

# **IHE Master's of School Administration Performance Report**

**UNC-Wilmington**

**2010 - 2011**

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## **Overview of Master's of School Administration Program**

The Master of School Administration (MSA) Program at the University of North Carolina Wilmington (UNCW) currently consists of a 36 hour program for degree seeking students and 24 hour program for licensure only seeking students. The MSA Program accepts students as full-time Principal Fellows (PFs), Part-time students seeking the full degree, and Licensure-only students seeking certification only. All three tracks require students to complete a year-long internship comprised of at least 500 hours each semester for a total of 1000 hours at program completion. All internships are designed so that students see the beginning and closing of schools. Many of the part-time students and licensure-only students work full time as teachers and must start in early July to begin to accumulate hours. Part-time students have the option to apply for the NC state stipend during the year of internship, so that they have a true full-time experience. The MSA program is aligned with the Watson School of Education (WSE) Conceptual Framework, the Educational Leadership Constituencies Council (ELCC), the Interstate Leaders Licensure Consortium (ISLLC) and the North Carolina Standards for School Executives. The Master of School Administration (MSA) Program is comprised of the four essential core conditions as defined by the Southern Regional Education Board: (1) University/district partnerships for principal preparation; (2) Emphasis on knowledge and skills for improving schools and raising student achievement; (3) Well planned and supported field experiences; and (4) Rigorous evaluation of participant's mastery of essential competencies and program quality and effectiveness. The MSA Program is committed to modeling and serving as highly qualified faculty in scholarship, service, teaching, supervising, mentoring, and advising. Emphasis of the program is centered on knowledge and skills for improving schools and raising student achievement. The program serves to produce educational leaders that are able to serve as Effective Communicators, Reflective Practitioners, Technologically Proficient, well grounded in Content Knowledge, Pedagogy, Ethical and Professional Standards, and Informed-Decision-making.

## **Special Features of the Master's of School Administration Program**

During the 2010-2011 academic year, significant changes were made to the MSA program. The UNCW Master of School Administration faculty engaged in a year-long review for reauthorization. Meetings were held weekly with the MSA Faculty and planned meetings throughout the year that involved members of the cross-functional team. The cross-functional

team was a diverse population of participants covering many aspects of the field, graduates, other departments, adjunct faculty, and departmental members. The re-design or new MSA program framework involved development of five major components: 1) Intensive Integrated Field Experiences and Internship Practices; 2) Comprehensive Recruitment, Selection, and Retention Initiatives; 3) Collaborative Involvement of Public School partnership Throughout Program Experiences, 4) Transformative Assessment for Program Improvement and Administrator Development; and 5) Global Centered Instruction and Delivery to Develop Future Focused Leaders. Teams met within the program to review the present courses, course materials, texts, and projects. During this process, the teams made recommendations for changes. All courses would align with a key evidences developed by the team. Each evidence was then aligned with standards and evidence clusters were developed with Hallmark projects. All courses were aligned with the evidence clusters and Hallmarks. While this was a huge undertaking for the teams, the 2011-2012 school term has aligned hallmark projects that ultimately are aligned with the key evidences and clusters.

### Direct and Ongoing Involvement with and Service to Public Schools

<b>LEAs/Schools with whom the Institution has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Start and End Dates</b>	<b>Number of Participants</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
Brunswick County Schools (Belville Elementary, Bolivia Elementary, Brunswick County Early College, Jessie Mae Monroe Elementary, Leland Middle, Lincoln Elementary, North Brunswick High, Shallotte	Improved Collaborative Identification of Need and Utilization of Resources throughout SE North Carolina Rationale SE NC is composed of many low socioeconomic regions and access to resources is greatly limited. This collaborative identification of needs allows WSE to support LEAs professional growth and match needs with faculty expertise to disseminate	The Watson School of Education's Professional Development System University-School Partnership is with 11 Public School districts, 1 Department of Defense School system, and 2 NC Charter Schools. The PDS Partnership has been established for 21 years with Formal System	7/1/2010 to 6/30/2011	8,375 (interns, teachers, admin., faculty)	The PDS Partnership annual processes provide data which are analyzed and used to identify services needed and prioritize efforts. This has resulted in constructing a database which informs organizational outreach initiatives, professional

