunities that produce exceptional school leaders for North Carolina.</p> |
| Activities and/or Programs Implemented to Address the Priorities | WCU has redesigned the program in collaboration with WRESA leadership and regional superintendents through formal and informal meetings/action planning. |
| Start and End Dates | Collaboration started in Fall 2015 and the new redesigned program will begin for students in Fall 2016. |
| Number of Participants | Seventeen students have been admitted to the MSA/PMC programs for Fall 2016. Eight more possible applicants are awaiting action for admission. |
| Summary of the Outcome of the Activities and/or Programs | The new redesigned program better meets the needs of students and regional superintendents. We will evaluate the outcomes of our efforts during the 2016-17 academic year. |

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 | 2 | White, Not Hispanic Origin | 1 |
| | Other | 0 | Other | 0 |
| | Total | 2 | Total | 1 |
| Licensure-Only | 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 | 1 | American Indian/Alaskan Native | 2 |
| | Asian/Pacific Islander | 0 | Asian/Pacific Islander | 1 |
| | Black, Not Hispanic Origin | 1 | Black, Not Hispanic Origin | 1 |
| | Hispanic | 0 | Hispanic | 0 |
| | White, Not Hispanic Origin | 22 | White, Not Hispanic Origin | 24 |
| | Other | 0 | Other | 1 |
| | Total | 24 | Total | 29 |
| Licensure-Only | American Indian/Alaskan Native | 0 | American Indian/Alaskan Native | 1 |
| | Asian/Pacific Islander | 0 | Asian/Pacific Islander | 1 |
| | Black, Not Hispanic Origin | 0 | Black, Not Hispanic Origin | 2 |
| | Hispanic | 0 | Hispanic | 0 |
| | White, Not Hispanic Origin | 5 | White, Not Hispanic Origin | 21 |
| | Other | 0 | Other | 2 |
| | Total | 5 | Total | 27 |

B. 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 | 4 | 20 | 1 | 9 |

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

| MSA | |
|---|--------|
| MEAN GPA | N/A |
| MEAN MAT Electronic Rubric | 408.52 |
| MEAN MAT Written | N/A |
| MEAN GRE Electronic | 296.48 |
| MEAN GRE Written | 858.08 |
| MEAN NUMBER OF YEARS TEACHING EXPERIENCE | 11.24 |
| NUMBER EMPLOYED IN NC SCHOOLS | 76 |
| * To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed. | |
| Comment or Explanation: | |

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

| Full Time | | | | | | |
|------------------------------|-----------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| MSA degree | 0 | 2 | 0 | 0 | 0 | 0 |
| Post Master's Licensure Only | 0 | 0 | 0 | 0 | 0 | 0 |
| Part Time | | | | | | |
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| MSA degree | 0 | 0 | 17 | 1 | 0 | 4 |
| Post Master's Licensure Only | 0 | 9 | 0 | 0 | 0 | 1 |
| Comment or Explanation: | | | | | | |
| | | | | | | |