

IHE Master's Performance Report

Meredith College

2007 - 2008

Overview of Master's Program

The Master of Education program has been a part of the program at Meredith College since 1983. The program reflects the mission and purpose of the College and the DOE by fostering in students “integrity, independence, scholarship, and personal growth,” and builds upon the strengths of the undergraduate program. All three areas of the program, Reading, English as a Second Language (ESL), Elementary Education, support the curricula for the continuing professional development of the educator who has a baccalaureate degree and a teaching license. All applicants are required to take the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE); elementary education Masters students must have a K-6 license. Students in the M.Ed. program are usually career status teachers with several years’ experience in a school or educationally oriented setting, and believe that the Masters degree will enhance their professional competencies and enable them to better meet the needs of their students. To meet the needs of our graduate students, the DOE has structured the program to encourage extensive reading, independent thinking, creativity, and appropriate research. And, as professional educators, it is expected that our students take an active interest in the overall development of K-12 students. To this end, all students in the program are expected to provide leadership in their educational community, practice connected pedagogy by practicing teaching strategies that are personal and focused on understanding student development and learning, practice culturally relevant and inclusive teaching, and engage in reflective practice. To facilitate growth in these areas, the DOE encourages and provides opportunities for students to establish collaborative partnerships in and outside of class; promotes reflective inquiry tied to action research; provides leadership experiences focusing on group processes; and facilitates learning content in context. The M.Ed. graduate is knowledgeable about information technology and the empowerment it offers for transforming teaching and learning. And as reflective practitioners, graduates are able to assess their own teaching and identify continuous professional development needs based on practice. During spring 2007, the DOE redesigned the M.Ed. program to strengthen its ability to assess its program candidates. The portfolio entries were changed to center around the six program goals and the Conceptual Framework, and the thesis is replaced by a research project that is incorporated in a two research course sequence. The resulting project is designed to be a better gauge of students’ knowledge, development, and execution of research.

Special Features of Master's Program

The faculty in the DOE at Meredith College continue to assess how they can best serve individual teachers. As reported in the 2006-07 IHE report, the DOE was exploring how to make graduate courses more accessible for full time teachers. Responding to feedback from our students, the DOE increased the number of classes offered during year, including the number of Saturday classes. In addition, afterschool classes were made standard in the summer to accommodate the growing number of teachers in year round schools. The DOE has begun offering some courses as hybrids, part classroom experience, part online. In addition, more flexibility has been built into the program to address the diverse professional interests and academic needs of the students. As a trial, a cohort group of students completed action research projects rather than theses. This change plus increased course offerings now allows students to move more expeditiously through the program, if they choose. The revised portfolio will continue to provide documentation of growth and integration throughout the program and serve as an assessment tool for the student and the faculty. The individual attention that students receive in the graduate program at Meredith is continuous from admission to graduation and as they become leaders in their schools and school systems.

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
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	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	36
	Other	0	Other	0
	Total	2	Total	38
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
	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)	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.

Masters	
MEAN GPA	3.5
MEAN MAT New Rubric	409
MEAN MAT Traditional	*
MEAN GRE New Rubric	4
MEAN GRE Traditional	993
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	2	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	7	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	9	0	0
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
Elementary Education	2	*
Institution Summary	2	*
* 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	3	2	4
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.	4	*
connect subject matter and learner's needs.	4	*
implement research-based approaches.	3.8	*
assume leadership roles.	3.8	*
facilitate learning for diverse students.	4	*
engage in continuous professional development.	4	*
Number of Surveys Received	~ 5	*
Number of Surveys Mailed	15	15
* Less than five responses received. They will be added to next year's responses.		
~ Less than five responses received last year. They were combined with this year's responses.		