

**North Carolina Agricultural & Technical State
University**

Department of Human Development & Services

Institutional Assessment Report 2006

Master of School Administration

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Purpose of Report

The purpose of this report is to demonstrate compliance with institutional accreditation standards associated with institutional effectiveness as defined by the Commission on Colleges of the Southern Association of Schools (SACS). Other external mandates are satisfied by this report and many programmatic necessities. While these purposes serve as the extrinsic motivation for the report, the MSA program is intrinsically motivated to prepare the report for the purpose of assessing the quality of instruction and administration of the program. It is through the efforts represented by this report that continuous improvement of program operation is realized. The report contains assessment and results in three specific areas:

- Progress toward institutional, school and department mission
- Student learning and development
- Faculty quality and development

The faculty of the department convened on several occasions to consider the current state of the program and to garner the extent to which the program is realizing its desired state. It was through these synergetic activities that strategic and operational goals were documented and assessed.

I. Overview

The Master of School Administration Degree Program is designed to prepare exemplary school leaders for the public schools of North Carolina and the nation. The program reinforces the mission of the University and the School of Education to prepare education professionals as facilitators of learning.

The program functions as an effective catalyst for the development of dynamic, visionary school leaders, who can address the current trends and emerging issues in education for the present and future needs of society. Program objectives are achieved through carefully structured coursework, related enrichment activities, and performance-based clinical and internship experiences.

The program incorporates problem-based instruction through case studies, focused modules, video presentations, simulations, computer technology, field experiences, and reflective observations. Classroom didactics are enhanced with presentations from business leaders, legislators, school board members, community leaders, and visiting professors from other institutions.

Program content is aligned with the Interstate School Leaders Licensure Consortium standards for school leaders (ISLLC), the National Council for Accreditation of Teacher Education (NCATE) for advanced programs in educational leadership, and standards for school leaders in North Carolina.

Completion of the MSA program leads to licensure as a school leader in North Carolina.

II. Strategic Plan

A. Vision

The vision of the Master of School Administration is to prepare individuals as school leaders who value the diverse cultural, social, and economic differences that students bring to the educational environment. Program participants will learn to use assessments that provide for multiple pathways for curricular decisions that include both traditional and authentic assessments. Improvement of individual learning will occur through the constructive use of reflective practice. Technology will equalize access to information to build on social, cultural, and economic realities that ensure equal access to educational opportunities.

B. Mission

The mission of the Department of Human Development & Services is to provide scholarly activities, research that informs and supports instruction, fieldwork, resources, and a supportive environment that will allow students to become more effective learners, educators, practitioners, scholars, and researchers in their related specialty. These prepared professionals are sensitive to and experienced in working with diverse populations over a life span in schools, organizations, communities, and families. Crucial to this mission is the conduct of research and evaluation, which guides the development of effective instruction for students, provides services to communities, and represents exploration of issues that are meaningful to the teaching/learning process. The department is committed to engaging in outreach programs, field exploration and activities that foster professional partnership in order to provide services that challenge and enrich the lives of students across the lifespan in a changing, diverse, and complex global society.

The mission of the Master of School Administration Program is to prepare scholars and practitioners who can address the current trends and emerging issues in education through effective, dynamic, and adroit leadership. Dedicated to the university's goals of excellence in teaching, research, and service, the candidates of the program acquire the knowledge, skills and disposition required for the effective administration and management of educational institutions.

Consistent with departmental mission, the overall goal of the Master of School Administration Program is to develop school administrators that value diversity when associated with cultural differences. In addition, the intent is the preparation of school administrators that use reflection, assessment, technology, and research to engage professional decision making and school improvement.

In keeping with both departmental and program goals, the Master of School Administration exists to fulfill multiple objectives related to desired outcomes of the School of Education. Also, it is important to note that program objectives are correlated with the Interstate School Leaders Licensure Consortium Standards for School Leaders (1996), The Standards for Advanced Programs in Educational Leadership (2002) that include the National Standards for Accreditation of Teacher Education (NCATE), and the Standards for School Leaders in North Carolina (2000).

The objectives of the program, that also serve as an expression of expanded statements of purpose, are to:

- Prepare leaders who are visionary, reflective, and collaborative managers with schools, business, and the community.
- Prepare leaders for school administration and leadership in local, state, regional and national educational organizations.
- Prepare leaders who demonstrate research skills and use data analysis in problem solving and decision-making.
- Prepare leaders who demonstrate knowledge of curriculum, assessment, use of technology, and are reflective in their practice.
- Prepare leaders with the skills to respond to gender, equity and quality issues.
- Prepares leaders who are ethically sensitive and open minded.
- Prepare leaders who are responsive to social, political and economic change.
- Provide individuals the opportunity to demonstrate leadership skills, apply theoretical knowledge and demonstrate appropriate dispositions.

