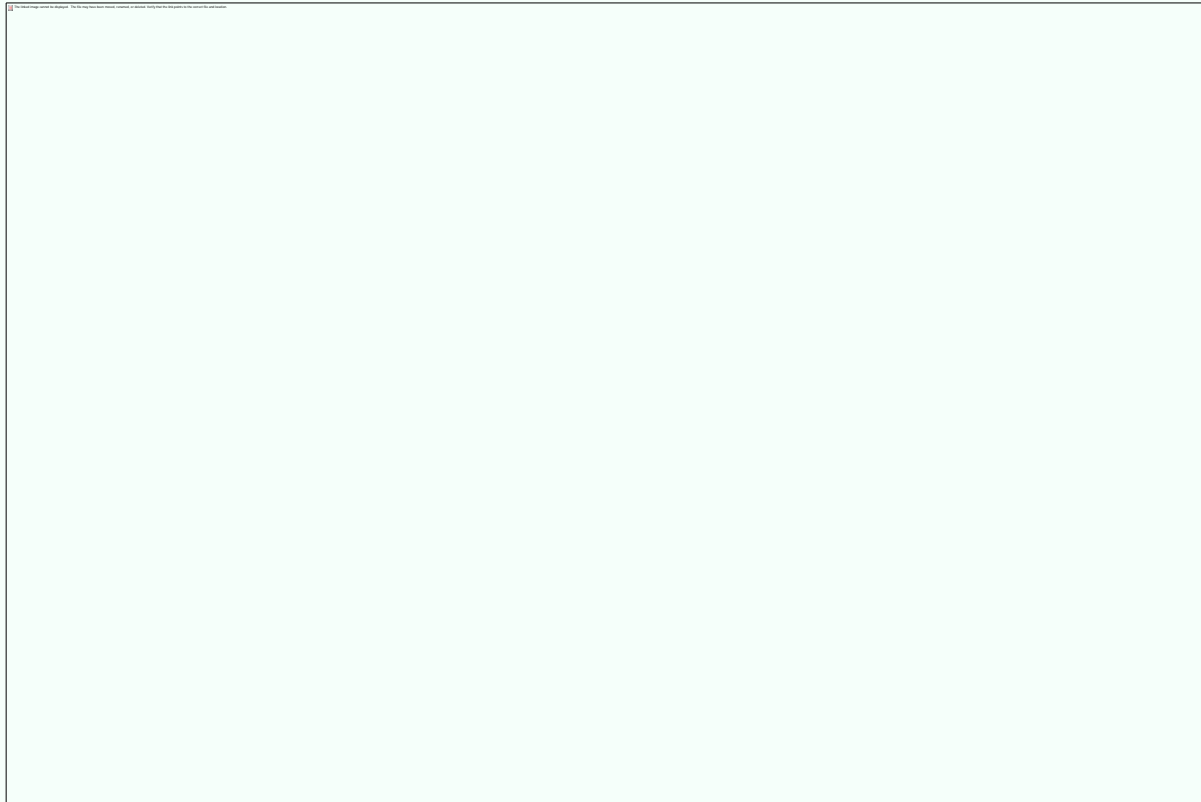


2019-2020

EPP Master's of School Administration Performance Report

UNC-Wilmington



Overview of Master's of School Administration Program

Graduates of the Master of School Administration (MSA) program become effective educational leaders who can inspire, engage and lead others towards a common vision. The MSA Program at the University of North Carolina Wilmington (UNCW) consists of a 36-hour program for degree seeking students and a 24-hour program for licensure only seeking students. The MSA Program accepts students as full-time, including Principal Fellows (PFs), part-time students seeking the full degree, and licensure-only students seeking certification only. All three tracks require students to complete a year-long internship comprised of at least 500 hours each semester (fall and spring). Students are expected to complete internships in two different levels in public school settings. Many of the part-time students and licensure-only students work full time as teachers and start in the summer to accumulate hours; these students take the summer pre-

leadership internship course, EDL 569, to gain additional experience at another level (elementary, middle, or high) than their respective teaching level where they will complete the internship. All internships are designed so that students see the beginning and conclusion of the school year.

