

IHE Master's Performance Report

Appalachian State University

2005 - 2006

Overview of Master's Program

Appalachian State University is a comprehensive university offering a broad range of graduate programs. Currently, there are 22 teacher education licensure programs at the master level, one at the specialist level, and one at the doctoral level. This wide assortment of teacher licensure programs is designed to challenge and educate those who pursue advanced degrees. The University's only doctoral program, the EdD in Educational Leadership, is a teacher licensure program designed to extend or enhance doctoral students' development as leaders in educational settings. The teacher education program is administered through the Reich College of Education (RCOE). The RCOE works closely with other degree granting colleges/schools that house teacher education programs and also maintains a positive working relationship with the Dean's Office in the Graduate School. Graduate programs in the RCOE and graduate teacher education programs outside the college enroll approximately 65% of all students admitted to graduate school and generate approximately 80% of the university's graduate enrollment. The teacher education program is fully accredited by NCATE and all licensure programs are fully approved by the NC State Board of Education. Graduate programs offered are: Child Development: B-K, MA; Curriculum Specialist, MA; Educational Media: Instructional Technology Specialist/Computers, MA; Elementary Education (K-6), MA; English, Secondary Education, MA; Family and Consumer Sciences, Secondary Education, MA; French, Secondary Education, MA; History, Secondary Education, MA; Industrial Education: Secondary School Teaching, MA; Library Science: School Libraries, MLS; Mathematics, Secondary Education, MA; Middle Grades Education with concentrations in Language Arts, Social Studies, Mathematics, and Science, MA; Music Education with concentrations in Band Directing, Choral Directing, General Music, and General Music Education, MM; Reading Education: Classroom Clinical (K-12), MA; Spanish, Secondary Education, MA; Social Sciences, Secondary Education with concentrations in Anthropology, Economics, Geography, History, Political Science, and Sociology, MA; Special Education: Cross Categorical, MA. Other graduate level teacher education programs are: Communication Disorders (K-12), MA, ASHA accredited; Counseling and Guidance (School Counseling), MA, CACREP accredited; Educational Administration, EdS; Educational Leadership, EdD; School Administration, MSA; and School Psychology, Level II, MA, SSP, NASP accredited. Faculty members hold appropriate terminal degrees and are deeply knowledgeable in the many teacher education disciplines offered. They are accomplished members of their respective research communities, contributing this year to the storehouse of knowledge in their disciplines through 173 scholarly publications, and 347 presentations at state, regional, national, and international meetings and conferences. Faculty members were involved in more than 200 activities with NC public schools.

Special Features of Master's Program

Appalachian and the RCOE have a deep commitment to serve the educational needs of students in graduate programs leading to licensure as public school educators. Graduate level programs are a way for students to extend their knowledge, deepen their understandings, and sharpen the skills already acquired through their previous studies and professional experiences. Graduate licensure students and their academic pursuits are valued. Class sizes are small and provide opportunities for one-on-one conversations with faculty. Graduate students present with faculty at conferences and often become part of teams with professors doing high quality research. Graduate studies in teacher education are focused and personalized, and are characterized by academic rigor and professional relevance. Programs are contemporary and, while grounded in their respective theoretical bases, practical; there is a solid grounding in theory balanced by high practicality. Internships, practica, and/or field related experiences/assignments are required as integral components of the programs. Practitioners are used as clinical professors as appropriate. The importance of technology for instructional purposes is evidenced and supported by technology rich classrooms, up-to-date technology labs, and five full-time technology support personnel within the RCOE. The use of multi-faceted admission criteria into graduate level teacher education programs broadens the applicant pool, encourages more practitioners to apply, and enhances and enriches the student population. In addition to more traditional criteria, programs may also consider the quality of the applicant's professional experience, achievements earned, and honors received when reviewing for admission. Program areas have implemented the Product of Learning and it is an integral part of each candidate's program of study and is given the same status/priority by the graduate school as the comprehensive exam and thesis. Appalachian leads the UNC system in the number of off campus programs in teacher education and related areas. Teacher education generates approximately 85% of graduate extension enrollment and graduate credit hours. A total of 3,637 course enrollments in 123 courses at the graduate level were recorded. Programs work closely with the Office of Continuing Education and the ASU-Public School Partnership to identify needs and locations for the off-campus programs. Over 80% of the graduate off-campus cohort programs offered during this report year were teacher education programs and were offered in Ashe, Burke, Caldwell, Catawba, Cleveland, Forsyth, McDowell, Wilkes, and Yadkin Counties or on-line. Programs (some with multiple cohorts) included: Educational Media Instructional Technology Specialist/Computers; Educational Administration; Elementary Education; History, Secondary Education; Middle Grades Education; Reading Education; Romance Languages; Social Science; Special Education; Curriculum Specialist; MLS School Libraries; and Master of School Administration. Several of these programs are housed on community college campuses that are a part of the Appalachian Learning Alliance. The RCOE and graduate programs have established learning partnerships with schools and universities in Bolivia, Costa Rica, & Mexico.