C. Goals/Objectives

After considering an analysis of stakeholders, strengths, weaknesses, opportunities and challenges, the program faculty settled on the following strategic goals:

Goal 1: Enhance program viability by continuously increasing the number and quality of students in the MSA program.

- Objectives:
- 1.1: Expand collaboration with local school districts.
 - 1.2: Use local mass media for advertising the program
 - 1.3: Recruit at Local Education Agency (LEA) sites
 - 1.4: Establish professional partnerships with Professional Development Schools (PDS).

Outcomes Achieved:

- The enrollment in the MSA program has increased continuously since the Fall of 2003. The program began with 26 students in the Fall of 2003 and currently has 86 students.
- The average number of years teaching experience has increased to above 10 years as a measure of quality.

Assessment Measures:

- Number of students enrolled annually
- Annual Fall enrollment numbers
- Student profile by years of teaching experience

Assessment Procedures:

- Obtain official enrollment from Institutional Research (IR)
- Obtain student profile data from the Graduate School

Administration of Procedures:

- An annual report will be prepared by program coordinator to ascertain the official enrollment of the program and a profile of the entering students.

Use of Results:

- The recruitment efforts of the program are designed to enroll entering students by cohort. This process has proven effective in maintaining a viable enrollment for the program. Efforts outlined in the objectives will be continued and enhanced.

Goal 2: Enhance program visibility by increasing the operational efficiency and effectiveness of the MSA program.

- Objectives:
- 2.1: Recruit and hire qualified faculty on the core content areas of the program.
 - 2.2: Prepare students for successful completion of the administrative licensure exam.
 - 2.3: Prepare students for placement in school administration after program completion.

Outcomes Achieved:

- The program has recruited and hired qualified faculty in the core content areas of leadership, administration, law, the principalship and curriculum.
- Most recently the program had 41 of 42 students take and pass the administrative licensure exam.

- Of the 4 graduates of the program, all are employed in an administrative capacity in the schools.

Assessment Measures:

- Faculty qualifications
- Pass rate on licensure exam
- Placement of graduates in school administration

Assessment Procedures:

- Compilation and analysis of faculty vita
- Collection of licensure exam results
- Follow-up survey of graduates and employing LEAs

Administration of Procedures:

- The program coordinator will collect, compile and analyze results from the licensure exam and conduct follow-up surveys of graduates.

Use of Results:

- Careful consideration of the alignment of the curriculum with the administrative licensure testing areas and continue to emphasize the importance of this alignment.

Goal 3: Enhance program impact on local school districts by increasing outreach activities of faculty.

- Objectives:
- 3.1: Develop and present professional development seminars and workshops for local school districts.
 - 3.2: Establish professional collaboration with schools not meeting Annual Yearly Progress (AYP).
 - 3.3: Engage in grantsmanship and research activities with local schools.

Outcomes Achieved:

- Three (3) funded action research projects with schools not meeting AYP
- Ten (10) faculty presentations in the local schools on topics related to diversity, black history, minority achievement, at-risk children etc.

Assessment Measures:

- Number of grants and research projects in the program
- Number of activities in collaboration with schools not meeting AYP
- Number of faculty presentations in local schools

Assessment Procedures:

- An annual activity report from each faculty member for the purpose of compiling the evidence of outreach activities.

Administration of Procedures:

- A faculty outreach activity report will be requested annually by the program coordinator.

Use of Results:

- The School of Education has established partnerships with local school districts. The MSA program will become more involved with these partnerships for the purpose of identifying opportunities for outreach.

III. Relatedness to Department and Institutional Mission

A. Student Profile:

1. Admission requirement GPA of 2.8 on a 4.0 scale and a GRE or MAT score. Must have a minimum of 4 years of successful teaching experience.
2. Total enrollment in MSA Program in the Department of Human Development and Services: 90 students.
3. Number of majors in honor program:
1 major- Master of School of Administration Degree.
4. No transfers in MSA Program
5. Progression requirement:
Students must maintain a 3.0 grade point average throughout the program.
Benchmark= MSA Comprehensive Examination
6. Enrollment in degree credit distance learning:
None at this time

B. Academic Major/Program (past three years)

1. The MSA students must take and pass the E.T.S. Leadership Licensure Assessment. Over the last three years, forty-six students have taken the licensure assessment and forty-five have passed it.
2. Accreditation review:
The MSA program will be reviewed in 2007, as part of the accreditation of the School of Education.
3. Internal program reviews (outside consultants): N/A
4. Retention and graduation rates:
Four students were in the first MSA class, all four graduated with honors. These students were also Principal Fellows. This spring 2006 is our second class to graduate. Two students out of 90 have withdrawn from the MSA Program.
5. Graduates (alumni surveys):
Surveys were sent to MSA graduates and their employers.
6. Continuing education and employment:
All four students in our first class are employed as Assistant Principals. One MSA graduate student is enrolled at University of North Carolina at Greensboro as a doctoral candidate for School Administration.
7. Results of employer surveys:
Surveys included

8. Evaluation of student experiences:
Use site mentor assessment- Dr. Guy's office

IV. Faculty Development and Quality

A. Each department within a School/College shall have a Committee for Reappointments, Promotions, and Tenure that is responsible for reviewing all applications for Reappointments, Promotions, and Tenure from within the department. The Committee uses the following criteria with evaluating the faculty quality.