The MSA program is aligned with the Watson College of Education (WCE) Conceptual Framework, the Educational Leadership Constituencies Council (ELCC) Educational Leadership Standards, the Professional Standards for Educational Leaders (CCSSO; formally known as ISLLC Standards) and the North Carolina Standards for School Executives (NCSSE). The Master of School Administration (MSA) Program is comprised of the four essential core conditions as defined by the Southern Regional Education Board: (1) University/district partnerships for principal preparation; (2) Emphasis on knowledge and skills for improving schools and raising student achievement; (3) Well-planned and supported field experiences; and (4) Rigorous evaluation of participant's mastery of essential competencies and program quality and effectiveness. The MSA Program is committed to modeling and serving as highly qualified faculty in scholarship, service, teaching, supervising, mentoring, and advising. Emphasis of the program is centered on knowledge and skills for improving schools and raising student achievement. The program serves to produce educational leaders who are able to serve as effective communicators, reflective practitioners, models of technological proficiency, and well-grounded in content knowledge, pedagogy, ethical and professional standards, and informed-decision-making. The program is consistent with the Watson College of Education's mission and commitment to our values of advocacy, diversity, ethics, global perspectives, innovation, and inquiry, in a nurturing and reflective context.

Special Features of the Master's of School Administration Program

The MSA is delivered in a completely online format using both synchronous and asynchronous components. The course load is flexible, but the program is typically completed in about two years. Candidates complete six hallmarks for the MSA program (or add-on licensure). The hallmarks are designed to prove proficiency in the NC Standards for School Executives. All are completed in the MSA coursework. Candidates in the add-on licensure program who do not complete all the courses work independently on the hallmarks for completion and inclusion in e-portfolios. Targeted hallmarks are as follows:

1. Curriculum Audit and Alignment Project
2. Strategic Stakeholder Empowerment Project
3. School-Community Relations, Communication and Engagement Plan
4. Written Case Study
5. Safe and Positive Culture Audit
6. School Improvement Plan

Students take ownership of these hallmarks, which when combined, form an e-portfolio. With the support of a chairperson, each student writes a proposal for the contents of the e-portfolio.

They select three committee members to review the final e-portfolio. Students defend their e-portfolio by providing an overview of their work and choosing two to three artifacts to present in-depth. These artifacts represent the student's greatest area of growth in the program and allow the student the opportunity to critically analyze their knowledge, skills, and dispositions, particularly noting how these areas will contribute positively to the profession. The MSA received program (re)approval by DPI in March 2020. For more information about the program, please see the MSA Handbook (<http://uncw.edu/Ed/el/msa/handbook.html>) for specific program courses, rubrics, and assignment descriptions.

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

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

Professional Development System (PDS)	
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Brunswick County Schools, Camp Lejeune DOD Schools, Carteret County Schools, Columbus County Schools, Clinton City Schools, D.C. Virgo Preparatory Academy (UNCW Laboratory School), Duplin County Schools, New Hanover County Schools, Jones County Schools, Onslow County Schools, Pender County Schools, Sampson County Schools, Whiteville City Schools, Cape Fear Center for Inquiry Charter School, Island Montessori Charter School, and D.C. Virgo Preparatory Academy (laboratory school).
Start and End Dates	7/1/2019 to 6/30/2020
Priorities Identified in Collaboration with LEAs/Schools	Improved Collaborative Identification of Need and Utilization of Resources throughout SE North Carolina. Rationale: SE NC is composed of many low socioeconomic regions and access to resources is greatly limited. This collaborative identification of needs allows WCE to support LEAs professional growth and match needs with faculty expertise to disseminate resources needed.
Number of Participants	Within the 12 districts, 2 charter schools, and 1 laboratory school, we have over 2,000 active partnership teachers
Activities and/or Programs Implemented to Address the Priorities	PDS School-University Partnership-- The Watson College of Education's Professional Development System School-University Partnership is with 12 public school districts, 1 Department of Defense School system, 2 NC public charter schools, and one university laboratory school. The PDS Partnership established a comprehensive school-university collaboration in 1993 with Formal System Agreements renegotiated and renewed every three years (to be renewed

