

2016-2017

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 36 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 3 semesters and the MSA program can be completed in 4-5 semesters. We serve NC Principal Fellows Program and HB1030 students 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 participate in the NC School Executive Leadership Program (NCSELP) initiative that includes a face to face instructional component as well as online instruction. Each cohort is comprised of MSA and PMC students who complete 6 core courses and 2 internship courses. Students are responsible for completing 86 managerial core activities during their internship courses and also lead a school improvement project within their school.

Special Features of the Master's of School Administration Program

Course assignments lead to the creation of improvement projects that 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. The Blackboard 9 platform is used by instructors for content delivery, synchronous live meetings, and asynchronous discussions. Internships are completed in alignment with coursework and are typically situated in the student’s current place of employment. Competency based internships provide a focus on instructional leadership, improvement initiatives, and strategies for increasing k-12 student success. Internship students, school-based mentors, and faculty meet virtually during their time in the program to discuss guidelines and requirements for completing internship.

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

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

<p>B. LEAs/Schools with whom the Institution Has Formal Collaborative Plans</p>	<p>Fourteen school districts are represented by the 2016 Co-hort of MSA/PMC students. WCU received a NC Association of School Leadership and Development (NCASLD) grant that has provided professional development for all students. Specialized mentor training, and scholarship funding has been awarded to ten of these students. Four students enrolled in the HB1030 program will also receive funding toward internships.</p>
<p>Priorities Identified in Collaboration with LEAs/Schools</p>	<p>Support leadership growth and development for pre-service leaders as principals and assistant principals in the western most counties of North Carolina. The grant allows local superintendents and school districts to collaborate with Western Carolina University to educate and mentor school leaders. Full-time internships over a period of 5 months will provide experience for scholarship students in an authentic setting while assuming assistant principal duties and responsibilities. HB 1030 students will</p>

	experience a 10 month full-time internship experience while the school districts receive funding from the state to replace their salaries.
Activities and/or Programs Implemented to Address the Priorities	Revision of course sequencing, reduction of credit hours for MSA, and hybridization of instructional delivery were instituted to provide an innovative, high quality experience for the students. Professional development on educational equity was provided to MSA students in collaboration with Asheville City Schools. Mentorship training was provided for scholarship recipients and their school-based mentors. Scholarship and substitute funding was provided for scholarship recipients.
Start and End Dates	November 2016 - June 2018
Number of Participants	Ten scholarship recipients and four HB1030 students
Summary of the Outcome of the Activities and/or Programs	Students have been provided with financial opportunities that had not previously existed. The professional development on educational equity, mentorship training, and incentives for experiencing a full-time internship all create an experience that is unique, inventive, and responsive to current needs and trends in the profession.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Collaboration with WRESA (Western Regional Educational Service Alliance) with 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 began for students in Fall 2016. The program will continue with students admitted to the second co-hort in Fall 2017.
Number of Participants	For the 2016 co-hort, 14 students were initially enrolled for the MSA and 19 students were initially enrolled for the PMC.
Summary of the Outcome of the Activities and/or Programs	The new redesigned program is meeting the needs of students and regional superintendents. Evaluation of the program is ongoing with modifications considered as the need arises.

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	1
	Asian/Pacific Islander		Asian/Pacific Islander	0
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	0
	White, Not Hispanic Origin		White, Not Hispanic Origin	3
	Other		Other	0
	Total		Total	5
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	1	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	3
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	19	White, Not Hispanic Origin	50
	Other	0	Other	2
	Total	22	Total	56
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	

B. Program Completers (reported by IHE).

Program Area	Masters Degree	Graduate Licensure Only
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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	12	14		

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

MSA	
MEAN GPA	3.59
MEAN MAT Electronic Rubric	406.85
MEAN MAT Written	.
MEAN GRE Electronic	283.28
MEAN GRE Written	.
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	10.08
NUMBER EMPLOYED IN NC SCHOOLS	69
* 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		1				
G License Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
MSA Degree				4	6	3
G License Only	1		8	1	2	
Comment or Explanation:						