

# IHE Master's of School Administration Performance Report

## CAMPBELL UNIVERSITY

2014 - 2015

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

The Campbell University Master of School Administration and add-on administrative licensure programs were re-visioned in 2010. The program is based upon the North Carolina Standards for School Executives: Principals and the premise that candidates learn best by “doing” leadership tasks. These tasks include, but are not limited to, human resource leadership, budgets, schedules, using data to devise and implement a school improvement plan, creating a handbook and assessing and improving school culture all designed to improve student achievement and development. The program involves numerous scenarios, case studies and other “real-world” problem-solving and collaboration activities.

Admissions criteria are: a minimum of three years of successful teaching or related experience; a GPA of 3.0 or higher in the last 60 semester hours of undergraduate or graduate credit; an official satisfactory score on the GRE for those who have no previous Master’s degree; three letters of recommendation, one of which must be from the school principal or superintendent; a writing sample; and an interview with the M.S.A. program coordinator.

The total program requirements include nine, three-semester-hours credit courses and seven, one-semester-hour credit internship modules with total program requirements at thirty-four (34) Semester Hours. Courses are offered in all four academic sessions (fall, spring and two summer sessions). Except for Summer Session II when two classes are offered back-to-back starting at 1:00 p.m., all other classes are offered in the late afternoon and evening on the main Campbell University campus.

Candidates for the Master's degree and licensure must successfully complete these 34 semester hours of course work including the seven, one-semester hour internship modules; complete an electronic evidence portfolio consisting of six evidences required by the State of North Carolina with one module/electronic evidence related to ETHICS which is assessed only by Campbell University; attend eight Saturday seminars, presenting at one of these; and successfully pass an applications-based, four-hour written comprehensive examination. The School Leaders Licensure Assessment is no longer a licensure requirement for candidates but remains an option for those who wish to consider placement in other states.

The Internship seminars are held for three hours once per month from September through April on Saturday mornings on the Buies Creek campus. Practicing and aspiring school administrators are invited to attend these seminars and add much to the depth of discussions. Candidates read a series of books, enjoy several guest speakers and hold lively discussions about the North Carolina Standards for School Executives: Principals, and how the Standards apply to the real world of school leadership. These are the same Standards on which they will be evaluated as school leaders.

Candidates are required to produce several products for their electronic portfolio. These include, but are not limited to, producing a fifteen-minute long video, creating a student or staff *handbook*, implementing and assessing a school improvement action plan, crafting a community engagement plan including a “tool kit”, researching and reporting a case study of student achievement **and** development, and role-play solving dilemmas on video for assessment by their peers.

The candidate’s electronic evidences portfolio documents the attainment of at least a PROFICIENT level of competence in each of the descriptors in the North Carolina Standards for School Executives: Principals and attainment of proficiency in each of twenty-one competencies. These evidences also demonstrate that candidates have met the objectives of the Campbell University M.S.A. Program which are to develop PROFICIENCY in: problem solving, leadership, collaborative and data-driven decision-making, management and supervision, school law and finance, the education of special needs students, student growth and development, curriculum and instructional improvement and school culture and safety.

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

The revised Campbell University M.S.A. and add-on licensure programs stress field experiences in every course, offer internship modules which address specific behaviors, and engage candidates in standards-based, real-world application of skills and competencies. Both programs are also noted for the personal attention given to candidates.

Candidates and professors maintain close contact by visits, phone or email, and seminars and workshops. The program coordinator communicates regularly with the entire group of candidates, shares phone and email professional information and provides a supportive and positive dialogue with candidates.

The Campbell M.S.A. program is also unique in its efforts to maintain relationships with program completers and other public school administrators. These working professionals are given opportunities to network, attend seminars and workshops and engage in collaborative dialogue regarding educational practice and program quality. All program completers are invited to join the M.S.A. Advisory Council. Venues are provided at these meetings for participants to interact, share concerns and gain assistance from their colleagues and former professors.

M.S.A. Advisory Council meetings also provide opportunities for graduates and program completers to share valuable input regarding the quality of the degree program and to help envision future directions for the programs. These meetings were crucial to the re-visioning and continuous improvement of the Campbell M.S.A. program. Many program tweaks have occurred based upon the Advisory Council’s feedback.

Assessments indicate that candidates report high satisfaction rates with their experience at Campbell University. Many candidates are employed as Assistant Principals prior to completing their degrees and a majority of our graduates are working in administrative positions upon their graduation from Campbell.

