

# IHE Master's Performance Report

## Elizabeth City State University

2005 - 2006

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### Overview of Master's Program

The Graduate Education Program at Elizabeth City State University is committed to contributing to the mission of the University by providing graduate-level programs to meet the diverse needs of the citizenry of northeastern North Carolina. With excellence permeating all of the activities, the programs seek to provide a challenging and supportive environment that prepares its students to compete and excel in an ever-changing technologically advanced society. The programs are designed to develop research skills, problem-solving skills and to develop the skills, knowledge and experience necessary for professional employment, professional growth, leadership development and/or further graduate study. Small classes, personal interaction with faculty members, and an atmosphere conducive to pursuing academic excellence enhance the educational experiences and quality instruction received by graduate students.

### Special Features of Master's Program

Elizabeth City State University and the School of Education and Psychology have a deep commitment to serve the educational needs of students in graduate programs leading to a Master's Degree. The graduate level teacher education program at ECSU is a way for students to expand their knowledge, deepen their understandings, and sharpen the skills already acquired through their previous studies and professional experiences. Class sizes are smaller in graduate-level courses and provide more opportunities for one-on-one conversations with faculty. Students present with faculty at regional conferences and become part of teams with professors doing research. Graduate studies in teacher education are focused, personalized, and characterized by academic rigor and professional relevance. Practitioners are used as clinical professors when appropriate. For example, the program offers three required seminars, which cover information pertinent to National Board Certification. A National Board Certified Teacher teaches the course. The importance of technology for instructional purposes is evidenced and supported by technology rich classrooms and up-to-date technology labs.

In addition to offering a Master of Education in Elementary Education, ECSU has been approved for a new Master's Degree Program in School Administration. The Master of School Administration is interdisciplinary in scope and offers students both full-time and part-time (extended time) options. This program of study closely links theory to practice in ways that will enrich students, local educational agencies (LEAs), regional, national, and global communities. As required by all other Master of School Administration programs within the UNC System, our courses are aligned with the North Carolina Standards and ISLLC Standards. ECSU's Master of

School Administration Program does not duplicate other UNC programs and ECSU is an appropriate place to hold this Master of School Administration Program. The reasons are as follows: (1) its location, (2) the need for formal training for school administrators in the twenty-one surrounding counties, and (3) its commitment towards preparing teachers and leaders who will serve as change agents in public schools throughout the nation. In doing so, this program will employ several modes of instruction (1) traditional (lecture, small group activities, etc.), (2) web-enhanced, (3) teleconferencing, and a site-based internship. This program is designed to address the need for “qualified” school leaders in Northeastern North Carolina.

In addition, a Master of Arts in Teaching (M.A.T.) Special Education: General Curriculum has been approved by the Board of Trustees and is currently awaiting final approval from the Board of Governors.

The School of Mathematics, Science, and Technology has two Master’s Degrees: Master of Science Degree in Biology and Master of Science Degree in Mathematics. The Master of Science Degree in Biology provides opportunities for advanced study in the biological sciences and to pursue research investigations in specialized areas of interest. The formal course work and research in the life sciences provide the depth required for further graduate study or for careers in industry, government or secondary/community college teaching. The Master of Science Degree in Mathematics provides a concentration in Mathematics Teaching, Applied Mathematics and Remote Sensing. The program provides a broad base of formal course work and research in mathematics. This program is designed to provide breadth of exposure in mathematics and to enhance the intellectual attitudes and the analytical skills needed for the comprehension, appreciation, creation, application and teaching of mathematics.

## 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	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	13
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	14
	Other	0	Other	0
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>28</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)	1	1
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		
<b>Total</b>	<b>1</b>	<b>1</b>
Comment or Explanation		

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

<b>Masters</b>	
MEAN GPA	3.58
MEAN MAT New Rubric	NA
MEAN MAT Traditional	34
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)	23	22	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>23</b>	<b>22</b>	<b>0</b>	<b>0</b>
Comment or Explanation				

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

	2004 - 2005 Program Completers Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	N/A	N/A
Institution Summary	N/A	N/A
<p>* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.</p> <p>* All graduate students are already licensed in elementary education before being admitted into our Master's Program in Elementary Education.</p>		

**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						
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters Degree				1		
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.**

Satisfaction with...	Program Completers	Employer
quality of teacher education program.	*	3.40
connect subject matter and learner's needs.	*	3.20
implement research-based approaches.	*	3.20
assume leadership roles.	*	3.20
facilitate learning for diverse students.	*	3.40
engage in continuous professional development.	*	3.40
Number of Surveys Received	4	≈ 5
Number of Surveys Mailed	25	25

\* Less than five survey responses received. Responses will be held and combined with next year's survey responses.

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