

**IHE Master's Performance Report  
UNC-Pembroke  
2008 - 2009**

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**Overview of Master's Program**

The goal of graduate education programs at UNCP is to provide quality master's level degree programs, opportunities for advanced study, and continuing professional and career development for students. All graduate programs emphasize depth of study, academic rigor, and reflection. UNCP graduate programs seek to foster a desire for excellence, a sustained commitment to learning, an openness to change, a social consciousness, and a respect for human diversity. The programs also seek to promote the development of leaders in the various fields of study. Each graduate program is firmly grounded in theoretical and empirical bodies of knowledge. Students are challenged to think critically and creatively, and to apply theory to practice in an atmosphere of inquiry and dynamic exchange with faculty and each other. Graduate education faculty share the University's commitment to academic excellence in a balanced program of teaching, research, and service. In addition to campus-based courses, during 2008-2009, graduate programs were delivered at the following off-campus sites: Fayetteville Technical Community College, Lee Community College, Richmond Community College, Sandhills Community College, and Fort Bragg. The following graduate licensure programs are available for experienced teachers: Art Education, English Education, Elementary Education, Mathematics Education, Middle Grades Education, Music Education, Physical Education, Reading Education, Science Education, and Social Studies Education. Graduate programs in School Administration and Professional School Counseling also are available. UNC Pembroke offers a Master of Arts in Teaching (M.A.T) degree program with licensure concentrations in Art, English, Mathematics, Middle Grades, Music, Physical Education, Science, and Social Studies. An add-on licensure program in School Administration continues to be a strong contingent part of the MSA program.

**Special Features of Master's Program**

Graduate programs in education at UNCP offer challenging courses and rich experiences to individuals who seek to continue their professional growth. Almost all graduate students are part-time, taking one or two courses per semester. Enrollment varies from program to program. Flexible course schedules and course formats are designed to accommodate the needs of working adults. During the summer, multiple schedule options are available to make courses readily accessible to students. Throughout the year, courses are offered in varied formats, including online, hybrid, and face-to-face. All of the programs are keyed to authentic assessment, culminating in various products of learning that provide evidence that candidates meet state and national standards and are well prepared to assume leadership roles in schools.

**II. CHARACTERISTICS OF STUDENTS**

**A. Headcount of students formally admitted to and enrolled in programs leading to licensure.**

<b>Full Time</b>				
	<b>Male</b>		<b>Female</b>	
Graduate First License	American Indian/Alaskan Native	7	American Indian/Alaskan Native	11
	Asian/Pacific Islander	1	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	4

	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	15	White, Not Hispanic Origin	13
	Other	1	Other	1
	<b>Total</b>	<b>24</b>	<b>Total</b>	<b>30</b>
Graduate	American Indian/Alaskan Native	2	American Indian/Alaskan Native	22
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	26
	Hispanic	1	Hispanic	3
	White, Not Hispanic Origin	11	White, Not Hispanic Origin	108
	Other	0	Other	0
	<b>Total</b>	<b>17</b>	<b>Total</b>	<b>159</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	6	American Indian/Alaskan Native	5
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	3
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	9	White, Not Hispanic Origin	7
	Other	0	Other	0
	<b>Total</b>	<b>17</b>	<b>Total</b>	<b>15</b>
Graduate	American Indian/Alaskan Native	2	American Indian/Alaskan Native	15
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	12
	Hispanic	1	Hispanic	0
	White, Not Hispanic Origin	11	White, Not Hispanic Origin	87
	Other	0	Other	0
	<b>Total</b>	<b>16</b>	<b>Total</b>	<b>114</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	1	White, Not Hispanic Origin	0
	Other	0	Other	0
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>0</b>

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

<b>Masters</b>	
MEAN GPA	3.33
MEAN MAT New Rubric	396
MEAN MAT Traditional	38
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	931
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	

**C. 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	2	10	0	0
Middle Grades (6-9)	0	1	1	3	0	0
Secondary (9-12)	4	5	2	7	0	0
Special Subject Areas (K-12)	0	10	1	24	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	10	8	0	0
<b>Total</b>	<b>4</b>	<b>16</b>	<b>16</b>	<b>52</b>	<b>0</b>	<b>0</b>
Comment or Explanation						

**D. Scores of student teachers on professional and content area examinations.**

	2007 - 2008 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Institution Summary	No Test Takers in Areas Requiring Tests	

**E. 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	3	5	13	13	5	10
Masters-First Awarded	1	5	7	3	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	4	9	5
Masters-First Awarded	0	0	0	1	2	1
G Licensure Only	0	0	0	0	0	0
Comment or Explanation						

**F. 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.**

Due to low response rates, survey results have not been reported at the institutional level for any institutions this year.