<p>Middle, South Brunswick High, South Brunswick Middle, Southport Elementary, Supply Elementary, Town Creek Elementary, Union Elementary, Virginia Williamson, Waccamaw Elementary, West Brunswick High), Camp Lejeune Department of Defense Schools (Bitz Intermediate, Brewster Middle, Delalio Elementary, Lejeune High, Johnson Primary, Tarawa Terrace II Elementary), Carteret County School (White Oak Elementary), Clinton City Schools (Butler Avenue Elementary), Columbus</p>	<p>resources needed.</p>	<p>Agreements renegotiated and renewed every three years and School Applications and Annual Updates gathered from 127 Partnership Schools. This intentional process provides an assessment of district and school needs and identifies their prioritized targeted goals for improvement. In the spring of 2009, Watson School of Education Associate Dean and Partnership Director met individually with school partnership district superintendents and central office leaders to renegotiate and reconfirm the three year formal agreement for 2009 - 2012. In the fall of 2010, the Watson School Associate Dean and PDS Director visited each of the superintendents</p>			<p>development programs, and aligns faculty research and service interests and expertise with schools and districts. Providing an access point to database information for our PDS partners has resulted in the constructing of the Watson School of Education Collaborative Portal during the 2010-2011 academic year. During the agreement renegotiation meetings with the individual districts, school system needs and focused goals for the covered years were identified and agreed upon for future planning and allocation of resources. Partnership Agreements for 2009-2012 have been signed by the</p>
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<p>County Schools (Acme Delco Elementary, Acme Delco Middle, East Columbus High, Hallsboro Middle), Duplin County Schools (BF Grady Elementary, Beulaville Elementary, Charity Middle, Chinquapin Elementary, East Duplin High, EE Smith Middle School, James Kenan High, Kenansville Elementary, N. Duplin Jr/Sr High, North Duplin Elementary, Rose Hill-Magnolia Elementary, Wallace Elementary, Wallace-Rose Hill High, Warsaw Elementary, Warsaw Middle), Jones County Schools (Jones</p>		<p>individually and affirmed our commitment to the partnership. In 2010-2011 academic year 8,375 partnership teachers, school administrators, university faculty and interns participated in 6 professional development conferences, 648 seminars, and 16 partnership orientations and teacher intern preparations and 14 professional initiatives for a total of 684 sessions with 17,039 contact hours. Outreach personnel developed online training modules to prepare partnership teachers and have offered them continuously as of Spring 2011.</p>		<p>school district superintendent and school board chair and by the university Chancellor and Board of Trustees chair. Evaluations and follow-up feedback from participants indicated successful achievement of goals and outcomes aligned with the sessions' purposes. During Fall 2010 meetings with individual districts, district superintendent s, the Associate Dean and the PDS Director continued discussions on professional development offerings for the 2010-2011 academic year. These conversations led to the ongoing development of online professional development</p>
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Middle), New  
Hanover  
County  
Schools  
(Alderman  
Elementary,  
Anderson  
Elementary,  
Ashley High,  
Bellamy  
Elementary,  
Blair  
Elementary,  
Bradley  
Creek  
Elementary,  
Carolina  
Beach  
Elementary,  
Castle Hayne  
Elementary,  
Child  
Development  
Center,  
Codington  
Elementary,  
College Park  
Elementary,  
D.C. Virgo  
Middle,  
Dorothy B  
Johnson Pre-  
K Center,  
Eaton  
Elementary,  
Forest Hills  
Elementary,  
Gregory  
Math/Sci/Tec  
h Elementary,  
Hoggard  
High, Holly  
Tree  
Elementary,  
Howe Pre-K,  
Isaac Bear

modules for  
our regional  
partners.

