

IHE Master's Performance Report

Gardner-Webb University

2010 - 2011

Overview of Master's Program

Gardner-Webb University offered its first graduate degree in 1980, a master of arts in education. Since then, the graduate offerings have grown slowly and steadily. Today GWU has a Graduate School which offers M.A., M.S./Ed.S., and Ed.D. degrees, a graduate School of Divinity which offers M.Div. and D.Min. degrees, and a graduate School of Business which offers M.B.A., I.M.B.A., and M.Acc. degrees. A School of Nursing offers a MSN and DNP degree to graduate nursing students. Within the Graduate School, licensure programs include a Master of Arts in Education in elementary education, middle grades education, English education, and school administration; a Master of Arts in school counseling; and an Ed.D. in either educational leadership or curriculum and instruction. All of these programs are part-time programs, designed for working professionals and range from 30 to 63 semester hours. All master's classes, with the exception of internship and practicum classes, meet at least once a week for three hours and each has a specific curriculum rotation, which facilitates program planning and registration. School administration candidates complete their degrees by successfully performing an internship that continues for the five semesters of enrollment, and passing comprehensive examinations or completing an electronic portfolio; elementary and middle grades candidates present their capstone research projects; English education candidates present their professional portfolios; school counseling candidates complete practicum and internship experiences and pass comprehensive examinations; doctoral candidates defend their dissertations. The School of Education also offers School Administration licensure for those who already have a master's degree and North Carolina licensure. All courses for the add-on School Administration license are delivered online, which accounts for the explosive growth of this offering. All courses in the revised Master's program in Educational Leadership are offered entirely online or in a hybrid setting with face-to-face instruction augmented by online components. Some school systems assist graduate students who are teachers or assistant principals with payment of tuition and fees. Financial assistance in the form of graduate assistantships is also available to the Boiling Springs campus graduate students. Financial assistance in the form of a per-hour tuition reduction is available to elementary education, middle grades education, and English education graduate students who are practicing teachers.

Special Features of Master's Program

The GWU School of Education spent considerable time during the 2009-2010 school year researching the possibility of new sites to offer masters degree programs. That research was implemented during the 2010-11 academic year when new cohorts were offered. The goal is to offer masters in elementary education, middle grades education and school administration at locations that will accommodate teachers and school administrators. The Master's programs at Gardner-Webb University have two unique features – their format and their philosophy. The master's programs are all part-time programs, designed to encourage full-time teachers to return to school for graduate education. Classes are offered at least once a week for three hours and each program has a specific curriculum rotation. Graduate

students take one class during the fall semester, one class during the spring semester, and two classes during the summer (one each five-week session), for a total of 12 semester hours per year. Programs contain 30-36 semester hours and normally take 2 ½ years to complete. Because of this format, however, and the fact that there are different sites that offer the same program with different course rotations, students frequently take more than one class per semester, driving to various sites, and completing their programs in less time. The School of Education has revisioned its programs into a five semester cohort model. The Model is designed to allow face-to-face instruction each week with online components that complement and enhance understanding and application of the week's academic topics. Students in preparation for school administration complete their internship over the course of the five-semester program. With this arrangement students in the School of Education Master's Degree programs can complete their requirements for degree and licensure in a shorter period of time than in the older programs. Gardner-Webb University has its main campus in Boiling Springs, a branch campus in Statesville, and has permanently leased space in Charlotte and Winston-Salem. Philosophically, Gardner-Webb University is committed to providing quality education at sites other than the four sites previously mentioned. In addition to the four sites mentioned above, during 2008-2009 we offered our School Administration program in Burke County (Valdese) in Davidson County (Tyro), Montgomery County (Troy), Gaston County (Gastonia) and Catawba County (Hickory). In order to determine if a cluster will begin at a new site, dialog occurs between the GWU Graduate School and school system administrators. Surveys are then conducted by GWU to determine locations of interest and curriculum areas of interest and, if at least 20 persons commit to enrolling in a graduate program, the University will be responsive and take a program where there is interest. Although we offer programs in a variety of locations, the quality remains high because the courses are primarily staffed by full-time faculty, thus ensuring cohesiveness and continuity of philosophy. All sites are supported by the university technology resources and are driven by processes that are "consumer-friendly," such as web registration and on-line text ordering. In addition, all library services support all sites, faculty, and students. We are constantly seeking new ways to make graduate education more attractive and available.

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	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	1
	Other		Other	
	Total		Total	1
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	
	Total		Total	
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	1	American Indian/Alaskan Native	
	Asian/Pacific Islander	1	Asian/Pacific Islander	4
	Black, Not Hispanic Origin	19	Black, Not Hispanic Origin	73
	Hispanic	3	Hispanic	
	White, Not Hispanic Origin	60	White, Not Hispanic Origin	300
	Other	1	Other	2
	Total	85	Total	379
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	
	Total		Total	

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)		
Elementary (K-6)		59
Middle Grades (6-9)		13
Secondary (9-12)		12
Special Subject Areas (K-12)		336
Exceptional Children (K-12)		
Vocational Education (K-12)		
Special Service Personnel (K-12)		
Other		
Total	0	420
Comment or Explanation:		

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

Masters	
MEAN GPA	3.43
MEAN MAT New Rubric	411
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	*
MEAN GRE Traditional	N/A
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)				
Elementary (K-6)		8		
Middle Grades (6-9)		2		
Secondary (9-12)				
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel	9	8		
Total	9	18		
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	6	100
Elementary Education	3	*
English	1	*
MG-Lang Arts	1	*
Institution Summary	11	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.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On						
Masters-First Awarded						
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On	2	1	4	10	15	57
Masters-First Awarded				7	3	2
G Licensure Only						
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 survey responses, survey results will not be reported at the institutional level this year.