

2016-2017

IHE Master of School Administration Performance Report Campbell University



Public Schools of North Carolina

State Board of Education
Department of Public Instruction

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 modifications 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 institution of crucial conversations in the Resources class.

The premise of the program is that candidates learn best by “doing” leadership tasks. These tasks 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 human resource handbook,
- a fifteen-minute culture video addressing all aspects of a school’s environment,
- a management manual,
- a school improvement action plan,
- a staff and community tool kit, and
- an ethics project for Campbell University only.

The candidates must address leadership actions through real-world scenarios and case studies; video-tape crucial conversations in which they resolve conflict and address dilemmas on video for feedback from their peers; produce budgets and schedules; use data to improve learning, teaching and school facilities; create staff recruitment and retention documents and address other non-personnel issues 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 starting at 1:00 p.m., all other classes are offered in the late afternoon and evening on the main Campbell University campus or on-line.

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 also invited to attend these seminars and add much to the depth of discussions. For these seminars, 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,

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- Management and supervision,
 - School law and finance,
 - The education of students with special needs including poverty, behavior, english language learners and exceptional children --- both gifted and struggling learners,
 - 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 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.

All candidates rate each course and give feedback to each professor. They also rate the program components as part of their exit requirements. These data are used to provide program improvements and changes to coursework.

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 modifications 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

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Harnett County Schools, Johnston County Public 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, 2016 – Fall, 2017
Number of Participants	25
Summary of the Outcome of the Activities and/or Programs	6 candidates hired as Assistant Principals in Harnett County
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 all K-12 Principals and Central Office administrators
Start and End Dates	August, 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.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Sampson County Schools – Hobbton Elementary School
Priorities Identified in Collaboration with LEAs/Schools	Workshop for building positive culture for learning
Activities and/or Programs Implemented to Address the Priorities	Teaching and other staff
Start and End Dates	January 23, 2017
Number of Participants	40
Summary of the Outcome of the Activities and/or Programs	Teachers developed new tools to build culture and positive relationships.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Johnston County Public 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	Johnston County Public Schools
Priorities Identified in Collaboration with LEAs/Schools	Provide scholarships and grants to students and teachers to enhance learning
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	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	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	May 1, 2017
Number of Participants	17
Summary of the Outcome of the Activities and/or Programs	Four scholarships awarded (two full, four-year and 1 full Community College)
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Johnston County Public 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	Attended two meetings with local church pastors to build relationships with the faith-based community and engage them in school improvement
Start and End Dates	November 15 and November 21, 2016
Number of Participants	>80
Summary of the Outcome of the Activities and/or Programs	Engagement plan established and implemented
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Johnston County Public Schools
Priorities Identified in Collaboration with LEAs/Schools	To honor outstanding employees to show appreciation and celebrate their accomplishments

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 (2), banquets honoring Teacher Assistants, 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	Johnston County
Priorities Identified in Collaboration with LEAs/Schools	Gather community input for revisioning the school system
Activities and/or Programs Implemented to Address the Priorities	Kitchen Table discussions held to gather feedback about strengths and areas for improvement
Start and End Dates	March and April, 2017
Number of Participants	100 from all over the county
Summary of the Outcome of the Activities and/or Programs	Data were compiled and a Summit was held to share the collective data
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Johnston County Public 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 Twentieth Year Celebration and Talent Show
Start and End Dates	May 18, 2017
Number of Participants	250
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 Public 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 16, 2017
Number of Participants	100+
Summary of the Outcome of the Activities and/or Programs	Over \$10,000 was raised to provide grants to teachers of special needs children
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Johnston County Public 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 one graduation ceremonies
Start and End Dates	May and June, 2017
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	All
Priorities Identified in Collaboration with LEAs/Schools	To provide resources for aspiring and practicing educational leaders
Activities and/or Programs Implemented to Address the Priorities	Edited articles for the <i>Journal of Organization and Educational Leadership (JOEL)</i>
Start and End Dates	April, 2017
Number of Participants	Unknown but widely circulated to all Schools of Education
Summary of the Outcome of the Activities and/or Programs	Research disseminated on line.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Johnston County Public Schools
Priorities Identified in Collaboration with LEAs/Schools	Share successful strategies with another district (Kannapolis City Schools)
Activities and/or Programs Implemented to Address the Priorities	Toured SPLASH program at Selma Elementary
Start and End Dates	April 6, 2017
Number of Participants	9
Summary of the Outcome of the Activities and/or Programs	SPLASH program will be implemented in KCS in a high poverty school

