

# IHE Masters Performance Report

Campbell University

2007 - 2008

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## Overview of Masters Program

Campbell University is fully accredited by the Southern Association of Colleges and Schools. In addition, Professional Education programs leading to licensure for teaching, counseling, and school administration are fully accredited and approved by the State Board of Education and the National Council for the Accreditation of Teacher Education. These programs are designed to develop an exemplary educator who is a problem solver. Programs are developed based a knowledge base with ten components: general education and discipline; ethics; theoretical foundations; diversity; curriculum; professional skills; practice; education and information technology; research; and assessment. Programs are also designed to address the following dispositions: acceptance of diverse backgrounds; thoughtful foreseeability; collaborative and collegial working relationships with others; and being proactive in understanding current professional issues and trends. At the masters' degree level, programs provide additional depth and specialization by assisting practicing professionals to relate theory and research to current professional practices, trends, and issues. Core courses, individualized projects, assignments, and field experiences allow graduate students to renew and refine existing skills and competencies while developing new ones. The ability to integrate information and knowledge from varied experiences and courses, and to apply the results in professional settings is emphasized. Degrees offered include the Master of Education, Master of Arts, and Master of School Administration. Concentration areas available include elementary education, middle grades education (math, language arts, and social studies), secondary education (English, history, mathematics), exercise science, school counselor, and school administration (principal).

## Special Features of Masters Program

Masters' programs at Campbell University do have some special features designed to meet the unique needs of the population served. In the teaching areas, a special option exists for the candidate who already holds a bachelor's degree and wishes to satisfy initial licensure requirements while pursuing a masters' degree. Coursework is structured to allow graduate credit for courses that document teaching competencies. This program includes three stages: general education and methods courses, the internship semester, and remaining courses to complete the graduate major. Internship requirements are structured to recognize experience the candidate brings with them. While the requirement for candidates with no successful teaching experience is 14-weeks, the candidate who is lateral entry employed completes a 10-week experience, and the candidate with one year of successful teaching experience completes a 5-week experience. Initial licensure is granted after stage 2, and upgraded to M-level licensure upon completion of stage 3. All graduate courses are scheduled in late afternoon and evening, thereby allowing candidates to

complete all coursework except internships after the regular working day. Students are now able to complete the courses for AIG licensure as part of the Masters program.

## 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	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	18	White, Not Hispanic Origin	60
	Other	7	Other	5
	<b>Total</b>	<b>26</b>	<b>Total</b>	<b>68</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	4
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>4</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	1	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	6
	Hispanic	0	Hispanic	2
	White, Not Hispanic Origin	12	White, Not Hispanic Origin	67
	Other	2	Other	5
	<b>Total</b>	<b>16</b>	<b>Total</b>	<b>81</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	1	Black, Not Hispanic Origin	4
	Hispanic	1	Hispanic	1
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	38
	Other	0	Other	14
	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>57</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)	0	0
Elementary (K-6)	0	0
Middle Grades (6-9)	0	0
Secondary (9-12)	0	0
Special Subject Areas (K-12)	0	0
Exceptional Children (K-12)	0	0
Vocational Education (K-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
Total	0	0
Comment or Explanation		

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

<b>Masters</b>	
MEAN GPA	3.55
MEAN MAT New Rubric	N/A
MEAN MAT Traditional	*
MEAN GRE New Rubric	4
MEAN GRE Traditional	936
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	N/A
NUMBER EMPLOYED IN NC SCHOOLS	N/A
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation	

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

Program Area	Graduate First Awarded		Graduate		Graduate Licensure Only	
	PC	LC	PC	LC	PC	LC
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license						
<b>LC</b> Completed program and applied for license						
Prekindergarten (B-K)	0	0	0	0	0	0
Elementary (K-6)	0	0	0	18	0	0
Middle Grades (6-9)	0	0	0	1	0	0
Secondary (9-12)	0	0	0	4	0	0
Special Subject Areas (K-12)	0	0	0	3	0	0
Exceptional Children (K-12)	0	0	0	0	0	0
Vocational Education (7-12)	0	0	0	0	0	0
Special Service Personnel	0	0	0	7	0	2
Total	0	0	0	33	0	2
Comment or Explanation						

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

	2006 - 2007 Program Completers Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Counselor	12	100
Elementary Education	8	100
Institution Summary	20	100
* 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.**

<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	1	8	5	0	0	0
Masters-First Awarded	0	0	0	1	0	0
G Licensure Only	0	0	0	0	0	0
<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	0	0	0	5	4	2
Masters-First Awarded	0	0	0	0	4	3
G Licensure Only	0	1	0	1	0	0
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.	3.86	3.75
connect subject matter and learner's needs.	3.79	3.75
implement research-based approaches.	3.57	3.75
assume leadership roles.	3.57	3.75
facilitate learning for diverse students.	3.71	3.88
engage in continuous professional development.	3.71	3.88
Number of Surveys Received	14	8
Number of Surveys Mailed	28	28