

# **IHE Master's Performance Report**

## **Catawba College**

**2005 - 2006**

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### **Overview of Master's Program**

Catawba College offers the Masters of Education in Elementary Education (M.Ed.). The graduate program at Catawba College is built upon the strengths of the undergraduate program and is designed to provide the practicing licensed classroom teachers with advanced work in content along with a further development of professional knowledge and dispositions. All of the graduate students enroll as part-time students and take classes during late afternoon or evening hours.

### **Special Features of Master's Program**

Catawba College offers a Master of Education in Elementary Education (M.Ed.). The program provides a continuum of professional growth as it prepares practicing teachers as reflective practitioners. The program provides field and clinical experiences, requires action-research, and has students produce graduate portfolios that address the goals and competencies of the Interstate New Teacher Assessment and Support Consortium (INTASC), the North Carolina Department of Public Instruction's Competencies for Advanced Licensure, and the five propositions of the National Board for Professional Teaching Standards (NBPTS). Based on these standards and guidelines, the M.Ed. program strives to help experienced teachers 1) examine their own practices, 2) systematically raise and pursue questions, and 3) collaborate with others beyond their own classrooms.

## 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	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
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
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
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	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	31
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>33</b>
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
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>

**B. Lateral Entry/Provisionally Licensed Teachers**

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

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

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

<b>Masters</b>	
MEAN GPA	3.36
MEAN MAT New Rubric	NA
MEAN MAT Traditional	NA
MEAN GRE New Rubric	NA
MEAN GRE Traditional	NA
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
NUMBER EMPLOYED IN NC SCHOOLS	NA
Comment or Explanation	

**D. Program Completers (reported by IHE).**

Program Area	Masters Degree		Graduate Licensure Only	
	N	NC	N	NC
Prekindergarten (B-K)	0	0	0	0
Elementary (K-6)	3	3	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	0	0	0	0
Special Subject Areas (K-12)	0	0	0	0
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
<b>Total</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>0</b>
Comment or Explanation				

**E. Scores of student teachers on professional and content area examinations.**

Specialty Area/Professional Knowledge	2004 - 2005 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Institution Summary	Less than 4 Test Takers or Tests Not Required	

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

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Masters Degree						
G Licensure Only						
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Masters Degree						3
G Licensure Only						
Comment or Explanation						

**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.**

<b>Satisfaction with...</b>	<b>Program Completers</b>	<b>Employer</b>
quality of teacher education program.	3.78	3.5
connect subject matter and learner's needs.	3.78	3.63
implement research-based approaches.	3.67	3.5
assume leadership roles.	3.78	3.5
facilitate learning for diverse students.	3.78	3.63
engage in continuous professional development.	3.67	3.63
Number of Surveys Received	≈ 9	≈ 8
Number of Surveys Mailed	12	12

≈ Last year, less than five survey responses were received. They are included in this year's responses.