

2015-2016

# **IHE Master of School Administration Performance Report Campbell University**

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## **Public Schools of North Carolina**

State Board of Education  
Department of Public Instruction

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## **Overview of Master 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. Several tweaks have been implemented at the request of the Master of School Administration Advisory Committee and include the substitution of a three-semester hour course for three internship modules of one semester-hour each.

The premise of the program is that candidates learn best by “doing” leadership tasks. These task include, but are not limited to, seven electronic evidences and the achievement of at least proficient in each of the seven standards in the School Executives: Principals rubric as well as proficiency in each of the twenty-one competencies of School Executives: Principals.

The seven evidences include a case study addressing both student academic achievement and student development, a fifteen-minute culture video addressing all aspects of a school’s environment, a human resource handbook, a management manual, a school improvement action plan, a staff and community tool kit, and an ethics project. The candidates must address leadership actions through real-world scenarios and case studies, video-taped crucial conversations in which they resolve conflict and address dilemmas, reflections and producing budgets, schedules, using data to improve learning and teaching, creating staff recruitment and retention documents and addressing non-personnel issues such as facilities and other support structures.

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 done through a survey of experiences based upon the standards and competencies; 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

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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. Guest speakers are invited to share their experiences and are always well-received by the candidates.

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 Masters 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

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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.

A committee of program completers are called upon to triangulate the assessment of candidate portfolios. The team of seven become experts in ONE evidence and assess all portfolios for that evidence. Their rating is compared to the Coordinator rating for validity and reliability of assessments.

Assessments done by program completers indicate that candidates report high satisfaction rates with their experiences at Campbell University. Many candidates are employed as Assistant Principals prior to completing their degrees and many of our graduates are working in administrative positions upon and following their graduation from Campbell.

## I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

### A. Direct and Ongoing Involvement with/and Service to the Public Schools

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| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | Harnett County Schools, Johnston County Schools, Lee County Schools, Cumberland County Schools, Sampson County Schools, Wake County Schools  |
| Priorities Identified in Collaboration with LEAs/Schools              | Developing effective school executives (principals)  |
| Activities and/or Programs Implemented to Address the Priorities      | M.S.A. program and internship activities for candidates  |
| Start and End Dates   | Fall, 2015 - December, 2016  |
| Number of Participants  | 25   |
| Summary of the Outcome of the Activities and/or Programs              | 4 candidates hired as Assistant Principals in Harnett County   |
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| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | Sampson County Schools   |
| Priorities Identified in Collaboration with LEAs/Schools              | Developing effective school executives (principals)  |
| Activities and/or Programs Implemented to Address the Priorities      | Workshop for Elementary Principals (Leading with Mystery and Intrigue)   |
| Start and End Dates   | September 10, 2015   |
| Number of Participants  | 15   |
| Summary of the Outcome of the Activities and/or Programs              | Principals returned to their schools with new tools to build culture and positive relationships. Invited to return to conduct another workshop for an elementary school and to conduct a workshop for K-12 principals. |
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| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | Sampson County Schools   |
| Priorities Identified in Collaboration with LEAs/Schools              | Developing effective school executives (principals)  |
| Activities and/or Programs Implemented to Address the Priorities      | Workshop for K-12 Principals (Focus on district goals - grading, rigor, and school culture)  |
| Start and End Dates   | April 28, 2016   |
| Number of Participants  | 40   |
| Summary of the Outcome of the Activities and/or Programs              | Principals returned to their schools with new tools to build culture and positive relationships. Invited to return to conduct another workshop for an elementary school and to conduct a workshop for K-12 principals. |
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| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | Sampson County Schools  |
| Priorities Identified in Collaboration with LEAs/Schools              | To improve the skills of teachers and staff   |
| Activities and/or Programs Implemented to Address the Priorities      | Workshop for staff, Clement Elementary  |
| Start and End Dates   | November 18, 2016   |
| Number of Participants  | 43  |
| Summary of the Outcome of the Activities and/or Programs              | Teachers and staff have new perspectives on children and how to meet their needs                            |
| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | Johnston County Schools   |
| Priorities Identified in Collaboration with LEAs/Schools              | Develop effective policies to guide principals, other school executives and staff                           |
| Activities and/or Programs Implemented to Address the Priorities      | M.S.A. coordinator elected to serve on Board of Education   |
| Start and End Dates   | 2008 to present   |
| Number of Participants  | 7 plus central staff  |
| Summary of the Outcome of the Activities and/or Programs              | Policies are created and disseminated to stakeholders   |
| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | All North Carolina Public Schools   |
| Priorities Identified in Collaboration with LEAs/Schools              | Address achievement gap among low-performing schools  |
| Activities and/or Programs Implemented to Address the Priorities      | Study Group of Public School Forum: What will it take for every child to achieve a "sound, basic education" |
| Start and End Dates   | October, 2015 to March, 2016  |
| Number of Participants  | 100+  |
| Summary of the Outcome of the Activities and/or Programs              | Report presented to state law and policy makers   |
| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | Johnston County Schools   |
| Priorities Identified in Collaboration with LEAs/Schools              | Provide scholarships and grants to students and teachers to enhance learning                                |

