

**IHE Master's of School Administration Performance Report
Campbell University
2008 - 2009**

Overview of Master's of School Administration Program

The Master of School Administration and add-on administrative licensure programs are designed to prepare experienced teachers to serve as educational leaders in the public schools. These programs are based on the I.S.L.L.C. and North Carolina Standards for School Executives: Principals. Currently, candidates for the Master of School Administration program must successfully complete 45 hours of course work, including 12 hours of internship experiences in two different public school settings. A comprehensive examination is also required which consists of five (5) questions, one each from five courses. The candidate is required to successfully answer four (4) of them in four hours. Add-on licensure candidates are required to complete one, year-long internship in two levels of public schools and the personalized array of coursework designed to enhance their professional competencies. While no comprehensive examination is required for these candidates, they are, like their M.S.A. counterparts, required to successfully pass the School Leaders Licensure Assessment in order to acquire licensure as a school executive. Courses are offered in the late afternoon and evening on the main Campbell University campus. Several courses are offered in the summers as demand dictates. Seminars are held once per month on Saturday mornings on the Buies Creek campus as part of the internship coursework. A portfolio documents the candidate's satisfactory completion of the internship activities and competencies. Objectives of the M.S.A. Program are to develop competencies in problem solving, leadership, collaborative decision-making, management and supervision, school law and finance, educational technology, the education of special needs students, student growth and development, curriculum, research and school safety. Emphasis on data analysis and empowerment enhance the candidates' growth in meeting the objectives. Campbell M.S.A. candidates honor diversity, practice collaborative leadership, exhibit professional ethics, value individual differences, and employ reflective practice. Admissions 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 satisfactory 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 with the M.S.A. program coordinator. Four Campbell faculty members are assigned part-time to the sixty-six M.S.A. candidates. All of these professors are former public school administrators. Adjunct faculty members are used judiciously and are all highly qualified. Adjuncts include practicing and former principals, superintendents and other central office staff and are recognized leaders in the field of school administration.

Special Features of the Master's of School Administration Program

The Campbell University M.S.A. and add-on licensure programs are recognized for the emphasis on standards-based instruction and real-world applications of theory. The programs are also noted for the personal attention given to candidates. Candidates and professors are encouraged to maintain close contact by visits, phone or email. The program coordinator communicates at least weekly with the entire group of candidates, shares phone and email contact 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. These working professionals are given 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 M.S.A. Advisory Council. 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 and to help envision future directions for the programs. Several important program changes have been made based on the dialog at these meetings. For example, the Internship Handbook has been revised, the time and day for seminars was changed for 2008-09. The Advisory Group will also play a key role as the program for graduate and licensure programs for School Executives: Principals is re-visioned in 2009-2010. Assessments indicate that candidates report high satisfaction rates with their experience at Campbell University. Graduates receive high satisfaction ratings from their employers as evidenced on university and state surveys. Many candidates are employed as Assistant Principals prior to finishing 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	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	Principals were invited to interview teacher candidates on campus.	Several administrators offered contracts to prospective Campbell teachers
Duplin County	Staff development to meet state requirements for administrative licensure	EDUC 501, Special Topics in Leadership – Current Trends	Completion of requirements for licensure in school administration
Harnett County	Need for understanding curricula, its pacing and essential goals in developing Professional Learning Communities	Four faculties created curriculum pacing guides and used data to create professional learning communities responsive to the needs for rigor and relevance.	Harnett County school principals and teachers have a better understanding of how to make curricula rigorous and relevant
Harnett County	Assistance in increasing the pool of administrators as Harnett County placed Assistant Principals in every school.	Cohort of 32 formed to meet the need for qualified school leaders. The Add-on Licensure Program was implemented at Campbell and candidates began enrolling in early April, 2006.	H.C.S. and C.U.S.O.E. collaboratively scheduled courses and the plan of study for 32 teachers. Eight members of the cohort have been placed and all are expected to complete program requirements by December, 2008
Cumberland, Duplin, Harnett, Johnston, Lee, Moore, Sampson and Wake Counties	Need for add-on licensure program for school leaders to meet the increasing demands for licensed administrators	Add-on licensure program is offered on the main campus and the Research Triangle Park campus	Eighteen students (fifteen in 2007-08) have completed requirements for their Add-on Licensure. Of these: -eleven (11) serve Assistant Principals in Chatham, Duplin,

			<p>Harnett, Johnston, Lee, Sampson and Wake Counties.</p> <p>-two (2) serve in the Central Office in Johnston and Lee Counties</p> <p>-and one serves as a principal in Lee County 2008-09.</p>
Harnett, Johnston and Sampson Counties	Need to assist candidates in preparation for the licensure exam	Implemented a “Guide to Success on the S.L.L.A.” session	Seven teachers preparing to take the S.L.L.A. participated in the seminar. Campbell continues to have 100% of their candidates pass the S.L.L.A. on the first attempt.
Cumberland, Harnett, Johnston, Lee, Moore, Sampson and Wake. Counties	Assistance in improving administrative quality	Johnston County Board of Education member led seminar about improving the relationship between administrators and their Boards of Education	Current and future administrators indicated on evaluation surveys that they had a better understanding of the role of the School Board
Johnston County – The Neuse Charter School	Assistance with improving Neuse Charter School curriculum issues and administrative matters such as teacher retention and instructional improvement	Workshops and one-on-one teacher meetings, staff meetings and assistance to the principal (there is no assistant principal)	Curricular goals and objectives were assessed, modified and enhanced to more closely align with the State Standards. Observations and evaluations of current teachers were completed. Assisted principal in making staffing decisions for the 2008-09 school year.
Harnett County	<p>Increase knowledge of middle school philosophy</p> <p>Increase teacher retention</p> <p>Explore and pilot Professional Learning Communities</p>	<p>Middle Grades Principals Forum</p> <p>Field Trip to A Middle School to Watch</p> <p>System-wide faculty introduction to Professional Learning Communities</p> <p>Implementation of Professional Learning Communities in all middle schools in 2007-2008</p>	<p>Continuing and expanding: The program began as a study of the middle school concept presented by a Campbell professor for middle school principals in Harnett County with the intention of increasing teacher retention through teaming. Principals requested more time for training, and the in-service was extended to a full-school year with a trip to Durant Middle School to visit a School-to-Watch. At Durant, principals saw the effective implementation of a Professional Learning</p>

