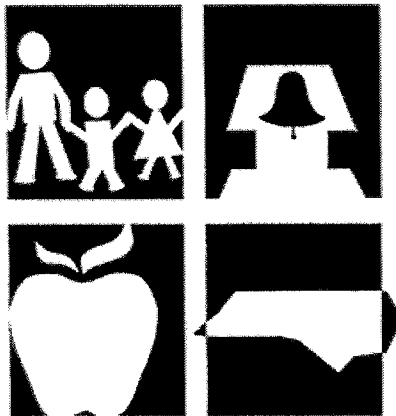


School Administration Programs

2004-05



SCHOOL ADMINISTRATION PROGRAMS

School administration programs are designed to prepare educational leaders who have the knowledge, skills, and dispositions to promote the success of all students. While specific course requirements vary from institution to institution, they are focused on enabling graduates to be able to facilitate the formation, articulation, and dissemination of a school or district vision of learning supported by the school community; promote and maintain a positive school culture for learning, by promoting effective instructional programs, applying best practices to student learning, and designing and implementing comprehensive professional growth programs for staff; manage organizational operations and resources in a way that promotes safe, efficient, and effective learning environments; collaborate with families and other community members, responding to diverse community interests and needs, and mobilizing community resources; understand the larger political, social, economic, legal, and cultural context of schools; and advocate for all students.

During the 2004-05 academic year 14 institutions offered school administration programs. The institutions are:

Appalachian State University	NC State University
Campbell University	UNC - Chapel Hill
East Carolina University	UNC - Charlotte
Fayetteville State University	UNC - Greensboro
Gardner-Webb University	UNC-Pembroke
NC A & T State University	UNC - Wilmington
NC Central University	Western Carolina University

Quality of Students Entering the Programs

Institutions with approved school administration programs seek to recruit and retain quality students who reflect the diversity of the state and nation. They work closely with their college/university graduate admission offices and area school systems to promote their programs. Brochures and other promotional materials are routinely distributed. A number of institutions offer off-campus programs designed to bring programs to prospective school administrators.

School Administration Program Admission Requirements

School Administration Program admission requirements vary from institution to institution. Most require prospective students to have a prescribed grade point average and to earn a satisfactory score on a standardized examination such as the Miller Analogies Test (MAT) or Graduate Record Exam (GRE). Many require references; a number require a writing sample (essay).

Table XVI summarizes the Fall 2004 enrollment in school administration programs. This data was provided by the institution. **Table XVII** summarizes admission test results. This data was provided by the institutions for the students reported as admitted to their programs. The column MAT 1 reflects MAT scores based on the 0-100 scoring rubric; MAT 2 reflects the new MAT scoring rubric that ranges from 200 – 600. The column GRE 1 reflects the combined Verbal and Quantitative scores (each can range from 200-800); GRE 2 reflects the GRE analytical writing score which ranges from 0-6.

**Table XVI: Enrollment in School Administration Programs
Fall 2004**

	Full-Time		Part-Time	
	Graduate		Graduate	
M=Minority, T=Total	M	T	M	T
Appalachian State University	11	78	17	81
Campbell University	1	8	5	20
East Carolina University	1	1	60	236
Fayetteville State University	13	21	37	45
Gardner-Webb University			143	484
NC A&T State University	4	4	37	45
NC Central University	4	4	7	7
NC State University	2	11	17	110
UNC-Chapel Hill	4	16	27	75
UNC-Charlotte	12	52	7	60
UNC-Greensboro	21	72	14	54
UNC-Pembroke	3	19	36	122
UNC-Wilmington	4	13	6	24
Western Carolina University		9	1	44
Totals	80	308	414	1,407

Table XVII: School Administration Program Admission Data

	MAT 1	MAT 2	GRE 1	GRE 2	GPA
State Average	43	405	4	1011	3.26
Appalachian State University	43	420		931	3.15
Campbell University			*	902	3.71
East Carolina University	45	409	*	1038	3.05
Fayetteville State University	37			874	3.30
Gardner-Webb University	38	*		1223	3.05
NC A&T State University					3.42
NC Central University					3.76
NC State University					
UNC-Chapel Hill				958	3.21
UNC-Charlotte	45			891	3.18
UNC-Greensboro				931	3.32
UNC-Pembroke	42	399		1119	3.81
UNC-Wilmington	46			924	3.88
Western Carolina University	*			1273	3.81

* Less than 4 takers were reported. Results not shown.

