

IHE Master's of School Administration Performance Report

Campbell University

2012-13

Overview of Master's of School Administration Program

The Campbell University Master of School Administration and add-on administrative licensure programs have been re-visioned based upon the North Carolina Standards for School Executives: Principals. 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 degree-seekers; three letters of recommendation, one of which must be from the school principal or superintendent; a writing sample; and an on-site interview with the M.S.A. program coordinator.

Candidates for the Master's degree must successfully complete 34 hours of course work, including 10 semester hours of internship modules. Courses are offered in all four academic sessions (fall, spring and two summer sessions) in the late afternoon and evening on the main Campbell University campus. Six of the ten internship modules are directly tied to required electronic evidences. The remaining four address additional skills and expectations relevant to work as a school leader, including one electronic evidence related to ETHICS which is assessed only by Campbell University.

The M.S.A. Advisory Council suggested that the program collapse three, non- electronic-evidence-related internship modules into an additional three-semester-hour course. This would leave a total of seven internship modules and increase the number of classes from eight to nine. The net program requirements would remain at 34 SH.

Internship seminars are held for three hours once per month from September through April on Saturday mornings on the Buies Creek campus. Each candidate presents during at least one seminar. Practicing and aspiring school administrators are invited to attend these seminars and add to the depth of discussions. Candidates read a series of books, enjoy several guest speakers and hold lively discussions about the standards and how they apply to the real world of school administration.

All candidates for licensure must successfully complete a four-hour written comprehensive examination based upon real-world scenarios. The School Leaders Licensure Assessment is no longer a licensure requirement for candidates.

An electronic evidences portfolio documents the candidate's PROFICIENT completion of the internship activities and attainment of proficiency in each of twenty-one competencies. These evidences demonstrate that candidates have met the objectives of the 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. see Table B

Special Features of the Master's 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.

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.

Advisory committee 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. Assessments indicate that candidates report high satisfaction rates with their experience at Campbell University. Many candidates are employed as Assistant Principals prior to completing 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	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Johnston County Polenta Elementary	Community/parent outreach	Boo Hoo! Yahoo!, Proctoring for testing	9/10/12; 2/2013; 6/7/2013	35	Celebrate KI students entering, parent support to execute testing
Cumberland, Harnett and Johnston County Schools	Teacher recruitment	Principals were invited to interview teacher candidates on Campbell University campus.	February, 2013	6 administrators 25 prospective teachers	Staffing opportunities for Campbell teachers and public school administrators
Cumberland, Harnett, Johnston, Lee, Sampson and Wake County Schools	Assistance in improving administrator quality	Three Principals and two Assistant Principals each led seminars about improving schools, learning and teaching	Saturday Seminars in three different months	10-15 each session	Evaluations of all were superlative. In the general comments, the guest speakers rated highest of all seminar activities for the practical experience they each shared.
Harnett, Johnston and Wake County Schools	Candidates seeking positions as administrators	Privately coached and encouraged candidates who sought advice about resumes, school placements, interviewing skills and other job-seeking strategies.	On-going	9 candidates	Employment opportunities sought where there is a good "fit" and where the candidate can make a positive difference in student learning and development.

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Harnett, Johnston, Cumberland, Sampson Counties	Need to assist licensure candidates in preparation for Electronic Evidences submission	Implemented “Guide to Success on the Electronic Evidences” sessions	Eight group seminars and one additional group session; four individual Saturday sessions	1-15 in group seminars; six in additional group session; and four individual Saturday sessions	Build leadership capacity through understanding of standards
Johnston County Schools	Quality Athletic program leadership	Met with Athletic Directors	October, 2012	12	Collaborative discussion and celebration of achievements
Johnston County Schools	Need for clear and meaningful policies to guide school administrators	Policy committee member responsible for revising and recommending adoption of School Board policies	Monthly committee and monthly School Board meetings	3 board members, board attorney and senior staff of JCS administrative office (to serve 42 schools)	Effective board policies to guide school-based administrators and other school personnel
Johnston County Schools	Need to evaluate school Superintendent	Rated Superintendent on all functions of new Superintendent's evaluation rubric for purposes of contract renewal.	May-June, 2013	7 plus superintendent and School Board Attorney	Understood and implemented evaluation processes for Superintendent
Johnston County McGee’s Middle School	Proctors for End of Grade tests	Volunteered and proctored two testing sessions	May 15 and May 22, 2013	2	Proctored two testing sessions for SPED students

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Johnston County Schools	Various issues of interest to administrators, parents and community concerning classrooms, schools and the school system. Issues included discipline, crises such as death of a child or staff member, scheduling, AIG, enrichment activities, personnel issues, enhancement or remediation programs, and budget.	Met with, responded to emails and spoke on the phone with students, parents, principals and assistant principals, teachers, Central Office personnel and Board of Education members about particular issues in schools	At least weekly over course of entire year.	More than 75 participants	Resolved as many as possible to the satisfaction of the person raising the concern.
Professional Development Network (Kansas City and surrounding districts)	Development of Gold Seal Lessons (Quadrant D Rigor and Relevance)	Two, 2-day workshops	January (2 days) and February (2 days)	400 + (same participants all four days)	Candidates developed and shared unit or lesson plans
North Kansas City Public Schools	Need to assist schools in improvement efforts	Five on-site visits to six different schools	September, November, January, March and May	6 schools' Principals and APs, committees, coaches and leadership teams	School developed and implemented Leadership Action Plans and Leadership Performance Indicators assessment three times per year