	Spring 2021) to include a school and district-level needs assessments and annual updates gathered from each of our partnership schools. This intentional process provides an assessment of district and school needs and identifies their prioritized targeted goals for improvement.
Summary of the Outcome of the Activities and/or Programs	The PDS Partnership annual processes provide data which are analyzed and used to identify services needed and prioritize efforts. This has resulted in constructing a database which informs organizational outreach initiatives, professional development programs, and aligns faculty research and service interests and expertise with schools and districts. During the agreement renegotiation meetings with the individual districts, school system needs and focused goals for the covered years were identified and agreed upon for future planning and allocation of resources. The PDS Director, Dean, and Associate Dean travel to districtwide meetings to reaffirm the strength of our partnership and discuss additional needs and collaborative efforts. In addition, faculty, senior leadership, and WCE center directors meet with district-level Key Contacts annually, and as needed, to initiate conversations focused on recruitment and retention efforts as well as opportunities for more authentic collaborations. These conversations lead to new or modified initiatives such as the Partnership in Action Mini-Awards for faculty/school collaborative projects, the continuation of the Master Teacher Program, and the ongoing examination of processes and tools related to our current Cognitive Coaching Model of Learner-Centered Supervision. In 2019-2020, these activities resulted in a revised Coaching process for internship and a pivot to virtual professional learning opportunities as a result of COVID-19 and the transition to remote learning.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Brunswick County Schools, Camp Lejeune DOD Schools, Carteret County Schools, Columbus County Schools, Clinton City Schools, D.C. Virgo Preparatory Academy (UNCW Laboratory School), Duplin County Schools, New Hanover County Schools, Jones County Schools, Onslow County Schools, Pender County Schools, Sampson County Schools, Whiteville City Schools, Cape Fear Center for Inquiry Charter School, Island Montessori Charter School, and D.C. Virgo Preparatory Academy (laboratory school).
Start and End Dates	7/1/2019 to 6/30/2020
Priorities Identified in Collaboration with LEAs/Schools	Support professional learning in the areas of technology and digital learning, with an additional focus of supporting WCE students with submission of edTPA

Number of Participants	Over 700 WCE students and partnership teachers
Activities and/or Programs Implemented to Address the Priorities	This year PDS continued its partnership with WCE Technology Unit to provide professional development in the area of digital learning. This collaboration included sessions for Beginning Teacher Workshops, WCE Professional Development System Conferences, and other conferences and workshops hosted at UNC Wilmington or in the region. The sessions were customized to enhance technology use in the classroom at the Pre-K, elementary/middle, and high school classrooms. Feedback from the sessions are used on a regular basis to meet the needs of participants and plan for future support sessions. Due to the COVID-19 pandemic, the PDS Office also transitioned Spring 2020 professional learning days to virtual conferences with over 300 attendees. Sessions focused on virtual learning platforms, tools, and online learning pedagogy for teachers. In addition, the Assistant PDS Director worked collaboratively with the members of the Technology Unit to provide ongoing support and professional development to students completing edTPA and to the partnership teachers who mentor them.
Summary of the Outcome of the Activities and/or Programs	The needs of the participants are surveyed from the school districts to tailor sessions to teachers/administrator needs. edTPA feedback is collected from students to guide the design of support for the coming year.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Brunswick County Schools, Camp Lejeune DOD Schools, Carteret County Schools, Columbus County Schools, Clinton City Schools, D.C. Virgo Preparatory Academy (UNCW Laboratory School), Duplin County Schools, New Hanover County Schools, Jones County Schools, Onslow County Schools, Pender County Schools, Sampson County Schools, Whiteville City Schools, Cape Fear Center for Inquiry Charter School, Island Montessori Charter School, and D.C. Virgo Preparatory Academy (laboratory school).
Start and End Dates	7/1/2019 to 6/30/2020
Priorities Identified in Collaboration with LEAs/Schools	Provide ongoing Professional Development for Teachers and/or Administrators
Number of Participants	9114 partnership teachers, school administrators, university faculty, interns and other school partners
Activities and/or Programs	The PDS School-University Partnership sponsored professional development activities including conferences, seminars and professional growth opportunities. This year

