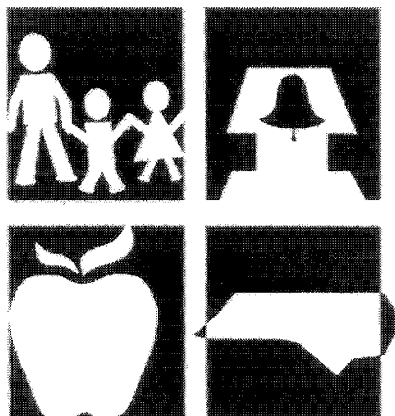


School Administration Programs

2005-06



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 2005-06 academic year 15 institutions offered school administration programs. The institutions are:

Appalachian State University	NC Central University
Campbell University	NC State University
East Carolina University	UNC - Chapel Hill
Fayetteville State University	UNC - Charlotte
High Point University	UNC - Greensboro
Gardner-Webb University	UNC-Pembroke
NC A & T State University	UNC – Wilmington
	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 2005 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 MAT scores are based on the new MAT scoring rubric that ranges from 200 – 600. The GRE scores reflect the combined Verbal and Quantitative scores (each can range from 200-800).

**Table XVI: Enrollment in School Administration Programs
Fall 2005**

M=Minority, T=Total	Full-Time Graduate		Part-Time Graduate	
	M	T	M	T
Appalachian State University	18	74	10	91
Campbell University		14	4	20
East Carolina University	1	1	57	242
Fayetteville State University	10	15	31	36
Gardner-Webb University			167	569
High Point University	4	31		
NC A&T State University			37	54
NC Central University	26	35	2	2
NC State University	7	18	41	200
UNC-Chapel Hill	43	108		
UNC-Charlotte	11	40	12	67
UNC-Greensboro	20	47	12	53
UNC-Pembroke	1	5	47	128
UNC-Wilmington	7	28	5	31
Western Carolina University		19	2	57
Totals:	148	435	427	1550

Table XVII: School Administration Program Admission Data

State Averages	MAT 409	GRE 1008	GPA 3.24
Appalachian State University	409	954	3.31
Campbell University		928	3.59
East Carolina University	*	1111	3.06
Fayetteville State University		818	3.31
Gardner-Webb University	409	1231	3.07
High Point University	407	824	3.70
NC A&T State University		*	3.43
NC Central University			*
NC State University	424	963	
UNC-Chapel Hill	402	980	3.14
UNC-Charlotte	401	935	3.08
UNC-Greensboro		916	3.16
UNC-Pembroke	398	1051	3.60
UNC-Wilmington	400	998	3.91
Western Carolina University		1204	3.86

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. A score of 155 is required to pass the exam.

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

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

Institution	School Leadership	
	N	%
Appalachian State University	40	100
Campbell University	6	100
East Carolina University	100	100
Fayetteville State University	26	100
Gardner-Webb University	101	100
High Point	11	100
NC A&T State University	4	100
NC Central University	15	100
NC State University	49	100
UNC-Chapel Hill	30	100
UNC-Charlotte	23	100
UNC-Greensboro	43	100
UNC-Pembroke	40	100
UNC-Wilmington	18	100
Western Carolina University	12	100
State Rates	518	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 3.38 (preparation to use technology) to 3.73 (overall program). Employer ratings ranged from 3.45 (diverse learners) to 3.65 (overall program).

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

Table XIX: School Administration Program Completer Survey Data

Satisfaction C = 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	24	19	3.83	3.79	3.54	3.74	3.75	3.47	3.42	3.42
Campbell University	6	5	4.00	3.80	3.67	3.80	4.00	3.80	3.67	3.80
East Carolina University	67	61	3.78	3.72	3.45	3.64	3.62	3.66	3.39	3.57
Fayetteville State University	16	≈ 21	3.44	3.57	3.13	3.67	3.69	3.75	3.25	3.67
Gardner-Webb University	74	64	3.69	3.56	3.35	3.48	3.71	3.45	3.54	3.39
NC A&T State University	*	*	*	*	*	*	*	*	*	*
NC Central University	7	≈ 9	3.86	3.78	3.29	3.67	3.86	3.78	3.43	3.44
NC State University	24	27	3.67	3.70	3.00	3.37	3.46	3.52	3.25	3.48
UNC-Chapel Hill	21	14	3.90	3.57	3.57	3.50	3.86	3.36	3.71	3.21
UNC-Charlotte	17	18	3.65	3.67	3.18	3.61	3.71	3.44	3.59	3.39
UNC-Greensboro	27	28	3.67	3.67	3.26	3.67	3.70	3.54	3.59	3.46
UNC-Pembroke	22	22	3.86	3.82	3.73	3.68	3.95	3.68	3.86	3.77
UNC-Wilmington	*	*	*	*	*	*	*	*	*	*
Western Carolina University	6	6	3.67	4.00	3.50	3.83	3.83	3.83	3.50	3.67
** Grand Totals	316	300								
State Averages			3.73	3.65	3.38	3.60	3.71	3.50	3.50	3.45

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

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

≈ Last year, less than five survey responses were received. They are included with this year's responses.

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



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)

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.

(A)

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