			Community. Principals set the goal of implementing Professional Learning Communities in Harnett County middle schools. Professor provided the initial orientation of this concept the next August to all HCS Middle School Faculties and the principals attended the National Middle School Conference to hear Rick DuFour. The newly defined target for AY 2008-2009 is to introduce Assistant Principals to the middle school concept and help them along the two-year journey the principals have already started.
Harnett County	Address difficult staff members	Assistant principal requested advice on how to address former team members' push-back on school-wide initiatives and discipline. Advised confronting the issues and enlisting support of the principal.	Professor coached assistant principal through situation and issues abated. Team members implemented strategies on a more consistent basis and helped the Assistant Principal present a workshop on the issue
Moore County	Assist intern who was appointed interim principal as sudden illness of principal required an emergency leave of absence	Professor consulted with intern who was given the interim principalship and a retired principal as Assistant Principal. Advised strategies for dealing with staff morale, enlisting central office support, and maintaining a positive culture	Intern did an excellent job. Has since been interviewed for the principalship for 2008-09 upon the principal's retirement. Regardless of the outcome of the job placement decision, the intern gained tremendous skills in dealing with a difficult situation.
McRel and the Department of Public Instruction	Develop rubric for assessing competence of pre-service school administrators through new standards adopted by the North Carolina State Board of Education	Rubric and performance standards developed over the course of the year 2007-08 to be implemented with program re-visioning in 2009.	Stronger candidates for school leadership positions will be produced based on competencies addressed in the standards

Support for Beginning Administrators

Add-on Licensure has proven to be a good opportunity for exceptional school leaders to pursue leadership beyond the classroom. More than half of the candidates admitted to licensure programs are seeking add-on licensure. The M.S.A. faculty members maintain a strong relationship with beginning administrators, both those who have completed Campbell's program and those with whom faculty members have contact as they visit schools. Program changes have occurred in 2009-10 even as the program transitions to the anticipated re-visioned one. Internship handbook, format for admissions, forms, course content and seminar times have been changed to better meet the needs of candidates and the program. Seminars are offered through and attended by both the M. S. A. and the Teaching Fellows programs. Speakers, book studies and candidate presentations make up the format of the M.S.A. seminars. Previously, the M.S.A. seminars were held twice per month on Tuesdays at 4:00 – 6:00 p.m. The presentations were fraught with interruptions --- of interns who had bus duty or meetings at their schools and of candidates having to leave early for a class at 5:30 p.m. The candidates suggested and we implemented Saturday M.S.A. seminars which better meet the needs of candidates. The 9:00 a.m. – noon seminars accommodate uninterrupted time and attentive, engaged participation. Employer surveys indicate high satisfaction with the performance of Campbell graduates. A significant number of Campbell M.S.A. graduates since 1998 are employed in administrative positions. Both candidates and graduates are encouraged to stay in touch with Campbell faculty. One avenue is to stay connected is through the M.S.A. Advisory Council which has provided rich feedback about the program revision proposal.

Support for Career Administrators

Campbell University faculty are involved in a variety of activities to support practicing administrators. For example, the coordinator of the M.S.A. program is an elected member of the Johnston County Board of Education. As such, she is extensively involved in numerous activities and support of various public schools. Other Campbell faculty members regularly provide assistance to local schools in the preparation of and feedback about their issues affecting their schools. Career administrators regularly contact Campbell faculty members through e-mail, telephone calls, and at professional meetings. The vision for 2009-10 is to institute several initiatives to assist veteran principals, especially as related to the new assessment instrument. This assistance will be at no charge to local administrators. Conversely, school officials have been extensively involved in the re-visioning of the M.S.A. program. They have provided feedback about courses, seminar structure and internship approaches. Their input has made a stronger and more focused program draft

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	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	5
	Other	0	Other	0
	Total	2	Total	5
Licensure-Only	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	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	3
	Other	0	Other	1
	Total	0	Total	4
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	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	4
	Other	0	Other	1
	Total	3	Total	6
Licensure-Only	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	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	0	Total	1

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

Masters	
MEAN GPA	3.79
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
NUMBER EMPLOYED IN NC SCHOOLS	NA

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	0	20	0	11
Comment of 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	0	4	8	0	0	0
G Licensure Only	5	5	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded	0	1	0	3	1	3
G Licensure Only	0	0	1	0	0	0
Comment or Explanation						

E. Scores of school administrators on the SLLA.

	2007 - 2008 School Administrator Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
School Leadership Exam	21	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.

Due to low response rates, survey results have not been reported at the institutional level for any institutions this year.