Implemented to Address the Priorities	PDS supported new initiatives and maintained initiatives from 2018-2019 to include Partnership in Action, the Master Teacher Program, the Fall Job Fair and Recruitment and Retention Luncheon, and, in addition, co-hosted the Regional Eggs & Issues Breakfast, hosted the statewide School-University Partnership Summit, provided edTPA support sessions for students, and continues to serve as a regional site for the statewide NC New Teacher Support Program. During the 2019-2020 academic year, the PDS Office also planned and facilitated 1 face to face Professional Learning Days for 58 partnership teachers, as well as 2 virtual learning conferences and 4 PDS Coffee Connections for 488 participants. This year's theme initial focused on digital learning, then as revised to focus on remote learning due to COVID-19. The days brought together school partners and faculty members across the Watson College of Education, College of Health and Human Services, and the College of Arts and Sciences as presenters. In addition, presenters from our local schools, several community agencies, and the North Carolina Teacher of the Year participated.
Summary of the Outcome of the Activities and/or Programs	In 2019-2020, 9114 partnership teachers, school administrators, university faculty, interns and other school partners participated in 12 professional development conferences, 145 seminars, 179 professional growth opportunities, and 27 professional initiatives for a total of 363 sessions with 18,889 contact hours.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Brunswick County Schools, Camp Lejeune DOD Schools, Carteret County Schools, Columbus County Schools, Clinton City Schools, D.C. Virgo Preparatory Academy (UNCW Laboratory School), Duplin County Schools, New Hanover County Schools, Jones County Schools, Onslow County Schools, Pender County Schools, Sampson County Schools, Whiteville City Schools, Cape Fear Center for Inquiry Charter School, Island Montessori Charter School, and D.C. Virgo Preparatory Academy (laboratory school).
Start and End Dates	7/1/2019 to 6/30/2020
Priorities Identified in Collaboration with LEAs/Schools	Enhance beginning teacher support and retention in our 12 district partnership
Number of Participants	1,280 beginning teachers in 12 districts
Activities and/or Programs	The First Years of Teaching Support Program provided face-to-face support for over 1,280 beginning teachers during the 2019-2020 academic year. FYTSP provided on-site support

Implemented to Address the Priorities	for teachers in several districts. New Hanover, Duplin, Pender and Columbus Counties requested support for beginning teacher inductions and sustained professional development opportunities throughout the academic year. Workshops engage teachers in professional learning focused on classroom engagement, growth mindset, Kagan strategies, assessment, differentiation, and other instructional strategies. In Sampson County, a new series was implemented based on the 5 Core Propositions of the National Board for Professional Teaching Standards. The FYTSP also hosted three Professional Development Days for Beginning Teachers both on the campus of UNCW and online. In total, 240 teachers attended the sessions representing 12 district and school partners. The PDS Office was also granted a Wells Fargo Foundation Gift supporting 2 districts in their partnership with the NC New Teacher Support Program, providing one on one instructional coaching, on-site professional development, and access to a fall institute for first year participants.
Summary of the Outcome of the Activities and/or Programs	Beginning teachers in the PDS partnership were provided flexible opportunities for support to include workshops, full day conferences, one on one coaching, and online resources. Teachers report a high level of satisfaction with regards to each of these supports and feedback will be used in planning activities for the 2020-2021 academic year.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Brunswick County Schools, Camp Lejeune DOD Schools, Carteret County Schools, Columbus County Schools, Clinton City Schools, D.C. Virgo Preparatory Academy (UNCW Laboratory School), Duplin County Schools, New Hanover County Schools, Jones County Schools, Onslow County Schools, Pender County Schools, Sampson County Schools, Whiteville City Schools, Cape Fear Center for Inquiry Charter School, Island Montessori Charter School, and D.C. Virgo Preparatory Academy (laboratory school).
Start and End Dates	7/1/2019 to 6/30/2020
Priorities Identified in Collaboration with LEAs/Schools	Provide enhanced leadership opportunities for classroom teachers and mutually beneficial opportunities for PDS partners
Number of Participants	20 teachers
Activities and/or Programs Implemented to Address the Priorities	2019-2020 marked Year 2 for two cohorts representing PDS's core leadership initiatives, the Master Teacher Program and Promise of Leadership Program. Master Teachers represent a select cadre of teachers who model what WCE and PDS partners believe to be good teaching and can coach other

