

2015-2016

IHE Master's of School Administration Performance Report

Elizabeth City State University



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of Master's of School Administration Program

The Master of School Administration Program (MSA) at Elizabeth City State University is a 36-42 semester hour program that combines graduate classroom preparation with field-based practicum experiences to provide candidates with the knowledge, skills, and dispositions to assist them in becoming 21st Century Professional Educators who are highly qualified executive school leaders. The program provides two options: full-time, or part-time. Through problem based learning experiences and an intensive internship that has been embedded throughout the curriculum, candidates are given opportunities to develop and use the required standard-based skills for successful school leadership. Working collaboratively with school districts, the

candidates and faculty in the MSA program create and facilitate opportunities for candidate learning that responds to his/her strengths, challenges, and experiences in preparing to become a prospective school administrator. Elizabeth City State University's MSA program uses a modified version of the North Carolina Standards of School Executives as a pre/post assessment for aspiring candidates. In addition, all candidates are required to successfully complete an Electronic Portfolio comprised of six evidences demonstrating proficiency in the seven standards that were required by North Carolina School Executives. Beginning in spring 2015, Academic Achievement Leadership (the new 8th standard) has also been emphasized.

Special Features of the Masters of School Administration Program

The Department of Education, Psychology, and Health has responded to the needs of its' service area by developing a program to prepare school leaders. It has a focus of helping school leaders meet local, state, and national expectations by transforming the way in which students are educated for this global society. A special feature of the MSA program is the on-the-job learning which launches teaching and learning at the core of the internship experience. Candidates begin the internship by engaging in a standards-based self-assessment that is used in the formulation of the internship development plan. Many candidates participate in the Northeastern North Carolina School Leadership Project (NNCSLP). This federally funded program supports individuals employed in participating school districts (in northeastern NC) to become assistant principals and principals. Each candidate is assigned a mentor, and a university supervisor. Mentors and university supervisors visit all participants' respective schools, and provide ideas and suggestions for improvement/success. Mentors and university supervisors remain available after candidates assume administrative positions for 3 years.

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	Warren, Weldon City, Northampton, Edgecombe, Bertie, Washington, Edenton-Chowan, Perquimans, Pasquotank
Priorities Identified in Collaboration with LEAs/Schools	To prepare 54 newly certified school leaders with a MSA degree and to retool 80 principals and assistant principals as instructional leaders. Rationale-The need for new instructional leaders that meet state expectations.
Activities and/or Programs Implemented to Address the Priorities	Participants engage in activities such as seminars, teleconferences and workshops. They were also involved in Problem-Based Learning Initiatives which are geared toward enhancing participating schools. Mentors were provided to support MSA candidates while on the field.
Start and End Dates	2009-2015
Number of Participants	54
Summary of the Outcome of the Activities and/or Programs	Currently, 64 students have graduated from the Master of School Administration Program, sponsored under the NNCSLP. Participating schools received \$665,787.40 for Problem Based Learning Initiatives between the years of 2009 - 2015. 7 mentors, and graduate university faculty, supported the MSA candidates.

II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Part-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	7	Black, Not Hispanic Origin	14
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	4
	Other	0	Other	0
	Total	11	Total	18
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	
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	6	9		

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

MSA	
MEAN GPA	3.56
MEAN MAT Electronic Rubric	379.44
MEAN MAT Written	N/A
MEAN GRE Electronic	*
MEAN GRE Written	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	12.18
NUMBER EMPLOYED IN NC SCHOOLS	24
* 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						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
MSA Degree	2	12		1		
Comment or Explanation:						