

IHE Master's Performance Report

Lenoir-Rhyne College

2006 - 2007

Overview of Master's Program

Master of Arts degrees are offered in one teaching area (Birth-Kindergarten) and in one school support area (School Counseling). These programs are designed for individuals who wish to pursue graduate studies in order to gain experience, develop leadership skills and enhance professional competence. The advanced B-K program includes a core of twelve credits designed to build leadership and research skills, equipping the teacher to function in an ever-changing, increasingly diverse society. A second set of twelve credits is required that expands and deepens the graduate candidate's knowledge and skills in the content area through applied research, assessment, and understanding of the learner. A third set of twelve credits is required that target leadership within the context of the specialized area of study with application evidenced through opportunities for intense internship. The Masters of Arts degree in School Counseling, which continues to be one of the fastest growing graduate programs, prepares individuals for positions as professional counselors in public school settings. The school counseling program (available through a master's level program or as a licensure only option for those entering with a related graduate degree), places primary emphasis on the development of strong clinical skills. Prospective school counselors who satisfactorily complete the School Counseling program requirements and receive a passing score on the PRAXIS specialty examination are eligible for licensure as a school counselor in North Carolina.

Special Features of Master's Program

The mission of the teacher and counselor education programs at Lenoir-Rhyne College for both initial and advanced programs is to prepare public school professionals who know their content, know how to teach/counsel, are successful with diverse populations, are leaders, are reflective about their practice, and are respectful and caring. School counselors who complete a program at Lenoir-Rhyne demonstrate a strong theoretical foundation, a mastery of clinical skills, and the ability to practice as reflective counselors interacting diverse populations in a variety of agency settings and within public schools. The college mission of wholeness of mind, body and spirit set the tone for the personal, nurturing contact provided candidates, a hallmark of the teacher and counselor education programs at Lenoir-Rhyne College. These programs prepare reflective practitioners who are caring professionals, and express the sincere desire to send professionals into school environments knowing children and adolescents and with the ability to be attentive to their needs in order to support learning. During 2006-07, a number of opportunities were provided for graduate students and career counselors to enhance their preparation through workshops and seminars led by experts in the fields of study. Among several seminars offered for graduate level counselors was one provided by a local therapist through a two-part seminar on campus, "Effectively Counseling Teens: Understanding and Identifying the STORM Within". Professional development and research associated with professional organizations was stressed for both the Birth-Kindergarten and School Counseling programs. B-K graduate candidates,

faculty, and alumni attended and presented information at that NCAEYC conference, NC Teacher Education Forum, and work together in the B-K Consortium, particularly in the issue of PRAXIS II testing for Highly Qualified Kindergarten teachers. Participation continues in the collaborative "Crosswalks" project for diversity awareness in teacher education with an extension from collection for research to planning in-service for Pre-K and K teachers as well as diagnosticians, physicians, and Child Service Coordinators in Child Service Agencies. Graduate B-K faculty also participated in the task force called "The Power of K" which convened and created an advocacy group of career Kindergarten teachers to support the expectations of developmentally appropriate practice and increase the availability of mentoring and professional development for less experienced teachers. In work with the area public schools in 2006-07, counseling interns provided 1800 hours of internship and 400 hours of counseling practicum work. Birth-Kindergarten candidates for advanced licensure continued their work in many types of public settings from community colleges, More-At-Four programs, Pre-K classrooms, HeadStart and traditional kindergartens in K-5 schools. Also during 2006-07, school counseling graduates students were taught a diversity-focused class by the Catawba County Schools Director of Counseling Services who serves as an adjunct instructor for the L-R graduate program in school counseling. Addressing diversity needs in emergent language and language development was the focus of a workshop for Pre-K and K teachers in 2007. Both career teachers and graduate candidates were included.

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 | 7 |
| | Other | 0 | Other | 0 |
| | Total | 0 | Total | 7 |
| 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 | 3 |
| | Other | 0 | Other | 0 |
| | Total | 0 | Total | 3 |

| Part 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 | 1 |
| | Hispanic | 0 | Hispanic | 1 |
| | White, Not Hispanic Origin | 4 | White, Not Hispanic Origin | 21 |
| | Other | 0 | Other | 1 |
| | Total | 4 | Total | 24 |
| 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 | 3 |
| | Other | 0 | Other | 0 |
| | Total | 0 | Total | 3 |
| 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 | 2 | White, Not Hispanic Origin | 8 |
| | Other | 0 | Other | 0 |
| | Total | 2 | Total | 8 |

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) | | |
| 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) | 7 | 20 |
| Other | | |
| Total | 7 | 20 |
| Comment or Explanation | | |
| | | |

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

| Masters | |
|--|-------|
| MEAN GPA | 3.48 |
| MEAN MAT New Rubric | 398 |
| MEAN MAT Traditional | 48 |
| MEAN GRE New Rubric | 4 |
| MEAN GRE Traditional | 1,011 |
| 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) | 1 | | | 3 | | |
| Elementary (K-6) | | | | | | |
| Middle Grades (6-9) | | | | | | |
| Secondary (9-12) | | | | | | |
| Special Subject Areas (K-12) | | | | | | |
| Exceptional Children (K-12) | | | | | | |
| Vocational Education (7-12) | | | | | | |
| Special Service Personnel | | 3 | | | | 1 |
| Total | 1 | 3 | 0 | 3 | 0 | 1 |
| Comment or Explanation | | | | | | |
| | | | | | | |

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

| Specialty Area/Professional Knowledge | 2005 - 2006 Program Completers Licensure Pass Rate | |
|---------------------------------------|--|-----------------|
| | Number Taking Test | Percent Passing |
| Counselor | 7 | 86 |
| Institution Summary | 7 | 86 |

* To protect confidentiality of student records, pass rates based on fewer than five 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-Upgrade/Add-On | | | | | | |
| Masters-First Awarded | | | | | | |
| G Licensure Only | | | | | | |
| Part Time | | | | | | |
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| 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.

| Satisfaction with... | Program Completers | Employer |
|---|---------------------------|-----------------|
| quality of teacher education program. | 3.00 | 3.80 |
| connect subject matter and learner's needs. | 3.40 | 3.80 |
| implement research-based approaches. | 2.80 | 3.80 |
| assume leadership roles. | 3.40 | 3.60 |
| facilitate learning for diverse students. | 3.20 | 3.60 |
| engage in continuous professional development. | 3.60 | 3.80 |
| | | |
| Number of Surveys Received | ≈ 5 | ≈ 5 |
| Number of Surveys Mailed | 9 | 10 |
| ≈ Less than five survey responses received last year. Last year's responses were added to this year's responses | | |