2019-2020

EPP Master's of School Administration Performance Report

Elizabeth City State University

Overview of Master's of School Administration Program

The Department of Education offers the Master of School Administration (MSA) degree. The Master of School Administration Program is interdisciplinary in scope and offers students both full-time (accelerated) and Part-time options. The Master of School Administration (MSA) program meets state standards for North Carolina Level I administrator licensure. The degree requires 36-42 semester hours and is delivered in a blended format (50% online, 50% face-to-face) and closely links educational theory to 21st century school leadership practice. Students engage with the content of leadership preparation through various assignments, observing schools and school leaders in the field, and performing tasks under the supervision of a school-based and university mentor during Internships. Courses are offered in the evenings during the Fall and Spring terms and at various times in the Summer term.

The program provides two options: full-time, or part-time.   Through problem-based learning experiences and an intensive internship embedded throughout the curriculum, candidates receive 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.

Special Features of the Master's of School Administration Program

The Department of Education has responded to the needs of its service area by developing a program to prepare school leaders. It helps school leaders meet local, state, and national expectations by transforming the way in which students are educated to thrive in this global society. Candidates begin their required internships by engaging in a standards-based self-assessment that becomes the basis for the formulation of the internship development plan. Candidates also perform a special project tailored to their specific area of interest that further helps them complete their development plans. In addition to our on-the job training, the MSA curriculum at ECSU is executed with an intentional focus on the modern day landscape of K-12 education. Our curriculum provides learning opportunities for our rising "lead-learners" to gain understanding on personalized learning, project-based learning, STEM education, alternative schooling, online/blended learning, instructional technology, web-based learning tools and curriculums, change leadership, and school innovation. Together our unique on-the- job internship experiences paired with a relevant curriculum, centered on preparing school leaders for the modern and future challenges of leading in K-12 schools, the MSA program at ECSU stands out as a strong option for aspiring school leaders in Eastern North Carolina.

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	H.L. Trigg/Eliz. City-Pasquotank; Northside Elem./Eliz. City-Pasquotank; John A. Holmes/Edenton-Chowan; P.W. Moore/Eliz. City-Pasquotank; Sheep Harney Elem.,/Eliz. City-Pasquotank; Northeast Academy for Aerospace & Advanced Technologies/Eliz. City-Charter School; J.P. Knapp Early College/Currituck; Perquimans Central/Perquimans; Riverview Elem./Hertford; Plymouth High/Washington; Hertford High/Hertford; Tyrrell Elem./Tyrrell; Bearfield

	Primary/Hertford; Central Elem./Currituck, and South Central High/Pitt.
Start and End Dates	Ongoing
Priorities Identified in Collaboration with LEAs/Schools	Building Principals/Designees partner with the university supervisor to assist the MSA Interns in meeting the administrative requirements as mandated by NCDPI and ECSU in completing the MSA program.
Number of Participants	9 candidates/students
Activities and/or Programs Implemented to Address the Priorities	MSA Interns are involved in a variety of Administrative tasks as assigned by the building administrator. The university supervisor meets with the building administrator and the intern to discuss in detail the requirements of the MSA program. The purpose of this meeting is to form a partnership to assist with the successful training of the intern. A partnership letter is signed by all three parties.
Summary of the Outcome of the Activities and/or Programs	Of the 9 candidates participating during this reporting period, 7 candidates successfully completed all requirements for the MSA program, and graduated in May 2019. Two of the remaining candidates completed all requirements and graduated in December 2019. The seven remaining students are on track to complete all requirements and graduate in May 2019.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Beaufort, Bertie, Camden, Currituck, Dare, Edenton/Chowan, Edgcombe, Franklin, Gates, Halifax, Hertford, Hyde, Nash/Rocky Mount, Martin, Northampton, Perquimans, Pasquotank, Tyrrell, Vance, Warren, Washington
Start and End Dates	Ongoing
Priorities Identified in Collaboration with LEAs/Schools	Building Principals/Designees partner with the university supervisor to assist the MSA Interns in meeting the administrative requirements as mandated by NCDPI and ECSU in completing the MSA program.
Number of Participants	8 candidates/students
Activities and/or Programs Implemented to Address the Priorities	MSA Interns are involved in a variety of Administrative tasks as assigned by the building administrator. The university supervisor meets with the building administrator and the intern to discuss in detail the requirements of the MSA program. The purpose of this meeting is to form a partnership to assist with the successful training of the intern. A partnership letter is signed by all three parties.

Summary of the Outcome of the Activities and/or Programs	Eight candidates participated and graduated during the 2019-2020 academic year.

II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Educator Prep Program

Gender	Number
Male	0
Female	8
Gender Neutral	0
Gender not Provided	0
Total	**8**
Race/Ethnicity	**Number**
Asian	0
African-American	2
Am. Indian/Alaskan Native	0
Hispanic/Latino	0
Native Hawaaian/Pacific Islander	0
White	4
Two or More Races	0
Race/Ethnicity Not Provided	2
Total	**8**

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

Full-Time						
	Male		**Female**		**Gender Neutral**	
MSA	African-American		African-American		African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	

	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	**0**	**Total**	**0**	**Total**	**0**
Licensure-Only	African-American		African-American		African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	**0**	**Total**	**0**	**Total**	**0**
	Part-Time					
	Male		**Female**		**Gender Neutral**	
MSA	African-American		African-American	7	African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino	1	Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	2	White	2	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	4	Not Provided	
	Total	**2**	**Total**	**14**	**Total**	**0**
Licensure-Only	African-American		African-American		African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	

	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	**0**	**Total**	**0**	**Total**	**0**

C. Program Completers and Licensed Completers (reported by IHE).

Program Area	Master's Degree		Graduate Licensure Only	
PC Completed program but has not applied for or is not eligible to apply for a license **LC Completed program and applied for license**	**PC**	**LC**	**PC**	**LC**
School Administration	5			
Comment or Explanation				

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

Measure	Master's
MEAN GPA	3.86
MEAN MAT Electronic	N/A
MEAN MAT Written	N/A
MEAN GRE Electronic	N/A
MEAN GRE Written	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	N/A
* To protect confidentiality of student records, mean scores based on fewer than five test takers are not reported.	
Comment or Explanation:	

H. Time from admission into professional teacher education program until program completion.

Full Time						
	3 or fewer semesters	**4 semesters**	**5 semesters**	**6 semesters**	**7 semesters**	**8 semesters**
MSA Degree	0	8	1	0	0	0
MSA 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	0	0	0	0
MSA Licensure Only	0	0	0	0	0	0
Comment or Explanation:						