

IHE Master's Performance Report

Gardner-Webb University

2005 - 2006

Overview of Master's Program

Gardner-Webb University offered its first graduate degree in 1980, a master of arts in education. Since then, the graduate offerings have grown slowly and steadily. Today GWU has a Graduate School which offers M.A., M.S. Ed.S., and Ed.D degrees, a graduate School of Divinity which offers M.Div. and D.Min. degrees, and a graduate School of Business which offers M.B.A., I.M.B.A., and M.Acc. degrees. Within the Graduate School, licensure programs include a Master of Arts in Education in elementary education, middle grades education, English education, and school administration; a Master of Arts in school counseling; and an Ed.D. in educational leadership. All of these programs are part-time programs, designed for working professionals and range from 30 to 63 semester hours. All master's classes, with the exception of internship and practicum classes, meet once a week for three hours and each has a specific curriculum rotation, which facilitates program planning and registration. School administration candidates complete their degrees by successfully performing in year-long internships and passing comprehensive examinations; elementary and middle grades candidates present their capstone research projects; English education candidates present their professional portfolios; school counseling candidates complete practicum and internship experiences; doctoral candidates defend their dissertations. During 2005-2006 the Graduate School encouraged wider use of alternative delivery systems and the School of Education put six of its school administration classes online as a pilot program. We will pilot them for two years and then evaluate their effectiveness and the need for them to continue in that format. Some school systems assist graduate students who are teachers or assistant principals with payment of tuition and fees. Financial assistance in the form of graduate assistantships is also available to Boiling Springs campus graduate students.

Special Features of Master's Program

The Master's programs at Gardner-Webb University have two unique features – their format and their philosophy. The master's programs are part-time programs, designed to encourage full-time career people to return to school for graduate education. Classes are offered once a week for three hours and the programs have a specific curriculum rotation. Graduate students take one class during the fall semester, one class during the spring semester, and two classes during the summer (one each five-week session), for a total of 12 semester hours per year. Programs contain 30-36 semester hours and normally take 2 ½ years to complete. Because of this format, however, and the fact that there are different sites that offer the same program with different course rotations, students frequently take more than one class per semester, driving to various sites, and completing their programs in less time. Gardner-Webb University has permanent a main campus

in Boiling Springs, a branch campus in Statesville, and has permanently leased space in Charlotte and Winston-Salem. Philosophically, Gardner-Webb University is committed to providing quality education at sites other than the four sites previously mentioned. This year we also are delivering graduate elementary education programs in Surry County (Dobson) and Burke County (Valdese) and a school administration program in Davidson County. In order to determine if a cluster will begin at a new site, dialog occurs between the GWU Graduate School and school system administrators. Surveys are then conducted by GWU to determine locations of interest and curriculum areas of interest and, if at least 20 persons commit to enrolling in a graduate program, the University will be responsive and take a program where there is interest. Although we offer programs in a variety of locations, the quality remains high because the courses are primarily staffed by full-time faculty, thus ensuring cohesiveness and continuity of philosophy. All sites are supported by the university technology resources and are driven by processes that are “consumer-friendly,” such as web registration and on-line text ordering. We are constantly seeking new ways to make graduate education more attractive and available.

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
	Total	0	Total	0
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	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	26
	Hispanic	1	Hispanic	0
	White, Not Hispanic Origin	44	White, Not Hispanic Origin	170
	Other	0	Other	0
	Total	51	Total	198
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	1	Total	0

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)		
Elementary (K-6)	14	3
Middle Grades (6-9)	14	3
Secondary (9-12)	4	
Special Subject Areas (K-12)	15	
Exceptional Children (K-12)		
Vocational Education (K-12)		
Special Service Personnel (K-12)		
Other		
Total	47	6
Comment or Explanation		
All previous records of our master's candidates, whether degree-seeking candidates or adding on a license, are reviewed to ensure that they have the appropriate preparation and credentials to matriculate successfully through their graduate programs. These program reviews are not requested but, rather, are part of our admissions process.		

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

Masters	
MEAN GPA	3.28
MEAN MAT New Rubric	410
MEAN MAT Traditional	NA
MEAN GRE New Rubric	NA
MEAN GRE Traditional	1,206
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)	15	10	0	0
Middle Grades (6-9)	3	3	0	0
Secondary (9-12)	2	2	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	10	8	1	0
Total	30	23	1	0
Comment or Explanation				

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	4	100
Institution Summary	4	100
* 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						
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters Degree	0	0	0	0	4	21
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.	3.82	3.33
connect subject matter and learner's needs.	3.73	3.33
implement research-based approaches.	3.64	2.92
assume leadership roles.	3.82	3
facilitate learning for diverse students.	3.73	3.08
engage in continuous professional development.	3.82	3.25
Number of Surveys Received	11	12
Number of Surveys Mailed	12	12