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National – all participating states	Assessed School Leaders Licensure Assessment written responses to questions	Rated responses in six separate scoring sessions:	July, October, December, February, March, and May	Over 600 entries assessed	Candidates for licensure are assessed for proficiency in leadership
National IHEs	Co-Author of article about MSA program re-visioning strategies	Publication of revisioning strategies in the May/June, 2013 issue of the <i>Southern Journal of Educational Administration</i>	May/June, 2013	Five representatives from universities offering leadership training programs	Article addresses issues to help emerging programs refine their approach to school leadership development
NCSCA (North Carolina School Counselor's Association)	Disseminating Best Practices to work with special populations	Counselor's Workshop at Sate Conference	Nov. 2012	30	Delivery of best practices for working with special needs students
Port Huron (MI) Area School District (2 elementary schools)	Implement action plan developed as a result of Needs Assessment for school improvement	Used 360 data (student achievement; surveys of parents, students and staff; interviews and observations) to guide the action plan implementation	August, September, October, November, January, and March	All administrators and faculty of all three schools (more than 75 teachers)	Plans for improvement implemented, monitored and revised
Port Huron (MI) Area School District	Use data to develop strategic action plan for district	Worked with district and school administrators and ICLE team to build a priorities list for the district	August, 2013	All principals, superintendent, assistant superintendents for Human Resources and Curriculum leaders	Creation district's improvement priorities based upon the critical needs

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Johnston County	STEM initiative in collaboration with the Smithsonian Institute	Acquisition and training in use of LASER Science materials	School year 2012-13 with training in October, February and May	>600	Students participated in enhancing Science skills through grant and aided in the three year study to acquire science materials
Johnston County	Need for dictionaries in third grade	Collaborated with Masonic Lodge to acquire dictionaries for all third graders in three schools	School year 2012-13	>300	All third graders received a dictionary from Masons
Harnett County Western Harnett Middle School	Promote Literacy and acquaint incoming elementary students to middle school life	Summer Reading Program for eight weeks	June 19- August 15, 2012	Total number of students that participated: 57 Total number of community volunteers and business partners: 19	Collectively, students read over 1000 books and earned over 5,000 Accelerated Reader points. Students participated in an Olympic Reading program and researched and presented to parents and distinguished guests, a country of interest. Students also learned how to open lockers and navigate through their new school.

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Harnett County	Teacher of the Year	Met with candidates and reviewed/judged individual portfolios	July 5, 2012 through July 12, 2012	26	Served on selection committee for 2012-2013 Harnett County Teacher of the Year
Harnett County Overhills High School	PLC/PLT culture, expectations and norms	Series of after-school work sessions about Professional Learning Communities	August 16, 2012 August 30, 2012 September 5, 2012 September 10, 2012	Session 1: 9 Session 2: 11 Session 3: 9 Session 4: 10	Exceptional Children Department of Overhills High School developed a PLC calendar, established norms, completed a fishbone activity to discuss root cause of problems in past, developed a departmental mission and vision statement, reported to principal and EC Program Specialist on progress after initial training
Harnett County Overhills High and Western Harnett High	Occupational Course of Study objectives and school/community based hours	After school-training session for new teachers	August 31, 2012	9 (seven teachers and two instructional support)	Occupational Course of Study requirements, working with Vocational Rehabilitation, and transitional planning

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Harnett County	Curriculum and Instruction Team with Assistant Superintendent	Quarterly meetings	August 29	4 sessions with approximately 25 members in each session	Brainstormed and developed plans to support teachers and improve quality of instruction focused on Common Core and rigorous instruction
Harnett County	Exceptional Education compliance webinar	Live Webinar (recording was subsequently used to train additional staff)	August 30, 2012	16 teachers	Writing appropriate and compliant IEPs; live question and answer session
Harnett County Overhills Elementary, Overhills High School, Overhills Middle School	Led workshop of EC policies and procedures and SPED Law Updates	Two evening training sessions	September 13, 2012 and September 20, 2012)	Session 1: 18 Session 2: 22	New and veteran teachers were trained in EC policies and procedures. Teachers played JEOPARDY game to check for understanding. Mock IEPs were given and compliance issues were identified and discussed.
Harnett County Boone Trail Elementary: Benhaven Elementary	Led workshop on the use of CECAS-which is the Comprehensive Exceptional Children Accountability System	Held two after school sessions	September 17 and September 24, 2012.	Session 1: 6 Session 2: 6	Teachers were trained on how to develop compliant IEPs, enter these into the statewide system and how to code and report progress on annual goals.

