

IHE Master's of School Administration Performance Report

Gardner-Webb University

2014 - 2015

Overview of Master's of School Administration Program

Gardner-Webb University's School Administration (K-12) program's focus is to prepare experienced teachers to serve as educational leaders and school executives in both theory and practice within a 21st Century educational environment. Courses are designed to meet the eight North Carolina Standards for School Administration for pre-service preparation by focusing on collaborative leadership. These courses include but are not limited to the study and application of theory through coursework, field experiences, projects, research, and internship experiences. The internship is facilitated by an Internship Committee whose members mentor the candidate through the five semesters of the program and review and evaluate the electronic portfolio. The electronic portfolio is a North Carolina requirement that allows the successful candidate to demonstrate proficiency through collaboration and leadership on twenty elements within the eight standards and to be certified in twenty-one competencies. Requirements for admission to the school administration program include a minimum of three years of successful experience as a classroom teacher, an acceptable score on the entrance exam, and positive recommendations from a minimum of three references. The revised curricula for the degree are delivered in five six-hour courses in a specific rotation. The Master's in Educational Leadership Studies (MELS) program is designed so that candidates can complete the degree within five semesters. Through the five core courses and internship process, candidates rediscover existing dispositions and develop new dispositions relative to effective school leadership in the 21st century. The School Administration program is designed for the working educator and is a part-time program with classes offered in the evenings. Based on requests and support from the LEAs, Gardner-Webb currently offers its program at sites across North Carolina. This includes the main campus in Boiling Springs, our satellite campuses in Charlotte, Statesville and Winston-Salem, as well as the following counties: Buncombe, Catawba, Cumberland, Davidson, Guilford, Henderson, Iredell, Montgomery, New Hanover, Wake, and Wayne. In order to be recommended for a School Administration license in North Carolina, candidates must satisfactorily meet all the descriptors include in the portfolio. Gardner-Webb University maintains an exceptional completion rate within the program and continues to be a leader in school administration preparation programs in North Carolina.

Special Features of the Master's of School Administration Program

While Gardner-Webb University has a reputation for positively responding to educational needs across the region and state, it has been important to us that we not only take our program to sites where there is a need, but that we do so with both quality and vision. We have augmented our distance learning initiative with WebEx and Blackboard. With the State Board of Education policy reinstating the add-on MSA license, we anticipated the needs of those candidates who already have master's degrees and identified the critical twenty-four semester-hours necessary for that preparation. Thereby we have offered students the option of taking the twenty-four hours online, in the classroom or some

combination of the two. We continue to feel strongly committed to face-to-face interaction with our graduate candidates but understand the need to provide an alternate delivery system to better meet the needs of our candidates and school systems. When the Master of School Administration program was revisioned, we revised the curriculum to reflect twenty-first Century leadership and similarly revisioned our delivery system incorporating technology components into each of our courses and giving students more flexibility in the way they received instruction. Although there are other institutions offering programs (including the MSA) within our traditional service areas, the GWU program is continuously requested and well-supported by public school personnel, and we believe this is largely due to our program being the only part-time MSA program in the state as well as the most popular. Because of the format of the curriculum, we staff the classes as much as possible with full-time GWU faculty, using only adjuncts who participate in professional development and training with our full time faculty members. Our full-time faculty members mentor the adjuncts extremely well, and we are fortunate to have a cadre of high quality adjunct faculty, as indicated by our graduate student assessments. Our graduate students do exceptionally well on local assessments and are our best marketing device. Our placement rate is excellent, with many of our candidates in assistant principal roles prior to the completion of their programs. Even in the Western Piedmont of North Carolina and in cities such as Charlotte with a major university, GWU has a strong and continuing presence in the preparation of P-12 school administrators.

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
All service is on the undergraduate report.					

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		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	1
	Other		Other	
	Total		Total	1
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	2
	Asian/Pacific Islander	2	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	20	Black, Not Hispanic Origin	73
	Hispanic	5	Hispanic	5
	White, Not Hispanic Origin	83	White, Not Hispanic Origin	135
	Other		Other	4
	Total	110	Total	220
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	2
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	18	Black, Not Hispanic Origin	71
	Hispanic		Hispanic	4
	White, Not Hispanic Origin	32	White, Not Hispanic Origin	78
	Other	1	Other	1
	Total	51	Total	157

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

MSA	
MEAN GPA	3.38
MEAN MAT New Rubric	N/A
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	10.50
NUMBER EMPLOYED IN NC SCHOOLS	490
* 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 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		110		1
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	0	0	0	0	0	0
G Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded	0	1	102	4	2	3
G Licensure Only	28	11	3	1	0	2
Comment or Explanation						