

# IHE Master's Performance Report

Catawba College

2006 - 2007

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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 First License	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>
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>

<b>Part Time</b>				
	<b>Male</b>		<b>Female</b>	
Graduate First License	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>
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	37
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>37</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		
<b>Total</b>	<b>0</b>	<b>0</b>
Comment or Explanation		

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

<b>Masters</b>	
MEAN GPA	3.29
MEAN MAT New Rubric	N/A
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	N/A
NUMBER EMPLOYED IN NC SCHOOLS	N/A
Comment or Explanation	

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

Program Area	Graduate First Awarded		Graduate		Graduate Licensure Only	
	PC	LC	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license						
LC Completed program and applied for license						
Prekindergarten (B-K)						
Elementary (K-6)				9		
Middle Grades (6-9)						
Secondary (9-12)						
Special Subject Areas (K-12)						
Exceptional Children (K-12)						
Vocational Education (7-12)						
Special Service Personnel						
Total	0	0	0	9	0	0
Comment or Explanation						

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

	2005 - 2006 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Institution Summary	*	
* Less than 5 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-Upgrade/Add-On						
Masters-First Awarded						
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-Upgrade/Add-On						
Masters-First Awarded						
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.	*	*
connect subject matter and learner's needs.	*	*
implement research-based approaches.	*	*
assume leadership roles.	*	*
facilitate learning for diverse students.	*	*
engage in continuous professional development.	*	*
Number of Surveys Received	3	2
Number of Surveys Mailed	3	3
* - Less than five responses received. They will be added to next year's responses.		