

# **School Administration Programs**

**2008-09**



## SCHOOL ADMINISTRATION PROGRAMS

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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 2008-09 academic year 17 institutions offered school administration programs. The institutions are:

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

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### 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 2008 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 2008**

<b>M=Minority, T=Total</b>	<b>Full-Time</b>				<b>Part-Time</b>			
	<b>Graduate</b>		<b>Licensure Only</b>		<b>Graduate</b>		<b>Licensure Only</b>	
	<b>M</b>	<b>T</b>	<b>M</b>	<b>T</b>	<b>M</b>	<b>T</b>	<b>M</b>	<b>T</b>
Appalachian State University			2	19	8	74	11	128
Campbell University	5	23	9	25	8	21	7	21
East Carolina University	26	75	1	2	45	164	10	54
Elizabeth City State University					19	31	1	9
Fayetteville State University	26	39			23	29		
Gardner-Webb University					73	216	46	81
High Point University	12	21	13	22				
NC A&T State University	6	7			59	72		
NC Central University	12	15	5	6	15	18	2	5
NC State University	2	4			56	193		
UNC-Chapel Hill	9	22			32	66	6	22
UNC-Charlotte	6	22		1	7	45	14	34
UNC-Greensboro	37	85	7	16	5	13	2	3
UNC-Pembroke	35	87	2	9	19	44	3	14
UNC-Wilmington	5	19			2	9	3	15
Western Carolina University	3	15	1	7	16	153	6	65
Wingate University					27	94	17	63
<b>Totals</b>	<b>184</b>	<b>434</b>	<b>40</b>	<b>107</b>	<b>414</b>	<b>1,242</b>	<b>128</b>	<b>514</b>

**Table XVII: School Administration Program Admission Data**

	<b>MAT 1</b>	<b>MAT 2</b>	<b>GRE 1</b>	<b>GRE 2</b>	<b>GPA</b>
<b>State Avg</b>	<b>43</b>	<b>403</b>	<b>936</b>	<b>4</b>	<b>3.41</b>
Appalachian State University	*	397	988		3.61
Campbell University			889	4	3.83
East Carolina University	43	407	920		3.23
Elizabeth City State University	*	396	1,021		3.73
Fayetteville State University		389	851		3.34
Gardner-Webb University		*	*		3.18
High Point University	*	404	687		3.46
NC A&T State University		*	719		3.76
NC Central University					
NC State University	41	408	968	4	
UNC-Chapel Hill	*	414	987		3.08
UNC-Charlotte					3.05
UNC-Greensboro	*	399	935	4	3.43
UNC-Pembroke	36	399	896		3.42
UNC-Wilmington	54	403	981		3.51
Western Carolina University		406	950	4	
Wingate University	*	401	*	*	3.61

\* Less than five test takers. Results not reported.

## QUALITY OF STUDENTS COMPLETING THE PROGRAMS

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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.

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

Institution	School Leadership	
	N	%
Appalachian State University	71	100
Campbell University	21	100
East Carolina University	52	100
Elizabeth City State University	11	100
Fayetteville State University	18	100
Gardner-Webb University	38	100
High Point University	17	100
NC A&T State University	31	100
NC Central University	13	100
NC State University	58	100
UNC-Chapel Hill	37	100
UNC-Charlotte	28	100
UNC-Greensboro	31	100
UNC-Pembroke	28	100
UNC-Wilmington	15	100
Western Carolina University	18	100
Wingate University	47	98
<b>State Total and Passrate</b>	<b>534</b>	<b>99</b>

## EMPLOYMENT AND PROGRAM SATISFACTION

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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 3.30 (diverse learners) to 3.64 (instructional leadership). Employer ratings ranged from 3.23 (diverse learners) to 3.62 (overall quality).

**Table XIX** summarizes the results of the survey of program completers and their employers. Because of the budget situation this year, surveys were not mailed. Instead, the survey was available electronically and emails were used to reach respondents. In addition to the emails sent by DPI to principals, teachers, central office staff (Beginning Teacher Program Coordinators), NCASA and NCAE also sent emails to their members encouraging them to complete the on-line surveys. Despite efforts to encourage respondents to complete the surveys, the response rate was low and this year results are reported at the state level but not the institutional level. Individual institutional responses will be carried forward to next year's report.

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**Table XIX: Survey Results  
School Administration Programs**

	<b>Number Responding</b>	<b>Overall Quality</b>	<b>Technology</b>	<b>Instructional Leadership</b>	<b>Diverse Learners</b>
<b>Completers</b>	100	3.42	3.33	3.64	3.30
<b>Employers</b>	141	3.62	3.35	3.31	3.23

## REWARDS AND SANCTIONS

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### 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.

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**SURVEYS OF SCHOOL ADMINISTRATION PROGRAM COMPLETERS AND EMPLOYERS**

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## Master's of School Administration Program Completer Survey

I am employed as a:

NC Public School Principal	▲
NC Charter School Principal	—
NC Private School Principal	—
Principal Outside NC	—
NC Public School Assistant Principal	▼

If 'Other' selected, please provide a brief description:

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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 at *(name of institution)*:

N/A  A  B  C  D

2. Satisfaction with preparation to use technology to support the instructional program:

N/A  A  B  C  D

3. Satisfaction with preparation in instructional leadership:

N/A  A  B  C  D

4. Satisfaction with preparation to assist teachers in meeting the needs of diverse learners:

N/A  A  B  C  D

## Employer's Survey for Master's of School Administration Program

(name of completer) is employed as a:

NC Public School Principal	▲
NC Charter School Principal	
NC Private School Principal	
Principal Outside NC	
NC Public School Assistant Principal	▼

If 'Other' selected, please provide a brief description:

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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 (name of completer)'s School Administration program at (institution): A<sup>⤴</sup> B<sup>⤴</sup> C<sup>⤴</sup> D<sup>⤴</sup>

2. Satisfaction with preparation to use technology to support the instructional program:

N/A<sup>⤴</sup> A<sup>⤴</sup> B<sup>⤴</sup> C<sup>⤴</sup> D<sup>⤴</sup>

3. Satisfaction with preparation in instructional leadership:

N/A<sup>⤴</sup> A<sup>⤴</sup> B<sup>⤴</sup> C<sup>⤴</sup> D<sup>⤴</sup>

4. Satisfaction with preparation to assist teachers in meeting the needs of diverse learners:

N/A<sup>⤴</sup> A<sup>⤴</sup> B<sup>⤴</sup> C<sup>⤴</sup> D<sup>⤴</sup>