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

LEAs/Schools with whom the Institution has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools and Rationale	Activities and/or Programs Implemented to Address the Priorities	Starting and Ending Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Cumberland, Harnett and Johnston County Schools	Teacher recruitment	Principals were invited to interview teacher candidates on Campbell University campus.	February, 2015	6 administrators 25 prospective teachers	Staffing opportunities for Campbell teachers and public school administrators
Cumberland, Harnett, Johnston, Lee, and Sampson County Schools	Assistance in improving administrator quality	Three Principals, two Assistant Principals and two Central Services personnel each led seminars about improving schools, learning and teaching	Saturday Seminars in five different months	8-10 each session	Evaluations of all were superior. In student comments, the guest speakers rated highest of all seminar activities for the practical experience that they each shared.
Harnett, Johnston and Sampson County Schools	Candidates seeking positions as administrators	Held Job-Hunting Seminar. Also Privately coached and encouraged candidates who sought advice about resumes, school placements, interviewing skills and other job-seeking strategies.	On-going	4 candidates	Employment opportunities sought where there is a good “fit” and where the candidate can make a positive difference in student learning and development.
Harnett and Johnston County	Promote the love of literacy	Read to early childhood, exceptional children, elementary and middle school students	Various (11) throughout the year	>500	Students and teachers rated the book and the reader and gave excellent reviews
Johnston County	Award grants	Reviewed and awarded > \$40,000 in grants to teachers	October, 2014 to May, 2015	>100 applicants for > \$40,000 in grants	Grants enhanced classroom instruction for more than 3000 students
Harnett County Schools	Helping Beginning Teachers	Workshop about diversity for BTs for Harnett Central High School	March, 2015	20	Focus on respecting and honoring diversity

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Lee County Schools	Helping Beginning Teachers	Workshop about Leadership from the classroom to the boardroom	February, 2015	25	Focus on leadership from the classroom to the boardroom and
Johnston County Schools  (Benson Middle School)	Mentor/Mentee Coordinator	Facilitated monthly mentor meetings  Provided support for mentors	August 2014 - June 2015	12 Mentors  15 Beginning Teachers	Support beginning teachers and a leadership opportunity for veteran teachers
Harnett, Wake, Johnston, Lee, Sampson, Cumberland	Student teacher placement	Cooperating teachers and their student teachers were invited to a celebration of completion of student teaching.	April, 2015	51 student teachers and 40 cooperating teachers from the local school districts.	Cooperating teachers were given thanks for their work with our student teachers. We also encouraged them to consider continuing to accept student teachers in the future.
Harnett County Schools: Highland Elementary School	Student achievement,  Teacher attendance.  Positive school culture	Learning Focused Template for planning,  Creation of teacher committees to address culture priorities,  PD about positive behavior strategies/techniques	Dec. 2015-June 2015	90 staff members, 900 students	School-wide positive behavior program implementation,  active committees that address a positive school culture
Lee County Schools	PD designed to review school law issues important to Beginning Teachers	Presentation (typically 2 hours) addressing current legal issues for Beginning Teachers.	Lee County Schools ( August 12, 1:45-3:30)	Lee County 80	Beginning Teachers were given guidance into legal issues mostly related to religion, liability/negligence, issues related to search and seizure and teacher rights specific to social media.

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Harnett County Schools	PD workshop designed to review school law issues important to Beginning Teachers	Presentation (typically 2 hours) addressing current legal issues for Beginning Teachers.	Harnett County Schools (August 13, 2014)	Harnett County 50	Beginning Teachers were given guidance into legal issues mostly related to religion, liability/negligence, issues related to search and seizure and teacher rights specific to social media.
Bladen County Schools	PD workshop designed to review school law issues important to Beginning Teachers	Presentation (typically 2 hours) addressing current legal issues for Beginning Teachers.	Bladen County Schools (Thursday, November 13 at 3:30 p.m.)	Bladen County 14	Beginning Teachers were given guidance into legal issues mostly related to religion, liability/negligence, issues related to search and seizure and teacher rights specific to social media.
Johnston County Schools	Quality Student Leadership	Met with Student Leaders	March, 2015	38	Collaborative discussion and celebration of achievements
Johnston County Schools	Need for clear and meaningful policies to guide school administrators	Policy committee member. Committee revised and recommended adoption of School Board policies	Monthly committee and monthly School Board meetings	3 board members, board attorney and senior staff of JCS (to serve 42 schools)	Effective board policies to guide school-based administrators and other school personnel
Johnston County Schools	Need for leadership of district	Serve as elected member of the Johnston County Board of Education	On-going since 2008	7 board members, 25 central staff, 42 schools and >33,000 students	Background as educator deepens discussion and actions taken by the Board