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Harnett County Numerous sites were represented	Using technology in the classroom and at IEP meetings	Presenter at Harnett County's Annual Technology Conference	November 6, 2012	AM session: approximately 20 PM session: approximately 20	Teachers, counselors, and administrators were shown how to use technology in the classroom and during IEP meetings. Participants worked in groups to create interactive, engaging lessons and conduct a mock IEP using a SMARTboard.
Harnett County Boone Trail Ruritan Fair	Volunteer to help in fundraising efforts at Boone Trail Elementary	Volunteer in various booths	September 28, 2012	approximately 700 people in attendance at this community event	Fundraising volunteer
Harnett County Benhaven Elementary Harvest Sale	Volunteer to help in fundraising efforts at Benhaven Elementary	Volunteered to run the "climbing wall"	October 5, 2012	approximately 1000 people in attendance at this community event	Fundraising volunteer
Harnett County	Best Practices in Special Education	Series of after-school sessions conducted at Central Services	October 22, 2012	26 teachers and various members of Central Office staff of Exceptional Children	Topics were professionalism when dealing with parents, confidentiality, Prior Written Notices, determining eligibility

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Harnett County	Psychologist training	One training session	December 18, 2012	8 school psychologists	Trained psychologists on use of CECAS, and entering cognitive and educational scores/data into online accountability system
Harnett County Overhills attendance area and selected teachers from Triton High School	Section 504 and IDEA	Evening training session	January 10, 2012	12	Distinguishing the difference and determining eligibility of 504 vs. SPED
Harnett County Boone Trail and Benhaven	Extended Content Standards	Half-Day training	February 26, 2013	35	Participants left with working plan and ideas for involving students in the Least Restrictive Environment
Robeson County L. Gilbert Middle School	ADVANCED SACS team member	Two full days	March 19, 20 2013	approximately 500 students attend this school; five members of Quality Assurance Review Team	Reviewed artifacts, interviewed stakeholders, observed classroom instruction for accreditation
Harnett County Central Services	Spelling Bee to promote literacy	Three hours in evening	March 25, 2013	Approximately 100 attended, 5 members of our adult spelling team	Competed to raise money for children's books at no cost to them

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Harnett County Overhills Attendance area schools	Headcount Procedures	One after-school session	March 4, 2103	9	Trained teachers on caseload management, organizational techniques and preparing for April 1 Periodic Headcount
Robeson County St. Pauls Middle School	ADVANCED SACS team member	Two full days	April 9, 10 2013 2013	approximately 500 students attend this school; five members of Quality Assurance Review Team	Reviewed artifacts, interviewed stakeholders, observed classroom instruction

Support for Beginning Administrators

The M.S.A. faculty members maintain a strong relationship with beginning administrators, both those who have completed Campbell University's program and those with whom faculty members have contact as they visit schools. Eight seminars are held monthly on second Saturdays from September - April to which novice administrators are invited.

An average of two emails per month are sent to Campbell University program completers with summaries of professional opportunities, current trends and issues in school law, and professional literature. Emails are also sent to Campbell University program completers who are novice administrators to offer support, help when needed and encouragement. Many of these result in email or phone calls for problem-solving and decision-making. The program coordinator, upon the request of novice administrators, has contributed to school activities such as reading to assemblies and classes, taught demonstration classes and participated in awards ceremonies. The offer to extend those opportunities is universal and constant.

Support for Career Administrators

Campbell University faculty members are involved in a variety of activities to support career administrators. A cohort of veteran middle school principals meet quarterly on the campus of Campbell University with faculty for staff development about middle school concept and the middle school student characteristics. A local chapter of Principals/Assistant Principals meets on the campus with faculty to review current trends and issues facing their schools.

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. These include, among others, writing and re-writing numerous board policies; and chaired the superintendent's evaluation committee, votes after extensive discussion on the contracts for all administrators in the system. Veteran administrator input is sought for decision-making and problem solving and many policies are revised only after seeking the impact statements from veteran administrators.

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 seeking advice or counsel in problem-solving. Conversely, career school leaders were extensively involved in the re-visioning of the M.S.A. program. They provided feedback about courses, seminar structure and internship approaches. Their input made a stronger and more focused program.

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		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	4
	Hispanic		Hispanic	
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	11
	Other		Other	
	Total	5	Total	15
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	1	White, Not Hispanic Origin	1
	Other		Other	
	Total	1	Total	1
Part Time				
	Male		Female	
Graduate	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	
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. Quality of students admitted to programs during report year.

MSA	
MEAN GPA	3.66
MEAN MAT New Rubric	N/A
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	*
MEAN GRE Traditional	*
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	N/A
NUMBER EMPLOYED IN NC SCHOOLS	N/A
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	

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	PC	LC	PC	LC
LC Completed program and applied for license				
School Administration	4	2		
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						
G Licensure Only						
Comment or Explanation:						
Campbell University awarded 5 Master's Degrees in School Administration to students who had previously been awarded a Master's Degree.						

E. Scores of school administrators on the SLLA. N/A - North Carolina no longer requires this test for licensure.

	2011 - 2012 School Administrator Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
School Leadership Exam	Test No Longer Required	

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 several factors affecting survey responses, survey results will not be reported at the institutional level this year.