QUALITY OF STUDENTS COMPLETING THE PROGRAMS

School administration programs are designed to prepare educational leaders who have the knowledge, skills, and dispositions to promote the success of all students. To this end, candidates are required to complete defined programs of study which include significant internship experiences. These experiences are expected to provide opportunities for synthesizing and applying knowledge and practicing skills through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel. The progress of candidates in completing program requirements is monitored and the competence of candidates is assessed throughout the program of study.

To be licensed as a school administrator, candidates must satisfactorily complete the School Leaders Licensure Assessment (SLLA) exam.

Table XVIII summarizes the performance of candidates on the SLLA exam.

**TableXVIII: Performance of MSA Program Completers
on the School Leaders Licensure Assessment**

	Number Tested	Pass Rate
State-wide	512	100.0%
Appalachian State University	37	100
Campbell University	10	100
East Carolina University	56	100
Fayetteville State University	24	100
Gardner-Webb University	100	100
NC A&T State University	*	*
NC Central University	14	100
NC State University	66	100
UNC-Chapel Hill	39	100
UNC-Charlotte	42	100
UNC-Greensboro	60	100
UNC-Pembroke	24	100
UNC-Wilmington	24	100
Western Carolina University	16	100

EMPLOYMENT AND PROGRAM SATISFACTION

To determine the satisfaction with school administration programs of individuals who have completed the programs and their employers, a survey was distributed to recent school administration program completers employed in the public schools of North Carolina and their employers. Respondents were asked to rate their satisfaction with the program in general, their preparation to use technology to support the instructional program, their preparation in instructional leadership, and their preparation to assist teachers in meeting the needs of diverse learners.

On a 4.0 scale, ratings by program completers ranged from 3.31 (preparation to use technology) to 3.63 (overall program). Employer ratings ranged from 3.52 (for technology) to 3.66 (overall program).

Table XIX summarizes the results of the survey of program completers and their employers.

Table XIX: School Administration Program Completer Survey Results

Satisfaction C = Program Completer E = Employer	Number Responding		Overall Quality		Technology		Instructional Leadership		Diverse Learners	
	C	E	C	E	C	E	C	E	C	E
Appalachian State University	25	18	3.56	3.56	3.24	3.44	3.44	3.28	3.16	3.17
Campbell University										
East Carolina University	36	22	3.92	3.91	3.61	3.64	3.83	3.68	3.64	3.68
Fayetteville State University	9	*	4.00	*	3.67	*	4.00	*	3.78	*
Gardner-Webb University	59	43	3.80	3.56	3.37	3.49	3.81	3.47	3.69	3.56
NC A&T State University	*	*	*	*	*	*	*	*	*	*
NC Central University	11	*	3.64	*	3.55	*	3.73	*	3.55	*
NC State University	44	28	3.64	3.68	3.09	3.50	3.52	3.64	3.37	3.59
UNC-Chapel Hill	18	9	3.72	3.67	3.06	3.33	3.67	3.78	3.61	3.56
UNC-Charlotte	31	24	3.06	3.92	2.90	3.83	3.29	3.83	3.23	3.83
UNC-Greensboro	27	20	3.59	3.45	3.44	3.20	3.56	3.50	3.22	3.45
UNC-Pembroke	16	18	3.88	3.72	3.50	3.67	3.75	3.78	3.56	3.56
UNC-Wilmington	19	14	3.05	3.43	3.37	3.50	3.11	3.43	2.95	3.46
Western Carolina University	6	8	3.83	4.00	3.33	3.75	3.83	3.88	3.50	3.75
** Grand Totals	301	204								
State Averages			3.63	3.66	3.31	3.52	3.61	3.59	3.44	3.55

* Less than five survey responses received. Responses will be held and combined with next year's survey responses.