	<p>teachers towards teaching in ways that are mutually meaningful for teachers and students. Master Teachers commit to a three-year term during which they take part in 36 hours of face-to-face professional development with WCE faculty Master Teacher Associates (MTAs) on topics designated by Master Teachers and MTAs. In addition, Master Teachers collaborate with MTAs to design and implement one or more professional growth and enrichment opportunities in their classrooms. In addition, Master Teachers mentor beginning teacher Promise of Leadership Award recipients, outstanding beginning teachers nominated by PDS district administrators, to design and deliver professional development at a Beginning Teacher Professional Development Day each year. Both POLs and Master Teachers engage in professional learning opportunities focused on enhancing teacher leadership throughout their three year commitment.</p>
Summary of the Outcome of the Activities and/or Programs	<p>Master Teachers and POL Award recipients deliver professional development, serve as members on various advisory boards, and are called upon to host intensive field experiences in their classrooms. They also serve as liaisons to their schools and districts, communicating collaborative opportunities and other initiatives with PDS partners in our region.</p>
LEAs/Schools with whom the institution Has Formal Collaborative Plans	<p>Brunswick County Schools, Camp Lejeune DOD Schools, Carteret County Schools, Columbus County Schools, Clinton City Schools, D.C. Virgo Preparatory Academy (UNCW Laboratory School), Duplin County Schools, New Hanover County Schools, Jones County Schools, Onslow County Schools, Pender County Schools, Sampson County Schools, Whiteville City Schools, Cape Fear Center for Inquiry Charter School, Island Montessori Charter School, and D.C. Virgo Preparatory Academy (laboratory school).</p>
Start and End Dates	<p>7/1/2019 to 6/30/2020</p>
Priorities Identified in Collaboration with LEAs/Schools	<p>Collaborate with school partners to apply for grant/research funding targeted to district and IHE/faculty areas of need and expertise</p>
Number of Participants	<p>Multiple districts and faculty members</p>
Activities and/or Programs Implemented to Address the Priorities	<p>The PDS Office partnered with faculty to seek collaborators for 3 grant/research initiatives to include the Fulbright TEA Program, the Wells Fargo Foundation Gift and the Corning STEAM initiative. Collaborations included facilitated communications with multiple faculty members and school-</p>

	based partners. Once awarded, PDS also played a key role in the start-up and implementation of each initiative.
Summary of the Outcome of the Activities and/or Programs	The Fulbright TEA program brought 22 teachers from various countries to UNCW for 6 weeks of professional learning. International teachers were partnered with PDS partnership teachers to meet the grant requirements for school observations and teaching. PDS secured multiple letters of support from districts for the Corning STEAM grant. The office also worked with University Advancement to secure ongoing funding through the Wells Fargo Foundation to support our ongoing partnership with the NC New Teacher Support Program and various district partners.
The Center for Education in Science, Technology, Engineering, and Mathematics (CESTEM)	
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Brunswick County Schools, Camp Lejeune DOD Schools, Carteret County Schools, Columbus County Schools, Clinton City Schools, Duplin County Schools, New Hanover County Schools, Jones County Schools, Onslow County Schools, Pender County Schools, Sampson County Schools, Whiteville City Schools, Cape Fear Center for Inquiry Charter School, and Island Montessori Charter School.
Start and End Dates	7/1/2019 - 6/30/2020
Priorities Identified in Collaboration with LEAs/Schools	We serve PreK-12 students and their parents and teachers. CESTEM is the host for regional student competitions, such as SeaPerch, the regional North Carolina Science Fair and the Science Olympiad. We provide a technology loan program for pre-service and in-service teachers to utilize a range of equipment and high technology devices in their teaching practice. Likewise, we offer a check-out program that puts Family STEM night kits in the hands of teacher as well as informal science educators as they lead STEM learning opportunities in their community. Programs offered through our Center focus on improving the science & mathematics achievement of North Carolina's youth by providing high quality professional development for their teachers. To expand the reach of our services across the state of North Carolina we are actively involved in a STEM Learning ecosystem, STEM SENC (Southeastern NC). This year we supported a joint application to a national competition to join the Leap into Science Program. We were accepted into the program as Cohort 3 and will deliver programming that integrates open-ended science activities with children's books for young children and their families. The project will be conducted in partnership with: STEM SENC, The North Carolina Science,