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Johnston County Schools	Need to evaluate school Superintendent	Rated Superintendent on all functions of Superintendent's evaluation rubric for purposes of contract renewal.	May-June, 2015	7 plus superintendent and School Board Attorney	Understood and implemented evaluation processes for Superintendent
Johnston County Schools	Need to support Seniors, their schools/families	Brought greetings at performances and 3 graduations	May and June, 2015	>600 seniors	Supportive climate for Seniors and their families
Johnston County Schools	Various issues of interest to constituents of public school system	Met with, responded to emails and spoke on the phone with students, parents, principals and assistant principals, teachers, Central Office personnel and Board of Education members about particular issues in schools	At least weekly over course of entire year.	More than 75 participants	Resolved as many as possible to the satisfaction of the person raising the concern.
Johnston County Schools	Need to strengthen school improvement efforts	Reviewed and heard presentations from three high school attendance areas.	October – December, 2014	20 administrators, 7 Board of Education members and 10 central office staff	Improvement plans were strengthened and efforts supported
Johnston County Schools	Need to strengthen district arts support	Attended district art show, Showcase of Stars, plays (3) and individual art exhibition	October, December, 2014 and March and April 2015	>35 exhibitors in art show, 33 schools participated in Showcase of Stars	Arts supported and encouraged
Johnston County Schools  (Cleveland Elementary)	Need to fill teaching ranks in the future	Presented to fifth grade students to encourage entry into teaching profession and to understand college requirement	November, 2014	20	Students were positive about the experience

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STATE: All districts	Need to develop quality teachers and teacher/leaders through last year of Teaching Fellows Program	Serve on Teaching Fellows Commission to oversee college and university programs, facilitate leadership activities and implement policy.	On-going until March, 2015	Met to review Teaching Fellows who had special requests	Program quality assured and students' needs were addressed
All districts	Development of leadership capacities among Teaching Fellows	Presented four workshops at Summer Leadership Conference	July, 2014	>100	Teaching Fellows had tools to lead in their schools
All districts	Professional Organization contributions to the profession	Serve as member of Board of Directors of the North Carolina Professors of Educational Leadership	On-going	Seventeen universities with more than 100 eligible members	Strengthen the profession through coloration with professors and colleagues
All districts	Professional Organization contributions to the profession	Serve on the Board of Directors of the North Carolina Association of School Administrators	On-going	All aspects of school leadership represented.	Strengthen the profession through coloration with professors and colleagues
All districts	Professional advocacy	Serve as member of Public School Forum	On-going	>50	Strengthen the profession through coloration with professors and colleagues
NATIONAL: North Kansas City Public Schools	Need to assist schools in improvement efforts through executive (principal) coaching	Six on-site visits to six different schools	On-going throughout 2013-14 school year	6 schools' Principals and APs, committees, coaches and leadership teams	School developed and implemented Leadership Action Plans and Leadership Performance Indicators assessment three times per year

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NATIONAL: All participating states	Assure competent school leaders through the School Leaders Licensure Assessment written responses to seven questions	Rated responses in seven separate scoring sessions:	July, September, October, December, February, March, and May	Over 600 entries assessed	Candidates for licensure are assessed for proficiency in educational leadership
All	Contributions to professional literature	Edited education leadership manuscript twice for Taylor and Francis publishers	November, 2014 and February 2015	TBD	Manuscript edited for ease of reading and for positive contributions to the education leadership profession
All	Assure that the program at Campbell University is strong and meets accreditation standards	Attended CAEP conferences (one state, one national)	September and October, 2014	10 from Campbell University	Strengthened understanding of standards and expectations for excellence prescribed by CAEP



## 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	2	Black, Not Hispanic Origin	3
	Hispanic		Hispanic	
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	16
	Other		Other	1
	<b>Total</b>	<b>7</b>	<b>Total</b>	<b>20</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		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</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	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</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		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</b>	

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

<b>MSA</b>	
MEAN GPA	3.39
MEAN MAT New Rubric	N/A
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	*
MEAN GRE Traditional	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	11.88
NUMBER EMPLOYED IN NC SCHOOLS	24
* 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	8	1		
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	0	0	3	0	0	5
G Licensure Only	0	0	0	0	0	0
<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	0	0	0	0	0	0
G Licensure Only	0	0	0	0	0	0
Comment or Explanation						