** Contains the number of all surveys received this year.

REWARDS AND SANCTIONS

School Administration Programs

If schools are to succeed, they must be staffed with quality professionals. The quality of teacher education programs is a significant factor in determining the quality of the teaching profession. Because of this, programs should be assessed on a regular basis. One key method of assessing program quality is found in the Teacher Education Program Approval process. This process requires on-site reviews of teacher education programs by trained teams of professionals at least every five years. To assist in carrying out this process and in assessing the on-going quality of teacher preparation, a Performance Report will be issued for each North Carolina college or university with an approved teacher education program. Data from the program approval process and the IHE Performance Report will be used to reward and sanction programs as required by the Excellent Schools Act.

Masters of School Administration Programs (MSAs) must:

- (a) Maintain annually a passing rate of at least 70% on the SLLA (School Leaders Licensure Assessment) exam.
- (b) Receive annually positive ratings (3 or 4) from at least 70% of graduates and employers responding to surveys
- (c) Exhibit direct and ongoing involvement with the public schools.

An MSA program shall be designated as "Low Performing" if:

- (a) It does not meet 2 of the above 3 criteria in a single year; or
- (b) It does not meet the same 1 of the above 3 criteria twice in three years; or
- (c) It does not meet any 1 of the above 3 criteria for 3 consecutive years.

The public disclosure of the IHE Performance Reports serves as a means of rewards/sanctions itself, as institutions seek to attract students and garner alumni support. Further sanctions are described below.

For any criterion that the institution does not meet, it will be required to submit a written plan to the Department of Public Instruction detailing the actions that will be taken to correct the deficiency(ies); technical assistance will be available through the Teacher Education Section. The reports will be reviewed by the State Evaluation Committee on Teacher Education, which may recommend further action (e.g., sending a team to campus; requiring additional information, etc.) If an institution is designated "Low-Performing," on two consecutive assessments, the Department will conduct an on-site review of the program. The results of this review will be reported to the State Board of Education and may result in closure of the licensure program.

A "rule of 5" will be applied to Praxis II and survey data; i.e., data with an "N" fewer than 5 will not be reported. Data will be banked until a minimum of 5 scores or responses are recorded and then reported.

SURVEYS OF PROGRAM COMPLETERS AND EMPLOYERS

School Administration Program Graduate Survey

ID NUMBER										SPECIAL CODES									
										A	B	C	D	E	F	G	H	I	J
XXXXXXXXXX										X	X	X	X	X	X	X	X	X	X
0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	9	9	9	9	9	9	9	9	9	9
1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9



In the **"ID Number"** block to the left, use the enclosed list of college and university ID numbers to fill in the four-digit code for the college or university from which you graduated.

Lowest rating

(D)

(C)

(B)

Highest rating

(A)

A

GENERAL PURPOSE DATA SHEET II
form no. 70921

QUESTIONS 1-4

Please use the following scale to answer questions 1-4:

- (A) Strongly Agree
- (B) Agree
- (C) Disagree
- (D) Strongly Disagree

1. I am satisfied with the quality of my MSA graduate program. →
2. I am satisfied with my preparation to use technology to support the instructional program. →
3. I am satisfied with my preparation in instructional leadership. →
4. I am satisfied with my preparation to assist teachers in meeting the needs of diverse learners. →

* * * * *

QUESTION 5

Please indicate your employment status.

5. I am (indicate A, B, C, or D on this line): →
 - A) a North Carolina public school principal.
 - B) a North Carolina private school principal.
 - C) a principal outside the State of North Carolina.
 - D) not currently a principal.

Lowest rating

(D)

(C)

(B)

(A)

GENERAL PURPOSE DATA SHEET II
form no. 70921

USE NO. 2 PENCIL ONLY

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