

# IHE Master's Performance Report

East Carolina University

2007 - 2008

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## Overview of Master's Program

The College of Education at East Carolina has a long-standing commitment to the delivery of quality graduate education and offers students a variety of options to pursue advanced study. Seven complete programs are offered via distance education and all graduate programs have some courses that are offered on line. All programs are fully accredited by NCATE and the North Carolina State Board of Education, and many programs are also accredited by their national professional societies. The Master of Arts in Education (MAEd) is offered for individuals who have initial teaching licenses. These programs include advanced competency coursework in professional education and the content area. The MAEd programs are designed to provide knowledge and experiences that result in the evolution of candidates who exit as "teacher leaders". They are offered in art education, business education, elementary education, English education, family and consumer sciences education, health education, history education, instructional technology education, marketing education, mathematics education, middle grades education, music education, physical education, reading education, science education, and special education. All MAEd candidates receive extensive training in diversity, communication, action research, advanced pedagogy and content. The culminating product required of all candidates is supportive of and aligned with National Board for Professional Teaching Standards. The College of Education also has a Master of Arts in Teaching (MAT). This program is designed for individuals with a non-teaching baccalaureate degree and leads to a teaching license. It meets the basic and advanced pedagogy skills and advanced content requirements. The College of Education also offers a Master of Science degree in Counselor Education, a Master of Arts degree in Science Education, and a Master of Library Science degree. A Master of Science in Speech, Language and Auditory Pathology, a Master of Arts in School Psychology and a Master of Social Work are offered in professional schools/colleges outside the College of Education.

## Special Features of Master's Program

The master's programs in teacher education include innovations in higher education and reflect best practices in the field. The MAEd programs are designed around several special features. All MAEd candidates must complete education core courses that focus on advanced knowledge and skill in the areas of diversity, leadership, communications, and research. The specialty area programs then build upon this core requiring candidates to plan in depth studies of content curricula and pedagogy that can be enhanced and demonstrated in their classrooms. Culminating products (action research project, portfolios, internships, etc.) are aligned with NCDPI and National Board for Professional Teaching Standards. Master's programs at ECU have shown

continued growth and increased expansion due to distance education/online delivery during 2007-2008. The library science program has grown from approximately 200 majors (Fall 2005) to 320 majors (Fall 2008) in the past three years with its completely online program and currently has approximately 375 total students taking courses. The business education program is completely online and focused on improving interactivity and social presence in its courses. The Masters of Science in Counselor Education program has plans to offer a cohort for students in Craven, Jones, Onslow, Pamlico and Wayne counties in 2008-2009. Elementary education continues to grow through on-campus as well as online delivery and has added a new cohort of students in Dare County. Family and consumer sciences education and B-K education began new MAEd cohorts in fall 2007. The instructional technology education program has increased its enrollment by 50 percent due to the formation of three new cohorts of students mainly from Harnett, Lee, Onslow, Sampson and Wake counties. The middle grades education program has a cohort of students working within the Winston-Salem school system. The reading education program is currently serving a cohort of students in Granville County and a cohort group in the Nash/Rocky Mount schools. Mathematics education provided off-campus courses to initiate MAEd cohorts in the Wilson and Washington areas and has also graduated two cohorts that were fully supported by grant funding. The MAEd in science education is completely online now and enrollment has more than doubled. Finally, the MAT program, which has been in existence for eight years, has grown from an enrollment of 18 to approximately 55-60 students per year and efforts are underway to recruit a cohort of 15-20 students for a MAT program in science education.

## 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	3
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	22
	Other	0	Other	1
	<b>Total</b>	<b>6</b>	<b>Total</b>	<b>26</b>
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	15
	Hispanic	0	Hispanic	2
	White, Not Hispanic Origin	21	White, Not Hispanic Origin	144
	Other	0	Other	1
	<b>Total</b>	<b>22</b>	<b>Total</b>	<b>163</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	1
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>1</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	2	Black, Not Hispanic Origin	11
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	9	White, Not Hispanic Origin	66
	Other	1	Other	5
	<b>Total</b>	<b>12</b>	<b>Total</b>	<b>83</b>
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	2
	Asian/Pacific Islander	0	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	9	Black, Not Hispanic Origin	102
	Hispanic	1	Hispanic	7
	White, Not Hispanic Origin	143	White, Not Hispanic Origin	810
	Other	2	Other	30
	<b>Total</b>	<b>155</b>	<b>Total</b>	<b>953</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	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	22
	Other	0	Other	0
	<b>Total</b>	<b>3</b>	<b>Total</b>	<b>23</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	3.22
MEAN MAT New Rubric	405
MEAN MAT Traditional	46
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	994
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	1	0	0
Elementary (K-6)	2	24	0	32	0	0
Middle Grades (6-9)	0	7	2	33	0	0
Secondary (9-12)	1	12	4	14	0	0
Special Subject Areas (K-12)	0	1	16	72	0	1
Exceptional Children (K-12)	0	0	1	19	0	8
Vocational Education (7-12)	0	13	2	5	0	0
Special Service Personnel	0	0	80	99	0	13
<b>Total</b>	<b>3</b>	<b>57</b>	<b>105</b>	<b>275</b>	<b>0</b>	<b>27</b>
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	19	100
Elementary Education	89	97
Media Coordinator	74	100
Spec Ed: BED	1	*
Spec Ed: LD	4	*
Spec Ed: Mentally Disabled	3	*
Institution Summary	190	98
* 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	26	76	12	1	0	0
Masters-First Awarded	5	48	3	0	0	0
G Licensure Only	1	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	2	48	72	84	28	31
Masters-First Awarded	0	0	1	2	0	1
G Licensure Only	14	4	5	1	0	2
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.	3.65	3.67
connect subject matter and learner's needs.	3.6	3.66
implement research-based approaches.	3.48	3.58
assume leadership roles.	3.57	3.46
facilitate learning for diverse students.	3.52	3.38
engage in continuous professional development.	3.53	3.54
Number of Surveys Received	159	112
Number of Surveys Mailed	360	360