

IHE Master's of School Administration Performance Report

Campbell University

2006 - 2007

Overview of Master's of School Administration Program

The focus of the School Administration Program (K-12) is to prepare experienced teachers to serve as educational leaders. The program is based on ISLLC and North Carolina standards. In addition to successfully completing 45 hours of course work, including 12 hours of internship experiences in two distinct settings, candidates must obtain passing scores on both the University Graduate Comprehensive Examination and the School Leaders' Licensure Assessment. Courses are offered in the late afternoon and evening on the Buies Creek and RTP campuses. Objectives of the MSA Program are to develop competency in: problem solving; leadership; collaborative decision-making; management and supervision: school law and finance; educational technology; special education; student growth and development; curriculum; research and school safety. Campbell MSA students are taught to value diversity; collaborative leadership; professional ethics; individual differences; and reflective practice. Admission criteria are: • a minimum of three years of successful teaching in public school or experiences in other appropriate settings; • a GPA of 3.0 or higher in the last 60 semester hours of undergraduate or graduate credit; • an official score on the GRE; • a portfolio containing three letters of recommendation, one of which must be from the school principal or superintendent and evidence of honors; • an on-site writing sample; • an on-site interview. Four Campbell faculty members are assigned part-time to the 90 MSA students. All of these professors are former public school administrators. Adjunct faculty members are used judiciously and they represent the highest quality. One regular adjunct was a finalist in the Wake County Principal of the Year competition and another was a State Principal of the Year, and a third led Cary High School to a Blue Ribbon distinction.

Special Features of the Master's of School Administration Program

A major objective of the Campbell MSA program is a personalized approach to professional development. Students and professors are encouraged to engage in one-on-one interactions and remain in close contact with one another. To facilitate communication, the coordinator of the program shares home phone and e-mail information and encourages students to make contact as needed. The Campbell MSA program is unique in its efforts to maintain relationships with program graduates and

provide these working professionals opportunities to network and engage in collaborative dialogue regarding educational practice and program quality. All former graduates of the program are invited to join the MSA Advisory Council that meets twice a year. Venues are provided at these meetings for graduates to interact, share concerns and gain assistance from their colleagues and former professors. Advisory committee meetings also provide opportunities for graduates to share valuable input regarding the quality of the degree program. Several important program changes have been made based on the dialog at these meetings. For example, the Assessment for Administrators Course was developed based on requests from former students and the Emerging Leadership course was created. suggestions for seminar speakers are provided by council members and requirements for the Add-on Licensure were influenced by graduates. Graduates are encouraged to stay in touch with professors and former classmates through the on-line Campbell MSA Message Board (www.campbellmsa.com). Students report high satisfaction rates with their experience at Campbell. Graduates of the program have maintained a 100% passing rate on the School Leaders Licensure Assessment since the examination was instituted in 1999. Graduates receive high satisfaction ratings from their employers as evidenced on university and state surveys. Many students are employed as Assistant Principals prior to finishing their degrees and the majority of our graduates are working in administrative positions upon their graduation from Campbell.

Direct and Ongoing Involvement with and Service to Public Schools

The Campbell School of Education maintains a strong collaborative relationship with schools in the surrounding counties. A cohort of teachers met regularly in Johnston County to pursue courses leading to their Masters degree. One interesting component of the program is the advanced level research course. Candidates enrolled in this course, with the assistance of Campbell faculty, interact with the area administrators to identify issues and concerns impacting local school systems. Based on the administrators' suggestions, candidates design and conduct action-based research projects that explore topics (student performance, facilities and resource needs, impact of changing student demographics, discipline, etc.) relevant to area schools. Research conclusions are shared with local administrators. At the request of Superintendent Dan Honeycutt in January, 2006, a cohort group of 32 Harnett County teachers was formed to pursue administrative licensure. Thirty-two teachers began coursework toward their MSA degree or their Add-on licensure in the fall of 2006. The MSA Coordinator met individually and collectively with members of the cohort group and their principals to prepare individual plans of study. The goal is for these students to be fully licensed in 2008. MSA faculty members assist school administrator in filling teaching and administrative vacancies. Faculty members also help with selection of the local teacher of the year. The Campbell Pals Program, led by a faculty member, provides mentors to individual students at Buies Creek Elementary. The MSA coordinator serves on the advisory board of East Wake Academy. the MSA Coordinator regularly provides leadership for a course in preparation for the Graduate Record Exam and for the School Leaders' Licensure Assessment. Area teachers are invited to attend free of charge. The Friends of the School of Education meet annually and all area administrators are invited to attend. Speakers are carefully chosen and topics support current educational trends. Presentations have been given on brain-

based instruction, the importance of humor in the workplace, the collaboration of social services and public schools in the teaching of reading, and memory enhancement techniques. Campbell faculty members provide support and assistance by allowing local teachers to take courses leading to licensure renewal at no cost. Two reading workshops were offered to Johnston County teachers at the request of their principals. Campbell faculty members also provide staff development in the use of technology and preparation for the requirements of National Board Certification. Harnett County middle school administrators are continuing a series of seminars led by an MSA professor. These seminars began in June and continued through the spring of 2007. Local school administrators regularly attend complimentary seminars held on the Campbell campus. They are also encouraged to use the Campbell MSA Message Board to interact with professors, graduates, and current students.