Early College  
High, JC Roe  
Pre-K Center,  
Lake Forest  
Academy,  
Laney High,  
Mary C.  
Williams  
Elementary,  
Mary  
Sidberry  
Mosley PLC,  
Murray  
Middle,  
Murrayville  
Elementary,  
Myrtle Grove  
Middle, New  
Hanover  
High, NHCS  
Pre-K Center,  
Noble  
Middle,  
Ogden  
Elementary,  
Parsley  
Elementary,  
Pine Valley  
Elementary,  
Rachel  
Freeman  
Elementary,  
Roland-Grise  
Middle,  
Snipes  
Academy of  
Arts &  
Design,  
Sunset Park  
Elementary,  
Trask Middle,  
UCP  
Development  
al Preschool,  
Williston  
Middle,

Wilmington  
Early College  
High, Winter  
Park Model  
Elementary,  
Wrightsboro  
Elementary,  
Wrightsville  
Beach  
Elementary),  
Onslow  
County  
Schools (Blue  
Creek  
Elementary,  
Carolina  
Forest  
Elementary,  
Dixon  
Elementary,  
Dixon High,  
Dixon  
Middle,  
Hunters  
Creek  
Elementary,  
Jacksonville  
Commons  
Elementary,  
Jacksonville  
Commons  
Middle,  
Morton  
Elementary,  
New Bridge  
Middle,  
Parkwood  
Elementary,  
Queens Creek  
Elementary,  
Richlands  
Primary,  
Silverdale  
Elementary,  
Southwest  
Elementary,

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Southwest High School, Swansboro Elementary, Thompson Early Childhood Center), Pender County Schools (Burgaw Elementary, Burgaw Middle, Cape Fear Elementary, Cape Fear Middle School, Malpass Corner Elementary, North Topsail Elementary, Pender Early College High, Pender High, Rocky Point Primary, South Topsail Elementary, Topsail Elementary, Topsail High, Topsail Middle, Trask High), Sampson County Schools (Union Elementary, Union High), Whiteville City Schools

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<p>(Edgewood Elementary, Whiteville Primary), Cape Fear Center for Inquiry Charter School, Charter Day School of Brunswick County.</p>					
<p>Brunswick, Camp Lejeune, Carteret County, Clinton City, Columbus County, Duplin County, Jones County, New Hanover County, Onslow County, Pender County, Sampson County, Whiteville City Schools and Cape Fear Center for Inquiry Charter School</p>	<p>Teacher Retention Rationale Teacher retention is a problem inherent in the educational profession. WSE has established a program to support teachers' first years. Research indicates that we lose a significant number of teachers in their first 3 years without intentional support processes.</p>	<p>First Years of Teaching Support Program: The First Years of Teaching Support Program (FYTSP) expanded this year to include online registration via Select Survey, as well as an online forum for members of the program. The online forum includes an archive of instructional videos, a forum for questions, alumni updates and a wide range of technology tools organized by discipline. The online forum also contains links to grant websites for teachers, as</p>	<p>7/1/2010 to 6/30/2011</p>	<p>120 (teachers, school administrators, university faculty &amp; administrators)</p>	<p>100% of attendees ranked the Promise of Leadership program workshops as Very Good or Excellent.</p>

		<p>well as RSS feeds to various education blogs. The eMentor program has also expanded to include 32 mentors, 17 of which are currently serving the needs of beginning teachers within our program. The FYTSP also hosted 3 Professional Development Days for Beginning Teachers in 2010-2011. In total, over 64 teachers attended (including 4 administrators). Twenty-four (24) faculty members participated throughout the year in various capacities, hosting round table sessions, serving as POL mentors, or presenting during one of the breakout sessions. Furthermore, 18 teachers from 5 districts were recognized as Promise of</p>			
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		Leadership Award winners. Each was paired with a faculty mentor and presented a breakout session during one of the two final BT Professional Development Days.			
Brunswick, Camp Lejeune, Carteret County, Clinton City, Columbus County, Duplin County, Jones County, New Hanover County, Onslow County, Pender County, Sampson County, Whiteville City Schools, Cape Fear Center for Inquiry Charter School, and Charter Day School in Brunswick County.	Professional Development of Teachers and /or Administrators Rationale The NC Professional Teacher and Executive Standards provided a new vision of school teaching and leadership in the 21st Century. WSE has taken a proactive approach in helping meet the professional development demands of teachers and executives in our region.	University-School (PDS) Partnership sponsored professional development activities included conferences, orientation and teacher intern preparation trainings, workshops, institutes, cultural arts events and PDS seminars. Specific Professional Development Initiatives included integrating the North Carolina Professional Teaching Standards/21st Century Skills, the Coalition4Success Conference, and various collaborative	7/1/2010 to 6/30/2011	7231 (teachers, admin., k-12 students)	In 2010-2011, a total of 3496 partnership teachers and administrators were engaged in professional development through participation in 21 professional development activities: 5 conferences and 16 orientation and teacher intern preparation trainings (online session developed for each and offered continuously as of Spring 2011 and 648 seminars. Five cultural arts events hosted for teachers and students in the region involved a total of 3135

