2017-2018

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 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 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,

- 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 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	Academic Year 2017-2018
Number of Participants	25
Summary of the Outcome of the Activities and/or Programs	4 candidates hired as Assistant Principals in Harnett County
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	Johnston County 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	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	
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	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	1-Apr-18
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 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, 2018
Number of Participants	>500 seniors and numerous community
Summary of the Outcome of the Activities and/or Programs	Seniors and their families were honored

II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the MSA Program

Number of Students Who Applied to the MSA Program	
Gender	**Number**
Male	3
Female	7
Race/Ethnicity	**Number**
Asian/Pacific Islander	0
African American	1
Hispanic	0
American Indian/Alaskan	0
White	9
Other	0

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

Full-Time					
	Male			Female	
MSA	Am Indian/Alaskan Native	0	Am Indian/Alaskan Native	0	
	Asian/Pacific Islander	0	Asian/Pacific Islander	0	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1	
	Hispanic	0	Hispanic	0	
	White	4	White	9	
	Other	0	Other	0	
	Total	**5**	**Total**	**10**	

C. Program Completers (reported by IHE). Those students that have completed the program requirements but have not applied for or are not eligible to apply for a license

Program Area	Master's Degree		Graduate Licensure Only	
PC Completed program but has not applied for or is not eligible to apply for a license **LC** Completed program and applied for license	PC	LC	PC	LC
Campbell University	2	5		

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

Measure	Graduate
MEAN GPA	3.47
MEAN MAT Electronic Rubric	N/A
MEAN MAT Written	N/A
MEAN GRE Electronic	296.29
MEAN GRE Written	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	12.07
NUMBER EMPLOYED IN NC SCHOOLS	15
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation:	

E. Time from admission into the graduate teacher education program until program completion

Full Time						
	3 or fewer semesters	**4 semesters**	**5 semesters**	**6 semesters**	**7 semesters**	**8 semesters**
MSA Degree						2
MSA License Only						
Part Time						
	3 or fewer semesters	**4 semesters**	**5 semesters**	**6 semesters**	**7 semesters**	**8 semesters**
MSA Degree						
MSA License Only						
Comment or Explanation:						