LEAs/Schools with whom the Institution has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
Harnett County	Teacher/Administrator recruitment and retention	<ul style="list-style-type: none"> • A series of seminars including teacher working conditions, recruitment and retention strategies were presented in the fall/spring of 06-07 • Principals were invited to interview candidates on campus. • EDUC 501-Emerging Leadership, focused on team building and retaining strong faculty members and was taught in the spring and summer of 2007 	<ul style="list-style-type: none"> • Seminars were attended by administrators and satisfaction surveys were positive • Several administrators offered contracts to prospective Campbell graduates. • Seven candidates completed the spring course and approximately 30 took the class during the first session of summer school.
Harnett and Chatham Counties	Staff development to meet state requirements for administrative licensure	EDUC 501, Special Topics in Leadership, was developed and taught in the spring of 06 at the RTP campus. It was revised (EDUC 501, Emerging Leadership) and offered again on the Buies Creek campus in the spring and summer of 07.	Responses to the course were positive and some Harnett County principals have asked that it be taught for all Harnett County administrators. Plans are to offer the course again.
Harnett County	Assistance with Data Driven School Improvement Plans	A series of seminars including data driven planning was offered on the Buies Creek campus for administrators and faculty.	• Harnett County school principals have a better understanding about how to use their school data to create School Improvement Plans.

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			<ul style="list-style-type: none"> Administrators at Western Harnett High School have expressed an interest in having the Campbell professor offer the seminars on their campus.
Harnett County	Continuing assistance at Buies Creek Elementary	At the request of the principal, sessions were held to train the teachers on how to use Power Point and Excel in their classrooms. Leadership for the development of a new school website was provided.	Buies Creek Elementary has an improved school website and faculty members began using their new knowledge in Power Point and Excel last year. The new principal at Buies Creek (2006-2007) indicates that the teachers continue to use Power Point, Excel, and the Buies Creek website.
Harnett County	Assistance in increasing the pool of administrators	<ul style="list-style-type: none"> Planning meetings with Harnett County administrators and Campbell faculty members in the spring, summer, and fall of 2006, continuing in the spring of 2007. The MSA Coordinator met collectively and individually with all of the members of the cohort to plan their programs. The coordinator also met with the principals and teachers to discuss the expectations of the program. 	<ul style="list-style-type: none"> Plans were finalized to begin an MSA cohort. HCS identified interested teachers and initiated the process to accept teachers into the MSA Program. HCS and CUSOE collaboratively scheduled courses and the plan of study for 32 teachers. Members of the cohort are making progress and preparing to begin an internship to be initiated in the summer

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		<ul style="list-style-type: none"> • A preparation seminar for the School Leaders' Licensure Assessment was held on the Buies Creek campus in November. • The Add-on Licensure Program was implemented at Campbell and candidates began enrolling in early April, 2006. 	<p>of 2007.</p> <ul style="list-style-type: none"> • Teachers preparing to take the SLLA participated in the seminar. Campbell continues to have 100% of their candidates pass the SLLA on the first attempt. • Approximately 37 candidates are now enrolled and working towards Add-on Licensure. Three students have already completed requirements for their Add-on License. Two of these are Assistant Principals in Chatham and Duplin Counties, and one is in the Johnston County Central Office.
Harnett County	Assistance for Middle Grades Administrators to increase their teachers' effectiveness	Continuing their series of seminars for Middle School principals that was begun last year by a CU professor, Campbell hosted a Middle Grades Principals' Forum to discuss issues and concerns on how to increase teacher effectiveness within the constructs of a middle school. One session was held at a luncheon at Marshbanks	Middle grades principals responded positively to satisfaction surveys and the Harnett County superintendents reported improvements in the schools.

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		Dining Hall on the Campbell campus. Also, all Harnett County Middle School administrators participated in a field trip to Durant Middle School—A Schools to Watch Recipient from the NCMSA. Durant administrators and teachers shared strategies they used for successful teaming.	
Harnett County	Assistance for all administrators in implementing research-based instructional strategies	A seminar on the Buies Creek Campus focused on research-based strategies for improving student progress.	The seminar was well-attended and responses were positive. Some of the schools are beginning to show significant improvement in test scores
Harnett County	Assistance in improving administrative quality	Superintendents in Harnett and Wake Counties led seminars on the Buies Creek Campus to share qualities superintendents seek when interviewing prospective administrators.	Current and future administrators indicated on evaluation surveys that they had a better understanding of the role of the principal.
Wake County	Assistance administering the Community Partners Charter High School	An MSA faculty member is President Emeritus and served as chair of Corporation for Educational Partnerships (School Board for CPCHS) for the Community Partners Charter High School. This involved providing leadership for	Community Partners Charter High School continues to provide a choice for students in the area.