		meetings, including forums with NC DPI.			participants. Various service and support forums and professional development initiatives sessions were participated in by 600 teachers and administrators.
Bladen, Brunswick, Carteret, Columbus, Clinton City, Craven, Pender, Onslow, Duplin, Sampson, Whiteville City, Lenoir, Pamlico, Jones School Districts	Provide Specifically Designed Professional Development for Administrators: Rationale - Recognizing the need for high quality professional development for specified needs, WSE formed a partnership with SEA to combine our resources allowing administrators access to nationally recognized presenters delivering professional development.	The Watson School of Education Outreach Alliance office worked collaboratively with Southeast Education Alliance to deliver targeted professional development to administrators in the southeastern region of North Carolina. The PD was based on the identified needs of superintendents in the Southeast Education Alliance. The first PD session focused on creating brain-based teaching and learning environments in schools. The conference was presented by Dr.	7/1/2010 to 6/30/2011	294 (teachers and admin.)	The total number of participants served was 294 including administrators and teachers from 14 school districts. 87% of participants stated that they valued learning new strategies from their peers and the additional knowledge they received for differentiation and instructional planning. Follow-up and additional professional development continues to occur in the Monthly Regional Superintendent s meeting in

		<p>Marcia Tate, Worksheets Don't Grow Dendrites. The Southeast Education Alliance and Watson School of Education continued their partnership by delivering a Symposium, which was a follow-up to Dr. Marcia Tate's conference. The symposium highlighted best practices of those individuals who are <i>growers</i> of brain cells, within the Southeast region and were also aligned with North Carolina Teacher Standards #2, #3 and #4. Strategies to grow brain cells focused on elementary, middle and high school levels of instruction.</p>			<p>which the Watson School of Education Interim Dean is a member.</p>
<p>New Hanover, Brunswick, Pender, Sampson, Clinton City</p>	<p>Development of highly qualified new public school administrators. Rationale: School districts are in need of strong, competent leaders in order to</p>	<p>29 MSA internship placements were hosted by PDS partnership districts. School-based administrators</p>	<p>July 1, 2010- June 1, 2011</p>	<p>20 principal interns and 29 public school administrators</p>	<p>20 MSA candidates successfully completed the internship experience and were recommended</p>

	meet the growing demands of preparing students to be successful in the 21st Century.	worked collaboratively UNCW faculty to facilitate highly engaged internship experiences for preparing principals.			for the School Administrator license.
Brunswick, Camp Lejeune, Carteret County, Clinton City, Columbus County, Duplin County, Jones County, New Hanover County, Onslow County, Pender County, Sampson County, Whiteville City Schools, Cape Fear Center for Inquiry Charter School, and Charter Day School in Brunswick County.	Professional Development of Teachers and /or Administrators Rationale The NC Professional Teacher and Executive Standards provided a new vision of school teaching and leadership in the 21st Century. WSE has taken a proactive approach in helping meet the professional development demands of teachers and executives in our region.	University-School (PDS) Partnership sponsored professional development activities included conferences, orientation and teacher intern preparation trainings, workshops, institutes, cultural arts events and PDS seminars. Specific Professional Development Initiatives included integrating the North Carolina Professional Teaching Standards/21st Century Skills, the Coalition4Success Conference, and various collaborative meetings, including forums with NC DPI.	7/1/2010 to 6/30/2011	7231 (teachers, admin., k-12 students)	In 2010-2011, a total of 3496 partnership teachers and administrators were engaged in professional development through participation in 21 professional development activities: 5 conferences and 16 orientation and teacher intern preparation trainings (online session developed for each and offered continuously as of Spring 2011 and 648 seminars. Five cultural arts events hosted for teachers and students in the region involved a total of 3135 participants. Various service and