	Mathematics, and Technology Education Center, STEM East, STEM West, and the State Library of NC, and supported by the NC Center for Afterschool Programs and the North Carolina Science Network. Also as a member of the STEM LC we remained an active participant in the initiative, ReCONNECT Rural and Urban led by the Institute for Emerging Issues
Number of Participants	Teachers and students from 18 local education agencies were served. Over 9200 students and approximately 360 educators were supported by the CESTEM program staff.
Activities and/or Programs Implemented to Address the Priorities	CESTEM hosted 33 professional development and outreach initiatives that reached approximately 1061 participants. Approximately 1300 students were served through our support of student competitions including the 2019 Regional SeaPerch Competition(35 teams, 105 students), Southeastern North Carolina Science and Engineering Fair(157 participants from 16 schools) , and Wilmington Regional Science Olympiad Tournament (high school: 361 students across 28 teams from 18 schools; middle school:551students across 39 teams from 31 middle schools).CESTEM Technology Loan Program has impacted 198 teachers and 5,378 students through the 89 loan transactions for classroom use. CESTEM Family STEM Night Kit Loans have impacted 166 teachers and 1463 students through materials borrowed for 11 Family STEM Night events. Additionally, CESTEM leadership actively supported the initiatives of the STEM SENC(South Eastern North Carolina) ecosystem.
Summary of the Outcome of the Activities and/or Programs	Issues related to Covid-19 and the relocation of our core team to an off-campus site due to building environmental issues, hampered our ability to deliver some of our planned services. Despite the challenges, we found innovative ways to support educators throughout the region. We engaged over 361 educators and over 9200 students by supporting checkouts of CESTEM materials, hosting students competitions and providing professional development and outreach activities to K-16 educators.
Betty Holden Strike Education Lab	
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Brunswick County Schools, Camp Lejeune DOD Schools, Carteret County Schools, Columbus County Schools, Clinton City Schools, Duplin County Schools, New Hanover County Schools, Jones County Schools, Onslow County Schools, Pender County Schools, Sampson County Schools, Whiteville City Schools, Cape Fear Center for Inquiry Charter School, and Island Montessori Charter School.

Start and End Dates	2019-2020
Priorities Identified in Collaboration with LEAs/Schools	The Betty Holden Stike Education Lab The Betty Holden Stike Education Laboratory in the Watson College of Education at UNCW is designed as a critical component of the undergraduate elementary, middle grades, secondary and graduate MAT teacher preparation programs. Pre-service teachers practice the methods they are learning in their courses by teaching a child in a one-to-one setting. Future teachers are individually coached as they employ newly learned pedagogy in reading, writing and mathematics. Our intensive approach to preparing future teachers results in educators who are attuned to their learners and are reflective in their practice. With thirty-five years of successful operation, the Education Lab is a cornerstone in the Watson College of Education.
Number of Participants	Over the 2019-2020 academic year, 260 students taught children from local communities in the Ed Lab, representing 390 course registrations. The Ed Lab regularly serves ten courses from five teacher education programs.
Activities and/or Programs Implemented to Address the Priorities	In total, 185 children were tutored in the main campus Ed Lab, 20 children were tutoring in the extension Ed Lab, and 55 children were tutored in partnership schools by UNCW students enrolled in lab courses. The Education Lab provided 3,000 hours of individualized instruction for children from the local community. Children from New Hanover, Brunswick, Columbus and Pender counties were served. The Onslow Extension Education Lab, located in Jacksonville, NC in coordination with Coastal Carolina Community College, provided 600 hours of individualized tutoring at the Extension site this academic year for children in and around the Jacksonville area.
Summary of the Outcome of the Activities and/or Programs	The Ed Lab serves as a critical component in our educator preparation programs for candidates learning to teach children in grades K-8. Through the tutoring experience, teacher education candidates learn to plan and to differentiate instruction. The students receiving the tutoring gain one-to-one instruction in reading and/or mathematics.

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	21

Female	79
Gender Neutral	0
Gender not Provided	0
Total	100
Race/Ethnicity	Number
Asian	0
African-American	18
Am. Indian/Alaskan Native	0
Hispanic/Latino	3
Native Hawaaian/Pacific Islander	0
White	78
Two or More Races	1
Race/Ethnicity Not Provided	0
Total	100

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	3	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	1	White	14	White
	Multi-Racial		Multi-Racial		Multi-Racial
	Not Provided		Not Provided		Not Provided
	Total	1	Total	17	Total
Licensure-Only	African-American	1	African-American	1	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	1	White	9	White	
	Multi-Racial	1	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	3	Total	11	Total	0
Part-Time						
	Male		Female		Gender Neutral	
MSA	African-American		African-American	1	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	10	White	11	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	10	Total	12	Total	0
Licensure-Only	African-American	1	African-American	11	African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino	1	Hispanic/Latino	1	Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	5	White	27	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	7	Total	39	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	12	2	2	7
Comment or Explanation				

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

Measure	Master's
MEAN GPA	3.61
MEAN MAT Electronic	403.08
MEAN MAT Written	N/A
MEAN GRE Electronic	N/A
MEAN GRE Written	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	11.13
NUMBER EMPLOYED IN NC PUBLIC SCHOOLS	84
* 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	2	11	0	0	0	0
MSA Licensure Only	2	0	0	0	0	0
Part Time						

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