- Teaching Performance- Conducting classes, seminars and other group discussions. Developing productive relations with students, individually and in groups. Developing or securing and using adequate teaching aids.
- Research Performance and Professional Growth- The ability to secure grants for research, publish research articles, and evidence of other creative activity of high quality and significance. Advanced study in a specific field in a regionally accredited institution, citations received for scholarly achievement, membership and participation in professional organizations and travel for professional improvement. Publications and other completed creative work may be regarded as the primary source of evidence.
- Service to the University- Recognition should be given to persons who have made outstanding contributions to the University participating regularly, effectively and imaginatively in University governance and the formulation of department, school and University policies. Consider evidence of participation on committees and special administrative assignments. Consideration should be given to the faculty member's sense of responsibility and reliability as evidenced by the execution of assigned tasks on time.

B. Faculty profile-distributed by:

1. Dr. Edward Fort- Doctorate, University of California at Berkley

Rank: Full Professor

Age: N/A, Male, African-American

2. Dr. Chester F. Preyar- Doctorate, University of Cincinnati

Rank: Professor

Age: N/A, Male, African-American

3. Dr. Linda Bowman-Hopson- Doctorate, Columbia University, New York, N.Y.

Rank: Associate Professor

Age: N/A, Female, African-American

4. Dr. James Battle- Doctorate, Nova Southeastern University, Fort Lauderdale, F.L.
Rank: MSA Coordinator, Adjunct Professor
Age: N/A, Male, African-American

5. Dr. John Jones- Doctorate, University of Wisconsin at Madison
Rank: Adjunct Professor
Age: N/A, Male, African-American

6. Mrs. Maggie Thompson- Educational Specialist Degree-EDS, Appalachian State University
Rank: Adjunct Assistant Professor
Age: N/A, Female, African-American

V. Progress Toward University's Mission

A.

1. Total number of students: 90
Total female: 69
Total male: 21
Average age: 38
Race: African-Americans: 64
Caucasians: 25
Indian: 1

4. MSA degree awarded:
Spring 2005: four (4)
Spring 2006: forty-one (41)
Total: forty-six (46)

5. Degree Master of School Administration

VI. Analysis and Summary of Data

After considering the assessment data associated with the student learning outcomes and strategic goals, several strengths of the program were identified. The strengths of the program are the curriculum design, admissions procedures, K-12 collaborations and enrichment/outreach activities. In contrast, one major challenge was also noted.

The curriculum for the MSA program is aligned with all relevant standards. This alignment has resulted in 98% pass rate on the state licensure exam. Certain features of the curriculum are important to the success of our students in the schools as well. The year-long internship is a special feature of the MSA program exceeding the

length and breath of other programs in the state. The length of the internship is coupled with specific prescribed activities of the intern while engaging the internship. The program has emphasized quality, relevant experiences that are both meaningful and pertinent to understanding school operations and management.

The MSA program is quite satisfied with the yield from the established admission process. It is observed from the assessment data that the quantity and quality of the students enrolled in the program have continuously increased. The use of an interview in the process of admissions has proven to be a valuable determinant.

Collaborations with local schools and outreach activities of the faculty in the program are another analyzed strength. The use of school administrative personnel as guest lecturers in core courses is very beneficial to the students in garnering real world understandings regarding school administration. This resource is secured through careful and salient collaborations between the MSA faculty and local school systems. The mentioned faculty outreach activities of the program provide a symbiotic relevance to the existing relationship with local schools.

One identified challenge from the analysis of the data is the need for more scholarly dissemination activities within the department. The strategic intent of engaging in research and grantsmanship activities is a growth and development activity for the program. Therefore, the program will solicit institutional support with these activities. Namely, the program will consult with the Sponsored Programs Office and Research to address this challenge.

VII. Student Learning Outcomes (See Forms A-D)

1. Demonstrate leadership, management and planning knowledge required to facilitate and articulate vision by using appropriate leadership, management and planning theories and principles to promote the success of all students.
2. Demonstrate empirical-based knowledge and abilities to manage, supervise and organize effective school operations to promote a safe and conducive learning environment.
3. Demonstrate the disposition and skills needed to successfully deliver programs for diverse student populations in a pluralistic society and diverse world.