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Brunswick, Camp Lejeune, Carteret County, Clinton City, Columbus County, Duplin County, Jones County, New Hanover County, Onslow County, Pender County, Sampson County, Whiteville City Schools, Cape Fear Center for Inquiry Charter School, and Charter Day School in Brunswick County.	Professional Development of Teachers and /or Administrators Rationale The NC Professional Teacher and Executive Standards provided a new vision of school teaching and leadership in the 21st Century. WSE has taken a proactive approach in helping meet the professional development demands of teachers and executives in our region.	Mentor Conference Webinar: Due to budget constraints, this year’s conference was presented in two locations simultaneously, face to face and virtually via webinar. 159 participants registered for the conference representing 23 LEAs, the NCDPI and 1 IHE. Of those, 25 attended face to face, while 134 registered for the webinar. During the two-hour session, 3 faculty members and 2 representatives from New Hanover High School provided a framework for successful mentoring, including	3/15/2011	171 (teachers, faculty, university administrators)	A majority of participants who completed an evaluation of the 2011 Virtual Mentor Conference ranked individual presentations as being Very Good or Excellent. Scores for all four presentations ranged from 71% to 92%. Participants felt that overall “the presenters did an excellent job of sharing plans and ideas for working with new and experienced staff.” Several participants commented not only on the quality of presenters, but on the convenience of

		school-based mentoring, a peer observation approach and a self-mentoring sustainability model.			the webinar format.
Brunswick, Camp Lejeune, Carteret County, Clinton City, Columbus County, Duplin County, Jones County, New Hanover County, Onslow County, Pender County, Sampson County, Whiteville City Schools, Cape Fear Center for Inquiry Charter School, and Charter Day School in Brunswick County.	Professional Development of Teachers and /or Administrators Rationale The NC Professional Teacher and Executive Standards provided a new vision of school teaching and leadership in the 21st Century. WSE has taken a proactive approach in helping meet the professional development demands of teachers and executives in our region.	Parental Involvement Seminar: The Teacher-in-Residence and one WSE faculty member presented a three part Parental Involvement Seminar. Forty-four participants attended the seminar in one capacity or another. Participants were given access to an archive of faculty presentations, as well as access to an online discussion board housed in Blackboard where they were able to reflect, post ideas, and collaborate on several initiatives.	5/3/2011	44 (teachers, university faculty, and public school administrators	90% of the participants evaluated this seminar as being Very Good to Excellent, and provided positive qualitative feedback.
Brunswick, Columbus, Carteret, Cape Fear Center for Inquiry,	Provide Specifically Designed Professional Development for School Teachers/ Administrators	Distinguished Leadership in Practice (DLP), a non-traditional professional development	4/13/2011 4/14/2011 & 6/20/2011	49 school administrators	Participants were exposed to exemplary administrative practices and provided

Duplin, Jones, New Hanover, Onslow, Pender, Roger Bacon Academy-Charter Day School, Whiteville City	Rationale Recognizing the need for high quality professional development for specified needs, WSE formed a partnership with SEA to combine our resources allowing teachers/administrators access to nationally recognized presenters delivering professional development.	model, allows participants to critically examine the meaning and application of “Distinguished” school leadership through a problem-based, real-world approach. UNCW is serving as a regional partner for this initiative and is co-hosting this event. Participants engage in a series of authentic activities designed to build the capacity of their schools and their own capacity as “Distinguished” school leaders.	6/21/2011		opportunities to engage in discussion and training around those practices.
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## Support for Beginning Administrators