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		recruiting, interviewing, training and evaluating a new administrator for the school.	
Wake County	Assistance administering the Community Partners Charter High School	An MSA faculty member served as chair of the advisory board for the Community Partners Charter High School.	This involved providing leadership for recruiting, interviewing, and training a new administrator for the school.

Support for Beginning Administrators

Add-on Licensure was approved for administrators in April, 2006. Campbell immediately began allowing candidates to take advantage of this opportunity. Approximately 10 students were enrolled in this program before the end of May. Three students seeking add-on licensure have finished their licensure requirements and approximately 37 are currently in this program. The MSA faculty members maintain a strong relationship with beginning administrators, both those who have completed Campbell's program and those with whom faculty members contact as they visit schools. The MSA Coordinator meets with the Harnett County superintendent to discuss the current school improvement plans for the county. Based on these discussions, faculty members plan relevant workshops and invite Harnett County administrators to attend. This year local principals and assistant principals attended Campbell seminars given by Dan Honeycutt, Superintendent of the Harnett County Schools; Dr. Greg Decker, Principal, West Lake Middle School; Hank Hurd Associate Superintendent, Durham County Schools; Dave Coley, Coordinator, New Schools Project; Scott Hagwood, author of Memory Power; and Dr. De. Burns, Superintendent, Wake County Schools. As a result of these seminars, several principals invited the speakers to present sessions in their local schools. MSA faculty members plan annual sessions for candidates preparing for the School Leaders' Assessment. This year the session was held in December and was open to anyone who chose to attend. Two Harnett County Assistant Principals (recent Campbell MSA graduates) helped to facilitate this session. Employer surveys indicate high satisfaction with the performance of Campbell graduates. A significant number of Campbell MSA graduates since 1998 are employed in administrative positions. Both students and graduates are encouraged to stay in touch with Campbell faculty. One avenue is to use the MSA Message Board to communicate concerns, problems, ideas, and suggestions. Another way graduates stay connected is through the MSA Advisory Council that meets twice each year.

Support for Career Administrators

At the request of the Harnett County principals, a special course was developed to fulfill new administrative licensure renewal requirements. The course, EDUC 501, Emerging Leadership Challenges for Public School Administrators, was taught in the spring of 2007. A Campbell MSA Advisory Council Member told administrators in Chatham County about the course and an AP from Chatham County also participated. Principals currently in this course have recommended that it be required for all school administrators. We will offer this course again in June at the Buies Creek campus and in the fall at RTP. MSA faculty members are dedicated to preparing and supporting educational leaders in the P-12 schools. Special emphasis is given to the preparation of school improvement plans. This year Harnett County principals attended a seminar on Data-Driven School Improvement Plans presented at Campbell by an MSA faculty member. Another Campbell faculty member presented a session on Goal-Oriented, Data-Driven Collaboration for local area principals. Three of the Campbell professors taught in the Principals' Executive Program. . Campbell faculty members regularly provide assistance to local schools in the preparation of their School Improvement Plans. All Harnett County principals were surveyed and asked to identify the topics for staff

development last year. Middle school principals identified the area of teacher effectiveness in the middle school. In response to this need, a Campbell faculty member provided a Teacher Effectiveness Forum, a three-CEU foray into examining a back-to-the-basics look the Middle School Movement and determining how to increase teacher effectiveness within the constructs of a middle school. This was accomplished during the months of July, September, October, December, and February. MSA faculty members have provided leadership and support to Buies Creek Elementary. As a result, Thinking Maps were implemented, a new school website was developed, and faculty members were trained in Power Point. These programs have been continued and the new principal indicates that they have a positive influence on student achievement. Career administrators regularly contact Campbell faculty members through e-mail, telephone calls, and the Campbell MSA Message Board. MSA surveys indicate that local administrators consider Campbell faculty members their partners in preparing experienced teachers to become educational leaders.

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	3
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	22
	Other	0	Other	3
	Total	6	Total	28
Part 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	3
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	12
	Other	0	Other	2
	Total	6	Total	17

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

Masters	
MEAN GPA	3.45
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	N/A
NUMBER EMPLOYED IN NC SCHOOLS	N/A

C. Program Completers (reported by IHE).

Program Area	Masters Degree		Graduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license LC Completed program and applied for license				
School Administration			5	
Comment or Explanation				

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded			2			
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded			1			2
G Licensure Only						
Comment or Explanation						

E. Scores of school administrators on the SLLA.

2005 - 2006 School Administrator Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
School Leadership Exam	11	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.

Satisfaction with...	Program Completers	Employer
quality of school administration program.	4.00	3.80
preparation to use technology.	3.40	3.80
preparation in instructional leadership.	4.00	3.60
preparation to assist teachers in meeting the needs of diverse learners.	3.60	3.60
Number of Surveys Received	5	5
Number of Surveys Mailed	9	9