

# IHE Master's Performance Report

Appalachian State University

2010 - 2011

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## Overview of Master's Program

Appalachian State University is a comprehensive university offering a broad range of graduate programs. Currently, there are 20 degrees (leading to licensure in 25 areas) at the master level, two at the specialist level (with two additional 60 sh master programs being eligible for specialist license), and one degree at the doctoral level. This wide assortment of teacher licensure programs is designed to challenge and educate those who pursue advanced degrees to incorporate 21st Century Learning Skills. The University's only doctoral program, the EdD in Educational Leadership, is a teacher licensure program designed to extend or enhance doctoral students' development as leaders in educational settings. The teacher education program is administered through the Reich College of Education (RCOE). The RCOE works closely with other degree granting colleges/schools that house teacher education programs and also maintains a positive working relationship with the Dean's Office in the Graduate School. Graduate programs in the RCOE and graduate teacher education programs outside the college enroll over 70% of all students admitted to graduate school and generate approximately 70% of the university's graduate enrollment. The teacher education program is fully accredited by NCATE and all licensure programs are fully approved by the NC State Board of Education. Graduate programs offered are: Child Development: B-K, MA; Curriculum Specialist, MA; Educational Media: Instructional Technology Specialist/Computers, MA; Elementary Education (K-6), MA; English, Secondary Education, MA; Family and Consumer Sciences, Secondary Education, MA; French, Secondary Education, MA; History, Secondary Education, MA; Technology Education: Secondary School Teaching, MA; Library Science: School Libraries, MLS; Mathematics, Secondary Education, MA; Middle Grades Education with concentrations in Language Arts, Social Studies, Mathematics, and Science, MA; Music Education with concentrations in Band Directing, Choral Directing, and General Music Education, MM; Reading Education: Classroom Clinical (K-12), MA; Spanish, Secondary Education, MA; Special Education: with concentrations in Emotional/Behavioral Disorders, Intellectual Disabilities (MR), and Learning Disabilities, MA; and Technology Education with concentration in Secondary School Teaching, MA. Other graduate level teacher education programs are: Communication Disorders (K-12), MA, ASHA accredited; Counseling and Guidance (School Counseling), MA, CACREP accredited; Educational Administration, EdS; Educational Leadership, EdD; School Administration, MSA; and School Psychology, Level II, MA, SSP, NASP accredited. Faculty members hold appropriate terminal degrees and are deeply knowledgeable in the many teacher education disciplines offered. They are accomplished members of their respective research communities, contributing this year to the storehouse of knowledge in their disciplines through numerous publications and presentations at state, regional, national, and international meetings and conferences, and through their involvement with NC public schools.

## Special Features of Master's Program

ASU and the RCOE have a deep commitment to serve the educational needs of students in graduate programs leading to licensure as public school educators. Graduate programs are a way for students to

extend their knowledge, deepen their understandings, and sharpen the skills already acquired through their previous studies and professional experiences. Graduate licensure students and their academic pursuits are valued. Class sizes are small and provide opportunities for 1-on-1 conversations with faculty. Graduate studies are focused, personalized, and are characterized by academic rigor and professional relevance. Programs are contemporary and, while grounded in their respective theoretical bases, practical; there is a solid grounding in theory balanced by high practicality. Internships, practica, and/or field related experiences/assignments are required as integral components of the programs. Practitioners are used as clinical professors as appropriate. The importance of technology for instructional purposes is evidenced and supported by technology rich classrooms, up-to-date technology labs, and four full-time technology support personnel within the RCOE. The use of multi-faceted admission criteria into graduate level teacher education programs broaden the applicant pool, encourages more practitioners to apply, and enhances and enriches the student population. In addition to more traditional admission criteria, programs may also consider the quality of the applicant's professional experience, achievements earned, and honors received. The Product of Learning is an integral part of each candidate's program of study and is given the same status/priority by the graduate school as the comprehensive exam and thesis. ASU is a leader in the UNC system in the number of off campus programs in teacher education and related areas. Teacher education generates approximately 80% of graduate extension enrollment and credit hours. A total of 4,304 course enrollments in 357 extension courses at the graduate level were recorded. Programs work closely with the Office of Educational Outreach and Summer Programs and the ASU-Public School Partnership to identify needs/locations for the off-campus programs and also respond to requests from individual districts for establishing off-campus programs/ cohorts. Over 75% of the graduate off-campus cohort programs offered during this report year were teacher education programs and were offered in Ashe, Buncombe, Burke, Catawba, Davie, Forsyth, Gaston, Iredell, Wilkes, and Yadkin Counties or on-line. Programs included: Educational Media Instructional Technology Specialist/Computers; Educational Administration; Educational Leadership; Elementary Education; History, Secondary Education; Middle Grades Education; Reading Education; Special Education; Curriculum Specialist; MLS School Libraries; Master of School Administration; Child Development: B-K; History, Secondary Education; and Mathematics, Secondary Education; and the MSA Add-on. Some programs are housed on community college campuses that are a part of the Appalachian Learning Alliance.

## II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	
	Hispanic	1	Hispanic	2
	White, Not Hispanic Origin	12	White, Not Hispanic Origin	87
	Other	6	Other	73
	<b>Total</b>	<b>20</b>	<b>Total</b>	<b>163</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</b>	
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	1	American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	2
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	12
	Hispanic	1	Hispanic	2
	White, Not Hispanic Origin	87	White, Not Hispanic Origin	440
	Other	36	Other	289
	<b>Total</b>	<b>126</b>	<b>Total</b>	<b>745</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	22
	Other	3	Other	20
	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>44</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)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (K-12)		
Exceptional Children (K-12)		
Vocational Education (K-12)		
Special Service Personnel (K-12)		
Other		
<b>Total</b>	<b>0</b>	<b>0</b>
Comment or Explanation:		

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

<b>Masters</b>	
MEAN GPA	3.44
MEAN MAT New Rubric	400
MEAN MAT Traditional	39
MEAN GRE New Rubric	*
MEAN GRE Traditional	1,009
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		Graduate Licensure Only	
	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)	1			
Elementary (K-6)	2	23		
Middle Grades (6-9)	5	20		
Secondary (9-12)	3	13		
Special Subject Areas (K-12)	10	66	1	
Exceptional Children (K-12)	10	5		
Vocational Education (7-12)				
Special Service Personnel	69	134	1	1
<b>Total</b>	<b>100</b>	<b>261</b>	<b>2</b>	<b>1</b>
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2009 - 2010 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
Counselor	7	100
Media Coordinator	26	100
Elementary Education	33	100
English	2	*
MG-Lang Arts	3	*
MG-Math	2	*
Math (9-12)	1	*
Music	1	*
Reading (masters)	7	100
Spanish	3	*
Technology Ed	1	*
Institution Summary	86	100
* 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	8	6	4	5		9
Masters-First Awarded						
G Licensure Only						
<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	15	9	24	110	102	23
Masters-First Awarded						
G Licensure Only		3				
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.**

Due to several factors affecting responses, survey results will not be reported at the institutional level this year.