A one day 21st Century Executive Leadership Forum entitled, “Processes & Practices for Improving Achievement Inclusive of Diversity, Global Awareness & Technology” was scheduled for March 19, 2010, but due to budget constraints within our partnership districts it was cancelled with the plan to implement at a later time when our partnering school districts can adjust budgets earlier in the year. This initiative was designed to stimulate dialogue among our 13 partnership school districts, the MSA program, and Watson School of Education. In September 2009, individual conferences with beginning administrators began. The focus of these conferences was scheduling and disciplinary policies. The MSA faculty members provided advice, guidance, and assistance for the administrator entering into the role of Assistant Principal at the high school level. This same MSA faculty member provided individual conferences starting in January 2010 with beginning administrators. Once again, the professor provided guidance, advice, and assistance to support the administrator in his new role as Principal of a K-8

school. The MSA faculty is currently developing an Administrator Support Program to mirror the First Years of Teaching program for all administrators, but particularly beginning administrators looking for Communication Practices, Building the School Community, Developing Professional Learning Communities, Staff Recruitment and Retention, Conflict Resolution Practices, School Reform, Professional Organizations and Support, and Administrator Blogs and Podcasts. A website is to serve as a resource bank for all administrators looking for tools and strategies for becoming effective leaders in their schools.

## **Support for Career Administrators**

Support for career administrators includes several conferences and grant-funded programs that allowed faculty to collaborate with school administrators. Conferences and programs included several seminars on “What is working”, that not only highlighted several local schools and successful programs, it also met a specific request from partner schools to hear about what is going on in local schools that can be used as models. In addition, an evening speaker opportunity highlighted African American Women in the Superintendency and provided insight for group. All partners are invited to programs and conferences. Recent faculty grants allowed collaboration with district principals in regards to teaching, learning, and leadership. These grants include the following: "Establishing an Interdisciplinary Mentoring Group at UNCW for Researchers Interested in K-12 Dropout Prevention," Sponsored by Center for Leadership, University of North Carolina Wilmington, \$5,000.00. (December 2010 - December 2011). "Enhancing Administrator Academic Daily Reflection Using Writing Innovation," Sponsored by Watson School of Education Mini-Grants, University of North Carolina Wilmington, \$1,500.00. (December 2010 - June 2011). "Meaningful Teacher Collaboration as Professional Development: Targeted Peer Observations," Sponsored by Cahill Grant- UNCW, University of North Carolina Wilmington, \$3,000.00. (January 18, 2011 - June 1, 2011). ““E-reading for e-leading and e-learning in e-ducational e-nvironments’: Implications for preparing educational leaders to lead and learn with e-reader technology. Sponsored by Watson School of Education Mini-Grants, - UNCW, University of North Carolina Wilmington, \$1,500.00. (January 18, 2011 - June 1, 2011). "Strengthening Professional Learning Communities through FLIP Camera Footage," Sponsored by Watson School, University of North Carolina Wilmington, \$600.00. (November 1, 2010 - June 1, 2011).

## II. CHARACTERISTICS OF STUDENTS

### A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	10
	Other		Other	
	<b>Total</b>	<b>5</b>	<b>Total</b>	<b>11</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	1
	Other		Other	
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>1</b>
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	1
	Other		Other	
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>2</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	11
	Other		Other	
	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>12</b>

**B. Quality of students admitted to programs during report year.**

<b>Masters</b>	
MEAN GPA	3.47
MEAN MAT New Rubric	414
MEAN MAT Traditional	*
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	998
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	N/A
NUMBER EMPLOYED IN NC SCHOOLS	N/A
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	

**C. Program Completers (reported by IHE).**

<b>Program Area</b>	<b>Masters Degree</b>		<b>Graduate Licensure Only</b>	
	<b>PC</b>	<b>LC</b>	<b>PC</b>	<b>LC</b>
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license	<b>PC</b>	<b>LC</b>	<b>PC</b>	<b>LC</b>
<b>LC</b> Completed program and applied for license				
School Administration	1	7		6
Comment or Explanation:				

**D. Time from admission into School Administration program until program completion.**

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Masters-First Awarded	7		1			
G Licensure Only		1				
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Masters-First Awarded						
G Licensure Only	3			1		
Comment or Explanation						

**E. Scores of school administrators on the SLLA.**

<b>2009 - 2010 School Administrator Licensure Pass Rate</b>		
<b>Specialty Area/Professional Knowledge</b>	<b>Number Taking Test</b>	<b>Percent Passing</b>
School Leadership Exam	22	100
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

**F. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.**

Due to several factors affecting survey responses, survey results will not be reported at the institutional level this year.

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