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	All
Priorities Identified in Collaboration with LEAs/Schools	To build professional networks and provide professional development for school and central-office-based administrators
Activities and/or Programs Implemented to Address the Priorities	Serve on the Board of Directors of both NC PEL (Professors of Educational Leadership) and NCASA (Association of School Administrators) which includes finance, Human resources, Special Education, Transportation, Higher Education, Principals and Superintendents
Start and End Dates	All year – quarterly plus conference in March
Number of Participants	25 on the Board of Directors and >400 at conference
Summary of the Outcome of the Activities and/or Programs	Survey of program completers was done and statewide conference presented
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	All
Priorities Identified in Collaboration with LEAs/Schools	To establish legislative priorities and to create informed district education officials
Activities and/or Programs Implemented to Address the Priorities	Served on the North Carolina School Boards Association Legislative Committee
Start and End Dates	September to November, 2016
Number of Participants	45
Summary of the Outcome of the Activities and/or Programs	Legislative agenda established
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	All
Priorities Identified in Collaboration with LEAs/Schools	Revise the University Counselor Education programs to better serve LEAs and to more effectively connect to Master of School Administration
Activities and/or Programs Implemented to Address the Priorities	Served on the North Carolina Department of Strategic Planning for Counselor Education Committee
Start and End Dates	Ongoing all year
Number of Participants	30
Summary of the Outcome of the Activities and/or Programs	Revisioning agenda established to present to the State Board of Education for adoption
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Johnston County

Priorities Identified in Collaboration with LEAs/Schools	Create motivation for students to do well in high school in order to attend college
Activities and/or Programs Implemented to Address the Priorities	Invited guest of the US NAVAL ACADEMY in Annapolis, MD for four days to complete the CIRCLE OF INFLUENCE training to understand the opportunities available to students
Start and End Dates	April 10-14
Number of Participants	100 from all over the country
Summary of the Outcome of the Activities and/or Programs	Presented the materials for 31 Outstanding Middle School Students
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Johnston County
Priorities Identified in Collaboration with LEAs/Schools	Remain current on changing laws concerning public schools
Activities and/or Programs Implemented to Address the Priorities	Attended three school law conferences and four webinars and brought the materials back to the district
Start and End Dates	Various throughout the year
Number of Participants	1 to 60
Summary of the Outcome of the Activities and/or Programs	Policy Committee recommended several changes to policies of the JCPS
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Johnston County
Priorities Identified in Collaboration with LEAs/Schools	Challenges of keeping a separate setting for behaviorally challenged students versus more restorative approach
Activities and/or Programs Implemented to Address the Priorities	Held public hearing
Start and End Dates	April 6, 2017
Number of Participants	>75
Summary of the Outcome of the Activities and/or Programs	Separate setting was spread to three high schools, made into a “Choices” program for students needing an alternative but less restrictive environment
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Johnston County
Priorities Identified in Collaboration with LEAs/Schools	Motivate students to pursue excellence

Activities and/or Programs Implemented to Address the Priorities	Spoke at Academic Achievers Banquet – Benson Middle School and wrote a page-long poem celebrating their achievements
Start and End Dates	May 8, 2017
Number of Participants	47 students plus 75 parents and 21 staff members
Summary of the Outcome of the Activities and/or Programs	Students were celebrated and motivated

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	0	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	12
	Other	0	Other	0
	Total	4	Total	14
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	

B. Program Completers (reported by IHE).

Program Area	Masters Degree		Graduate Licensure Only	
PC Completed program but has not applied for or is not eligible to apply for a license	PC	LC	PC	LC
LC Completed program and applied for license				
School Administration	6	1		

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

MSA	
MEAN GPA	3.29
MEAN MAT Electronic Rubric	.
MEAN MAT Written	.
MEAN GRE Electronic	288.5
MEAN GRE Written	*
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	12.22
NUMBER EMPLOYED IN NC SCHOOLS	17
* 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	0	2	3	2	2	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
MSA Degree						
Comment or Explanation:						