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| Activities and/or Programs Implemented to Address the Priorities      | M.S.A. coordinator elected to serve on Johnston County Education Foundation  |
| Start and End Dates   | 2013 - present   |
| Number of Participants  | 30   |
| Summary of the Outcome of the Activities and/or Programs              | Grants are awarded three times per year and scholarships are distributed to all high schools   |
| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | Johnston County Schools  |
| Priorities Identified in Collaboration with LEAs/Schools              | Enhance skills of classified staff   |
| Activities and/or Programs Implemented to Address the Priorities      | Presentation to classified staff (bus drivers, secretaries, bookkeepers, receptionists, teacher assistants, and child nutrition staff) |
| Start and End Dates   | October 16, 2015   |
| Number of Participants  | 80   |
| Summary of the Outcome of the Activities and/or Programs              | Classified workers summary of PD was overwhelmingly positive   |
| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | National licensure exam (SLLA and Georgia Licensure Exam)  |
| Priorities Identified in Collaboration with LEAs/Schools              | To use external licensure exam to assess skills of potential school administrators   |
| Activities and/or Programs Implemented to Address the Priorities      | Rate written examination questions of those who take the SLLA  |
| Start and End Dates   | Monthly, all year  |
| Number of Participants  | 50-100 per month   |
| Summary of the Outcome of the Activities and/or Programs              | Licensure standards are met or not   |
| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | All local systems  |
| Priorities Identified in Collaboration with LEAs/Schools              | To develop knowledgeable teacher candidates  |
| Activities and/or Programs Implemented to Address the Priorities      | Presented to SNCAE and other organizations (Political Action Series)   |
| Start and End Dates   | January 28, 2016   |
| Number of Participants  | 15   |
| Summary of the Outcome of the Activities and/or Programs              | All "fist of five" (highest) rating of workshop  |

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| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | Harnett County Schools  |
| Priorities Identified in Collaboration with LEAs/Schools              | To support high school seniors in seeking college education   |
| Activities and/or Programs Implemented to Address the Priorities      | Judged HCAEOP scholarship applications for seniors  |
| Start and End Dates   | Aoril, 2016   |
| Number of Participants  | 9   |
| Summary of the Outcome of the Activities and/or Programs              | Scholarship awarded and finalists sent to district  |
| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | Johnston County School/South Johnston High School   |
| Priorities Identified in Collaboration with LEAs/Schools              | To support high school seniors in seeking college education   |
| Activities and/or Programs Implemented to Address the Priorities      | Judged Benton Scholarship applications for seniors  |
| Start and End Dates   | April 25, 2016  |
| Number of Participants  | 21  |
| Summary of the Outcome of the Activities and/or Programs              | Four scholarships awarded   |
| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | Johnston County Schools   |
| Priorities Identified in Collaboration with LEAs/Schools              | To encourage community involvement in schools and celebrate community engagement  |
| Activities and/or Programs Implemented to Address the Priorities      | Dedicated a gym, basketball court, softball field to worthy citizens; attended two celebrations of school volunteers; attended five "Kitchen Table Discussions" to engage parents and community in setting direction for district |
| Start and End Dates   | Various: April, 2016  |
| Number of Participants  | 300+  |
| Summary of the Outcome of the Activities and/or Programs              | Transition plan establised and implemented  |
| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | Johnston County Schools   |
| Priorities Identified in Collaboration with LEAs/Schools              | To honor outstanding employees to show appreciation and celebrate their accomplishments   |



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| Activities and/or Programs Implemented to Address the Priorities      | Helped sponsor the Flame for Learning (Teacher of the Year) celebration; supported and attended the Outstanding First Year Teacher, Employee of the year and Chamber of Commerce (2), Dr. Martin Luther King, Jr. celebrations honoring teachers, banquets honoring Office personnel and Bus Drivers and retirees celebrations |
| Start and End Dates   | Various, April, May and June   |
| Number of Participants  | 500+   |
| Summary of the Outcome of the Activities and/or Programs              | Employees of all categories were honored for their contributions to learning   |
| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | All Schools  |
| Priorities Identified in Collaboration with LEAs/Schools              | To enhance skills of school leaders and teachers   |
| Activities and/or Programs Implemented to Address the Priorities      | Wrote article for publication on <i>EDN: METAPHORS for Learning</i>  |
| Start and End Dates   | July 22, 2016  |
| Number of Participants  | Unknown but feedback from 23   |
| Summary of the Outcome of the Activities and/or Programs              | Teachers and administrators have additional resources in their toolkit   |
| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | All Schools  |
| Priorities Identified in Collaboration with LEAs/Schools              | To develop leaders: <b><i>Great Learning Begins with Great Leaders from the classroom to the boardroom</i></b>   |
| Activities and/or Programs Implemented to Address the Priorities      | Workshop for Shaftsbury Luncheon   |
| Start and End Dates   | June, 2016   |
| Number of Participants  | 65   |
| Summary of the Outcome of the Activities and/or Programs              | Presentation was uploaded to UTUBE and viewed by numerous leaders who contacted presenter  |
| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | Johnston County Schools  |
| Priorities Identified in Collaboration with LEAs/Schools              | To encourage students to lead and grow   |
| Activities and/or Programs Implemented to Address the Priorities      | Presented at Student Council Induction Ceremony and at the Fifth Grade Promotion Ceremony at East Clayton Elementary School  |
| Start and End Dates   | May and October, 2015  |
| Number of Participants  | 250  |

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| Summary of the Outcome of the Activities and/or Programs              | Students were engaged and motivated  |
| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | Johnston County Schools  |
| Priorities Identified in Collaboration with LEAs/Schools              | Provide additional resources to teachers through grants                          |
| Activities and/or Programs Implemented to Address the Priorities      | Volunteered at golf tournament fund raiser for grants for special needs children |
| Start and End Dates   | June 19, 2016  |
| Number of Participants  | 100+   |
| Summary of the Outcome of the Activities and/or Programs              | Over \$9000 was raised to provide grants to teachers of special needs children   |
| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | Johnston County Schools  |
| Priorities Identified in Collaboration with LEAs/Schools              | Provide additional resources to teachers through grants                          |
| Activities and/or Programs Implemented to Address the Priorities      | Presented "How to procure grants" for Special Education Teachers                 |
| Start and End Dates   | October, 2016  |
| Number of Participants  | 17   |
| Summary of the Outcome of the Activities and/or Programs              | At least one grant was written and received the next month                       |
| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | Johnston County Schools  |
| Priorities Identified in Collaboration with LEAs/Schools              | To honor graduating seniors  |
| Activities and/or Programs Implemented to Address the Priorities      | Attended four and brought greetings to three graduation ceremonies               |
| Start and End Dates   | June, 2015   |
| Number of Participants  | >500 seniors and numerous community  |
| Summary of the Outcome of the Activities and/or Programs              | Seniors and their families were honored  |
| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | Johnston County Schools  |

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| Priorities Identified in Collaboration with LEAs/Schools         | To encourage leadership in aspiring doctoral candidate |
| Activities and/or Programs Implemented to Address the Priorities | Was interviewed about leadership by doctoral candidate |
| Start and End Dates  | March 9, 2016  |
| Number of Participants   | 1  |
| Summary of the Outcome of the Activities and/or Programs         | Candidate added information to her tool kit            |

## 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 | 0 | American Indian/Alaskan Native | 0  |
|                | Asian/Pacific Islander         | 0 | Asian/Pacific Islander         | 0  |
|                | Black, Not Hispanic Origin     | 1 | Black, Not Hispanic Origin     | 4  |
|                | Hispanic                       | 0 | Hispanic                       | 0  |
|                | White, Not Hispanic Origin     | 7 | White, Not Hispanic Origin     | 12 |
|                | Other                          | 0 | Other                          | 3  |
|                | Total                          | 8 | Total                          | 19 |
| 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                          |    |
|                | Total                          |   | Total                          |    |

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

| Program Area   | Masters Degree |    | Graduate Licensure Only |    |
|--|----------------|----|-------------------------|----|
| <b>PC</b><br>Completed program but has not applied for or is not eligible to apply for a license | PC             | LC | PC                      | LC |
| <b>LC</b><br>Completed program and applied for license   |                |    |                         |    |
| School Administration  | 6              |    |                         |    |

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

| MSA   |        |
|---|--------|
| MEAN GPA  | 3.2    |
| MEAN MAT Electronic Rubric  | N/A    |
| MEAN MAT Written  | N/A    |
| MEAN GRE Electronic   | 291.82 |
| MEAN GRE Written  | 870    |
| MEAN NUMBER OF YEARS TEACHING EXPERIENCE  | 11.23  |
| NUMBER EMPLOYED IN NC SCHOOLS   | 24     |
| * To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed. |        |
| Comment or Explanation:   |        |

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

| Full Time  |                      |             |             |             |             |             |
|--|----------------------|-------------|-------------|-------------|-------------|-------------|
|  | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| MSA Degree   | 80% (16)             | 15% (3)     | 5% (1)      |             |             |             |
| Part Time  |                      |             |             |             |             |             |
|  | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| MSA Degree   |                      |             |             |             |             |             |
| Comment or Explanation: Students are considered full time in graduate school if they enroll in at least six hours per term and summer sessions combined. |                      |             |             |             |             |             |
| The part-time candidate is in process – taking 1 – 2 classes per year.   |                      |             |             |             |             |             |