

IHE Master's Performance Report

Elizabeth City State University

2007 - 2008

Overview of Master's Program

The Graduate Education Program at Elizabeth City State University is committed to contributing to the mission of the University by providing graduate-level programs to meet the diverse needs of the citizenry of northeastern North Carolina. With excellence permeating all of the activities, the programs seek to provide a challenging and supportive environment that prepares its students to compete and excel in an ever-changing technologically advanced society. The programs are designed to develop research skills, problem-solving skills and to develop the skills, knowledge and experience necessary for professional employment, professional growth, leadership development and/or further graduate study. Small classes, personal interaction with faculty members, and an atmosphere conducive to pursuing academic excellence enhance the educational experiences and quality instruction received by graduate students.

Special Features of Master's Program

The School of Education and Psychology offers the Master of Education in Elementary Education. A total of 36 credit hours are required to complete the Master's Degree Program. The primary goal is to ensure that teachers, through continuous decision making, become effective collaborators and leaders. The program's focus is to fully implement national standards for teachers, especially National Board for Professional Teaching Standards (NBPTS), while incorporating student standards. Merging these standards results in high quality education for P-12 students. The Master of Education in Elementary Education program seeks to fulfill its mission by preparing professional educators to: respond effectively to children's differences resulting from development, diversity, and exceptionalities; demonstrate knowledge of the content and pedagogy of the elementary curriculum; improve educational practice through reflection, self-evaluation, and applied research; and direct their own personal and professional growth as educators. The graduate level teacher education program at ECSU is a way for candidates to expand their knowledge, deepen their understandings, and sharpen the skills already acquired through their previous studies and professional experiences. Graduate studies in teacher education are focused, personalized, and characterized by academic rigor and professional relevance. The importance of technology for instructional purposes is evidenced and supported by technology rich classrooms and up-to-date technology labs. The School of Mathematics, Science, and Technology has two Master's Degrees: Master of Science Degree in Biology and Master of Science Degree in Mathematics. The Master of Science Degree in Biology provides opportunities for advanced study in the biological sciences and opportunities to pursue research investigations in specialized areas of interest. The formal coursework and research in the life sciences provide the depth required for further graduate study or for careers in

industry, government or secondary/community college teaching. The Master of Science Degree in Mathematics provides a concentration in Applied Mathematics and Remote Sensing. The program provides a broad base of formal coursework and research in mathematics. This program is designed to provide breadth of exposure in mathematics and to enhance the intellectual attitudes and the analytical skills needed for the comprehension, appreciation, creation, application and teaching of mathematics.

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
	Total	0	Total	0
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	0
	Other	0	Other	0
	Total	0	Total	0

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	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
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	32
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	40
	Other	0	Other	0
	Total	3	Total	73
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

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)	0	0
Elementary (K-6)	8	8
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	8	8
Comment or Explanation		

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

Masters	
MEAN GPA	3.63
MEAN MAT New Rubric	387
MEAN MAT Traditional	34
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	*
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
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)	0	0	0	0	0	0
Elementary (K-6)	0	0	0	4	0	0
Middle Grades (6-9)	0	0	0	0	0	0
Secondary (9-12)	0	0	0	0	0	0
Special Subject Areas (K-12)	0	0	0	0	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	0	0	0
Total	0	0	0	4	0	0
Comment or Explanation						

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

Specialty Area/Professional Knowledge	2006 - 2007 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	16	88
Institution Summary	16	88
* 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	0	0	0	0	0	0
Masters-First Awarded	0	0	0	0	0	0
G Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On	0	0	0	4	0	0
Masters-First Awarded	0	0	0	0	0	0
G Licensure Only	0	0	0	0	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.

Satisfaction with...	Program Completers	Employer
quality of teacher education program.	3.35	3.18
connect subject matter and learner's needs.	3.41	3.18
implement research-based approaches.	3.35	3.29
assume leadership roles.	3.53	3.18
facilitate learning for diverse students.	3.35	3.12
engage in continuous professional development.	3.47	3.18
Number of Surveys Received	~ 17	~ 17
Number of Surveys Mailed	55	55
* Less than five responses received. They will be added to next year's responses.		
~ Less than five survey responses were received last year. They were added to the current year's survey responses.		