

School Administration Programs

2007-08



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 2007-08 academic year 18 institutions offered school administration programs. The institutions are:

Appalachian State University	NC State University
Campbell University	Pfeiffer University
East Carolina University	UNC - Chapel Hill
Elizabeth City State University	UNC - Charlotte
Fayetteville State University	UNC - Greensboro
Gardner-Webb University	UNC - Pembroke
High Point University	UNC - Wilmington
NC A & T State University	Western Carolina University
NC Central University	Wingate 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 MAT or GRE. Many require references; a number require a writing sample (essay).

Table XVI summarizes the Fall 2007 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 old GRE scores reflect the combined Verbal and Quantitative scores (each can range from 200-800).

**Table XVI: Enrollment in School Administration Programs
Fall 2007**

	Full-Time				Part-Time			
	Graduate		Licensure Only		Graduate		Licensure Only	
	M	T	M	T	M	T	M	T
M=Minority, T=Total								
Appalachian State University		2		2	8	121	7	91
Campbell University	5	26	1	4	5	26	11	32
East Carolina University	4	17			54	221	1	5
Elizabeth City State University					17	27		5
Fayetteville State University	30	44			28	40		
Gardner-Webb University					138	488	63	117
High Point University	9	24	20	40				
NC A&T State University	5	5			45	55		
NC Central University	1	2			12	17		
NC State University	2	10			46	170		
UNC-Chapel Hill	25	46			17	46	6	15
UNC-Charlotte	10	41			5	33	20	50
UNC-Greensboro	40	77	1	2	5	21		
UNC-Pembroke	3	12	7	10	34	87	4	17
UNC-Wilmington	4	20			5	17		1
Western Carolina University	1	12		1	13	150	2	27
Wingate University	14	38					50	104
Totals	153	376	29	59	432	1519	164	464

Table XVII: School Administration Program Admission Data

	MAT	GRE	GPA
State Averages	406	955	3.30
Appalachian State University	406	978	3.19
Campbell University		858	3.68
East Carolina University	410	973	3.11
Elizabeth City State University	396	981	3.74
Fayetteville State University	398	969	3.39
Gardner-Webb University	409	1,202	3.16
High Point University	405	881	3.44
NC A&T State University			3.72
NC Central University		1,000	3.49
NC State University	410	978	
UNC-Chapel Hill	398	985	3.11
UNC-Charlotte		938	3.09
UNC-Greensboro	398	926	3.33
UNC-Pembroke	400	885	3.52
UNC-Wilmington	412	946	3.82
Western Carolina University		947	
Wingate University	403	994	3.48

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	Number Tested	Pass Rate
Appalachian State University	41	100
Campbell University	3	*
East Carolina University	92	100
Fayetteville State University	13	100
Gardner-Webb University	108	100
High Point University	14	100
NC A&T State University	11	100
NC Central University	12	100
NC State University	71	100
UNC-Chapel Hill	48	100
UNC-Charlotte	44	100
UNC-Greensboro	27	100
UNC-Pembroke	64	100
UNC-Wilmington	18	100
Western Carolina University	25	100
State Total and Pass Rate	591	100

* Pass Rates not reported if less than five test takers.

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 3.37 (preparation to use technology) to 3.63 (overall quality). Employer ratings ranged from 3.49 (instructional leadership) to 3.56 (overall quality).

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

Table XIX: School Administration Program Completer Survey Data

Satisfaction	Number Responding		Overall Quality		Technology		Instructional Leadership		Diverse Learners	
	C	E	C	E	C	E	C	E	C	E
C = Program Completer										
E = Employer										
Appalachian State University	19	8	3.47	3.50	3.26	3.38	3.42	3.25	3.53	3.38
Campbell University	*	*	*	*	*	*	*	*	*	*
East Carolina University	40	22	3.75	3.59	3.40	3.55	3.73	3.32	3.25	3.27
Elizabeth City State University	*	*	*	*	*	*	*	*	*	*
Fayetteville State University	8	*	3.13	*	3.00	*	3.00	*	3.00	*
Gardner-Webb University	36	27	3.61	3.48	3.33	3.52	3.58	3.41	3.47	3.56
High Point University	10	7	3.90	3.86	3.50	3.67	3.80	4.00	3.80	3.86
NC A&T State University	*	5	*	3.80	*	3.60	*	3.20	*	3.20
NC Central University	5	8	3.60	3.63	3.40	3.63	3.80	3.63	3.60	3.88
NC State University	18	13	3.44	3.54	3.33	3.54	3.50	3.54	3.28	3.54
UNC-Chapel Hill	17	11	3.88	3.64	3.71	3.45	3.76	3.82	3.47	3.73
UNC-Charlotte	13	*	3.38	*	3.15	*	3.23	*	3.15	*
UNC-Greensboro	6	*	3.67	*	3.67	*	3.67	*	3.50	*
UNC-Pembroke	26	16	3.73	3.31	3.38	3.31	3.73	3.38	3.62	3.38
UNC-Wilmington	6	*	3.50	*	3.33	*	3.67	*	3.33	*
Western Carolina University	10	14	3.70	3.71	3.40	3.64	3.70	3.64	3.60	3.57
Wingate University	*	*	*	*	*	*	*	*	*	*
** Grand Totals	214	131								
State Averages			3.63	3.56	3.37	3.52	3.60	3.49	3.42	3.51

* 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 seven 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 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 NCDPI 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 SEC, 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 SBE 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 SCHOOL ADMINISTRATION PROGRAM COMPLETERS AND EMPLOYERS



School Administration - Completer Survey

Questions marked with an asterisk (*) are mandatory.

- 1 * Enter your survey respondent identification number. This number can be found on the mailing label of the envelope you received.

- 2 * Enter the College or University for which you are rating.

- 3 * I am satisfied with the quality of my MSA graduate program.

Strongly Disagree	Disagree	Agree	Strongly Agree
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

- 4 * I am satisfied with my preparation to use technology to support the instructional program.

Strongly Disagree	Disagree	Agree	Strongly Agree
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

- 5 * I am satisfied with my preparation in instructional leadership.

Strongly Disagree	Disagree	Agree	Strongly Agree
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

- 6 * I am satisfied with my preparation to assist teachers in meeting the needs of diverse learners.

Strongly Disagree	Disagree	Agree	Strongly Agree
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

- 7 * I am:





School Administration - Employer Survey

Questions marked with an asterisk (*) are mandatory.

- 1 * Enter your survey respondent identification number. This number can be found on the mailing label of the envelope you received.

- 2 * Enter the College or University for which you are rating.

- 3 * I am satisfied with the quality of the individual's school administration program.

Strongly Disagree Disagree Agree Strongly Agree

1

2

3

4

- 4 * I am satisfied with the individual's preparation to use technology to support the instructional program.

Strongly Disagree Disagree Agree Strongly Agree

1

2

3

4

- 5 * I am satisfied with the individual's preparation in instructional leadership.

Strongly Disagree Disagree Agree Strongly Agree

1

2

3

4

- 6 * I am satisfied with the individual's preparation to assist teachers in meeting the needs of diverse learners.

Strongly Disagree Disagree Agree Strongly Agree

1

2

3

4

7 He/She is:

