

IHE Master's of School Administration Performance Report

FAYETTEVILLE STATE UNIVERSITY

2014 - 2015

Overview of Master's of School Administration Program

The Fayetteville State University's Master of School Administration (MSA) program provides aspiring administrators with opportunities to learn and apply theoretical and experiential learning, acquired in course work, to real-life situations as school administrators. The program objectives are to: (a) prepare visionary school leaders for the restructuring of schools and the development of shared accountability for teaching and learning; (b) develop well-rounded school leaders as creative agents for change; (c) develop culturally responsive and open-minded school leaders, who have the knowledge and skills needed that reflect the multicultural, political, economic, and social conditions that exist in schools; (d) recruit, select, and prepare school leaders, with a special focus on minorities and women who represent traditionally under-represented groups with a potential for outstanding educational leadership; and (e) provide school leaders with an opportunity to demonstrate knowledge, skills, and abilities through a full-time, year-long internship. All MSA candidates complete 42 hours of graduate credit, which include six hours of electives and 15 hours of Internship.

The MSA curriculum includes problem-based instruction through course artifacts, focused modules, DVD presentations, research projects, field experiences, reflective observations, and the use of instructional technology. Fayetteville State University is fully accredited by the Southern Association of Colleges and Schools (SACS), which reaffirmed FSU during the SACS visitation in March 2011. The School of Education is fully accredited by NCATE and the MSA program was approved by the North Carolina State Department of Instruction and met all standards during the NCATE/DPI visit in April 2007. The revised MSA program, approved by NCDPI and the State Board of Education (SBE) in 2010, was implemented in fall 2010. The total current number of graduates including 17 in May 2015 is 427. One of the graduates participated in the Sandhills Regional principal Preparation program, a Race to the Top grant funded program. The student completed the required internship as part of the program and as part of a cooperative program with Fayetteville State University, the student then completed all required course work to be awarded a MSA degree,

Special Features of the Master's of School Administration Program

Fayetteville State University's Master's of School Administration Program consists of : (a) course artifacts, (b) full-time year-long internship (c) a comprehensive examination, (d) leadership development plan, (e) seminars, (f) multi-modality course formats, and (g) a cohort model. The admissions process includes an on-campus interview and writing sample.

Internship: All MSA candidates are required to take a leave of absence from their respective school districts and complete a full-time, year-long internship in their second year in the program. Field-based experiences at public school sites, an action research project, reflective seminars, and enrichment activities are the core of the internship. The three-part internship requirement is offered over three semesters, i.e. summer 1, fall, and spring.

Comprehensive Examination: All MSA candidates must successfully complete a five-hour written comprehensive examination in the spring of the second year of the program. The examination, which is developed and scored by multiple MSA faculty members, is divided into six sections to reflect the program's core academic coursework. If a candidate does not pass all the required sections, the candidate is given another opportunity to retake the applicable portions of the exam.

Artifacts: In each required MSA course, candidates complete artifacts that provide them with experiences completing the work of an effective school administrator. These experiences enable candidates to develop prerequisite skills and attributes necessary for the internship and completion of the Electronic Evidences. Candidates are expected to perform at the "developing" level, an average rating based on the *Pre-Service Rubric*, as determined through faculty evaluation. In limited cases, due to the nature of the experiences and related elements, a candidate may perform at the "proficient" level. In order to receive principal licensure, all candidates must receive a score of "proficient" on all of the elements in the *Pre-Service Rubric*.

Pre-Service Electronic Evidences: Candidate must complete the six (6) electronic evidences that are required by the North Carolina Department of Public Instruction (NCDPI) and FSU in order to be recommended for principal licensure. The Evidences are submitted electronically to the Learning Assessment Tools (LAT) platform in Taskstream, and evaluated using the *Pre-Service School Executive Rubric*. MSA course work familiarizes candidates with licensure expectations and additional course work may be assigned to address any performance concerns. To meet licensure requirements, candidates are expected to demonstrate proficiency in all of the elements of the Pre-Service Rubric. Candidates are given opportunities for remediation in order to address any deficiencies and obtain licensure.

Action Research Project: The Action Research Project is completed under the guidance of a faculty advisor, in collaboration with the supervising site administrator. The Action Research Project is identified during part one of the internship and reinforces practice and problem-based experiences through directed clinical and planned field-based experiences. The Action Research Project demonstrates the candidate's ability to effectively conduct research designed to improve an aspect of school performance.

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
Cumberland County	Support MSA Internship Assignments -	CCS assigns MSA interns to high performing principals as mentor	June 1, 2014 to Present	13	13 MSA students completed action research projects designed to assist host schools to improve the educational environment for students
Robeson County Schools	Support MSA Internship Assignments -	RCS assigns MSA interns to high performing principals as mentor	June 1, 2014 to Present	1	1 MSA student completed an action research project designed to assist host schools to improve the educational environment for students
Harnett Schools	Support MSA Internship Assignments -	HCS assigns MSA interns to high performing principals as mentor	June 1, 2014 to Present	2	2 MSA students completed an action research project designed to assist host schools to improve the educational environment for 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		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	15	Black, Not Hispanic Origin	30
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	15
	Other		Other	2
	Total	21	Total	48
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		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	

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

MSA	
MEAN GPA	3.66
MEAN MAT New Rubric	389.40
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	*
MEAN GRE Traditional	863.89
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	8.53
NUMBER EMPLOYED IN NC SCHOOLS	15
* 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	18			
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		7				
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded						
G Licensure Only						
Comment or Explanation						