

# IHE Master's Performance Report

NC Central University

2007 - 2008

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## Overview of Master's Program

North Carolina Central University's School of Education provides qualified holders of at least one academic degree with a broad base of professional knowledge and research skills in Educational Technology, Elementary Education, Middle Grades Education, School Administration, Special Education, Communication Disorders and Counselor Education. Essential to the accomplishment of this purpose is the continuing aim to help students develop the attributes of independent study, originality of thought, competence in research, and the application of critical thinking to professional problems. The Master of Arts, Master of Education, Master of School Administration, and Master of Arts in Teaching degrees are offered through the School of Education's Graduate Division. Students who major in Educational Technology with a concentration in Computer Specialist or Counseling with a concentration in School Counseling receive the M.A. degree. Those who major in Elementary Education, Middle Grades Education or Communication Disorders receive the M.Ed. degree. Students who major in Special Education (with concentrations in behavioral/emotional disabilities, learning disabilities, mental disabilities, early education and language development, or visual impairment) may receive a Masters of Arts in Teaching (MAT) degree, or the M.Ed. degree depending upon the concentration. Students who major in School Administration receive the M.S.A. degree. The School of Library and Information Sciences offers a Master of Library Science with licensure in the area of Media Coordinator. The Master of Science with licensure is offered in Family and Consumer Sciences and Physical Education through the College of Behavioral and Social Sciences, in English through the College of Liberal Arts, and in Mathematics through the College of Science and Technology.

## Special Features of Master's Program

The SOE graduate programs have traditionally and continue to cater to mature, working, career-minded individuals by offering graduate level courses in the evenings, on weekends, and via distance education. The SOE has a graduate student population of approximately 325 students. This diverse population represents 64% African Americans, 31% White Americans, 1% Hispanics, 2.5% American Indians, .5% Asian/Pacific Islanders, and 1% other racial/ethnic backgrounds. The School of Education is committed to technology, which is evident in our recent partnership with Apple Computers to become the first Historically Black University in North Carolina to join iTunes U Program. Through the use of iPods faculty are able to use iTunes web downloads for instructional purposes. Two of the graduate programs now use ePortfolio systems. Graduate students upload products and align their products with state and national standards to demonstrate mastery of a particular standard. The system also serves as a

digital conferencing location for students to receive feedback from faculty on assignments. Faculty members are expanding their knowledge of global education and its effects on students who immigrate to the United States through collaborative initiatives with various international universities. A memorandum of understanding was established with Kenyatta University's College of Education during the summer of 2006. A memorandum of understanding also exists with La Universidad del Valle de Orizaba in Mexico. Faculty and students will travel to both locations this summer to train others and work with the local populations. Hablemos! is a bilingual (Spanish and English) therapeutic preschool located on the first floor of the SOE and serves as a model for speech and language intervention services with a focus on literacy. Graduate students in communication disorders, Spanish, and early childhood programs have provided various services to children attending the preschool under the supervision of a bilingual speech-language pathologist.

## 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	2
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	6	Black, Not Hispanic Origin	48
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	26
	Other	1	Other	2
	<b>Total</b>	<b>9</b>	<b>Total</b>	<b>78</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	0
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</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	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	7	Black, Not Hispanic Origin	42
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	11	White, Not Hispanic Origin	40
	Other	0	Other	8
	<b>Total</b>	<b>18</b>	<b>Total</b>	<b>90</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	0
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</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)	21	21
Elementary (K-6)	1	1
Middle Grades (6-9)	1	0
Secondary (9-12)	1	1
Special Subject Areas (K-12)	20	1
Exceptional Children (K-12)	26	28
Vocational Education (K-12)	0	0
Special Service Personnel (K-12)	92	112
Other	0	0
<b>Total</b>	<b>162</b>	<b>164</b>
Comment or Explanation		

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

<b>Masters</b>	
MEAN GPA	3.14
MEAN MAT New Rubric	N/A
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	4
MEAN GRE Traditional	816
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	5	0	0
Elementary (K-6)	0	0	1	2	0	0
Middle Grades (6-9)	0	0	0	4	0	0
Secondary (9-12)	0	0	1	1	0	0
Special Subject Areas (K-12)	0	0	0	5	0	0
Exceptional Children (K-12)	0	0	14	24	0	0
Vocational Education (7-12)	0	0	0	0	0	0
Special Service Personnel	0	0	59	74	0	0
Total	0	0	75	115	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
Counselor	22	91
Elementary Education	6	100
Media Coordinator	28	100
Spec Ed: BED	7	100
Spec Ed: Cross Categorical	2	*
Spec Ed: General Curriculum	2	*
Spec Ed: LD	5	100
Spec Ed: Mentally Disabled	4	*
Spec Ed: Visually Impaired	2	*
Institution Summary	78	97
* 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	18	30	7	15	10	0
Masters-First Awarded	0	0	0	0	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	0	0	0
Masters-First Awarded	0	1	5	0	2	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.**

<b>Satisfaction with...</b>	<b>Program Completers</b>	<b>Employer</b>
quality of teacher education program.	3.43	3.83
connect subject matter and learner's needs.	3.43	3.58
implement research-based approaches.	3.36	3.5
assume leadership roles.	3.57	3.5
facilitate learning for diverse students.	3.39	3.67
engage in continuous professional development.	3.57	3.58
Number of Surveys Received	~ 28	~ 12
Number of Surveys Mailed	83	83
~ Less than five survey responses received last year. They were combined with current year responses.		