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	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	5
	Hispanic	0	Hispanic	3
	White, Not Hispanic Origin	25	White, Not Hispanic Origin	127
	Other	0	Other	4
	Total	25	Total	140
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	0
	Other	0	Other	0
	Total	0	Total	0
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	1	American Indian/Alaskan Native	2
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	7	Black, Not Hispanic Origin	22
	Hispanic	2	Hispanic	8
	White, Not Hispanic Origin	108	White, Not Hispanic Origin	570
	Other	0	Other	6
	Total	118	Total	608
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	1	White, Not Hispanic Origin	4
	Other	0	Other	0
	Total	1	Total	4

B. Lateral Entry/Provisionally Licensed Teachers

Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	0	0
Elementary (K-6)	0	0
Middle Grades (6-9)	0	0
Secondary (9-12)	0	0
Special Subject Areas (K-12)	0	0
Exceptional Children (K-12)	0	0
Vocational Education (K-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
Total	0	0
Comment or Explanation		

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

Masters	
MEAN GPA	3.33
MEAN MAT New Rubric	406
MEAN MAT Traditional	NA
MEAN GRE New Rubric	NA
MEAN GRE Traditional	940
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
NUMBER EMPLOYED IN NC SCHOOLS	NA
Comment or Explanation	
Licensure areas included in Special Service Personnel (K-12) are Curriculum Specialist; School Counselor; Media Coordinator: Instructional Technology Specialist-Computers; School Administrator (other than MSA); School Psychologist; Speech-Language Pathologist.	

D. Program Completers (reported by IHE).

Program Area	Masters Degree		Graduate Licensure Only	
	N	NC	N	NC
Prekindergarten (B-K)	2	1	0	0
Elementary (K-6)	13	7	0	0
Middle Grades (6-9)	40	27	0	0
Secondary (9-12)	8	5	0	0
Special Subject Areas (K-12)	49	28	0	0
Exceptional Children (K-12)	1	1	0	0
Vocational Education (7-12)	2	2	0	0
Special Service Personnel	130	87	1	1
Total	245	158	1	1
Comment or Explanation				
Licensure areas included in Special Service Personnel (K-12) are Curriculum Specialist; School Counselor; Media Coordinator; Instructional Technology Specialist-Computers; School Administrator (other than MSA); School Psychologist; Speech-Language Pathologist.				

E. Scores of program completers on professional and content area examinations.

Specialty Area/Professional Knowledge	2004 - 2005 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	35	97
Spec Ed: Cross Categorical	2	*
Institution Summary	37	97
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

F. Time from admission into professional education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters Degree	9	9	23	3	4	2
G Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters Degree	22	21	32	58	26	35
G Licensure Only	1	0	0	0	0	0
Comment or Explanation						
The number of semesters each student was in attendance (including summers) was counted, along with the number of enrolled hours for each semester. Many students attend summer sessions in addition to the fall and spring semesters. Students were counted as full-time if they were enrolled as full-time students the majority of semesters they were in attendance. Similarly, students were counted as part-time if they were enrolled as part-time students the majority of semesters they were in attendance.						

G. 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 teacher education program.	3.61	3.69
connect subject matter and learner's needs.	3.59	3.69
implement research-based approaches.	3.64	3.61
assume leadership roles.	3.57	3.61
facilitate learning for diverse students.	3.51	3.57
engage in continuous professional development.	3.64	3.63
Number of Surveys Received	70	75
Number of Surveys Mailed	123	123