

IHE Master's Performance Report

UNC-Pembroke

2006 - 2007

Overview of Master's Program

The goal of graduate education programs at UNCP is to provide quality master's level degree programs, opportunities for advanced study, and continuing professional and career development for students. Each graduate program is firmly grounded in theoretical and empirical bodies of knowledge. Students are challenged to think critically and creatively, and to apply theory to practice in an atmosphere of inquiry and dynamic exchange with faculty and each other. Graduate education faculty share the University's commitment to academic excellence in a balanced program of teaching, research, and service. In addition to campus-based courses, during 2006-2007, graduate programs were delivered at the following off-campus sites: Sandhills Community College, Richmond Community College, and at Candor Elementary School in Montgomery County. The following graduate licensure programs are available for experienced teachers: Art Education, English Education, Elementary Education, Mathematics Education, Middle Grades Education, Music Education, Physical Education, Reading Education, Science Education, and Social Studies Education. Graduate programs in School Administration and School Counseling also are available. UNC Pembroke offers a Master of Arts in Teaching (M.A.T) degree program with licensure concentrations in Art, English, Mathematics, Middle Grades, Music, Physical Education, Science, and Social Studies. A MAT program concentration in Teaching English to Speakers of Other Languages (TESOL) progressed through the campus approval process. ESL, Curriculum and Instruction, and School Counseling concentrations are also available as "M" add-on licensure options. An add-on licensure program in School Administration was offered for the first time during the 2006-2007 academic year. During the 2006-2007 academic year, the Professional School Counseling Program was administratively moved from the Psychology Department in the College of Arts and Sciences to the Education Department in the School of Education. A new program director was named and extensive revisions were made to the program curriculum. All graduate programs emphasize depth of study, academic rigor, and reflection. UNCP graduate programs seek to foster a desire for excellence, a sustained commitment to learning, an openness to change, a social consciousness, and a respect for human diversity. The programs also seek to promote the development of leaders in the various fields of study.

Special Features of Master's Program

Graduate programs in education at UNCP offer challenging courses and rich experiences to individuals who seek to continue their professional growth. Almost all graduate students are part-time, taking one or two courses per semester. Enrollment in the programs is generally small, with fewer than 25-35 students per program. Flexible course schedules and course formats are designed to accommodate the needs of working adults. During the summer, multiple schedule options are available to make courses readily accessible to students. Throughout the year,

courses are offered in varied formats, including online, hybrid, and face-to-face. All of the programs are keyed to authentic assessment, culminating in various products of learning appropriate for demonstrating mastery of the advanced licensure competencies.

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	1	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	2
	Other	0	Other	0
	Total	4	Total	2
Graduate	American Indian/Alaskan Native	1	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	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	3
	Other	1	Other	0
	Total	3	Total	4
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 First License	American Indian/Alaskan Native	8	American Indian/Alaskan Native	5
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	9	White, Not Hispanic Origin	9
	Other	1	Other	0
	Total	21	Total	16
Graduate	American Indian/Alaskan Native	10	American Indian/Alaskan Native	32
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	19
	Hispanic	2	Hispanic	1
	White, Not Hispanic Origin	37	White, Not Hispanic Origin	197
	Other	0	Other	1
	Total	54	Total	251
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	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	1

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)		
Other	15	15
Total	15	15
Comment or Explanation		

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

Masters	
MEAN GPA	3.43
MEAN MAT New Rubric	401
MEAN MAT Traditional	39
MEAN GRE New Rubric	4
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)				5		
Middle Grades (6-9)		1	1	1		
Secondary (9-12)	2	1	1	7		
Special Subject Areas (K-12)	2	3	4	53		
Exceptional Children (K-12)						
Vocational Education (7-12)						
Special Service Personnel			3	16	1	
Total	4	5	9	82	1	0
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	3	*
Elementary Education	1	*
Physical Ed	1	*
Reading (graduate)	8	88
Science (9-12)	1	*
Institution Summary	14	93
* 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		4	19	14	9	46
Masters-First Awarded						
G Licensure Only		1				
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.	3.85	3.71
connect subject matter and learner's needs.	3.92	3.53
implement research-based approaches.	3.77	3.53
assume leadership roles.	3.92	3.35
facilitate learning for diverse students.	3.85	3.35
engage in continuous professional development.	4.00	3.5
Number of Surveys Received	13	17
Number of Surveys Mailed	40	40