

IHE Master's Performance Report

Queens University

2010 - 2011

Overview of Master's Program

Queens University of Charlotte, located in Charlotte, North Carolina, is a private, co-educational, liberal arts college affiliated with the Presbyterian Church. To serve the diverse needs of a variety of students, the university is divided into three units serving approximately a total of 2,600 students. The University is made up of The College of Arts and Sciences (CAS), The Wayland H. Cato, Jr. School of Education, The McColl School of Business, The Presbyterian School of Nursing, The School of Communications and the Hayworth College. The College of Arts and Sciences (CAS) offers traditional liberal arts majors which are a unique interdisciplinary core program, an international experience, and career preparation through a required internship. The CAS student body is a heterogeneous group of approximately 1,200 resident, commuter and international students. Students in the Schools of Nursing, Communications, Business, and Education also complete the interdisciplinary core program and international experience in addition to the requirements for their chosen major. Hayworth College offers undergraduate programs for non-traditional students in the day and evening. Graduate programs are offered in the evening and on weekends in The Hayworth College and Schools of Nursing, Business, Education and Organizational Communication. All schools with-in the Queens' community offer both undergraduate and graduate programs. All Queens' programs emphasize active learning, close student-teacher relationships, and connections between classroom theory and the world of work using the greater Charlotte area for experiential learning. The purpose of Queens University of Charlotte is to educate students for noble lives, productive careers, and responsible citizenship, all within a changing global community. Queens believes that each individual has a responsibility to the society at large, which is exercised through personal service as expressed in the Queens motto: "Not to be served, but to serve." Queens University of Charlotte's mission is to educate students for noble lives, productive careers, and responsible citizenship, all within a changing global community.

Special Features of Master's Program

At Queens, all pre-service teachers are required to complete early, varied, and frequent field experiences in culturally diverse schools in the Charlotte-Mecklenburg School system. Methods faculty coach pre-service teachers in analyzing and modifying teaching styles to increase classroom academic achievement for diverse learners. Those holding an undergraduate degree and wish to teach in an elementary school can enroll in the Master of Arts in Teaching Program (MAT). This program consists of two phases. At the completion of Phase I, which includes student teaching, students apply for initial licensure. During Phase II as practicing teachers, they complete the advanced course of study leading to the Master of Arts in Teaching. Culminating the MAT experience, degree candidates present their research projects to an audience of P-12 practicing teachers, university faculty, and school administrators at the Action Research Symposium. Candidates in the Master of Arts in Teaching develop as reflective practitioners, diagnostic educators and teacher researchers. Student teaching (K-6) consists of two placements. For the first eleven weeks, student teachers are placed in elementary schools through the traditional placement

process. After this placement, candidates are placed for three weeks in a different type of school setting. Therefore, during each candidate's student teaching experience they will work in an "at risk" and an average or high performing school. This two-placement experience also allows student teachers to work at two different grade levels as well with one placement in a K-2 classroom and the other in a 3-5 classroom. Queens established a strong support system with CMS to train lateral entry teachers, to help eliminate licensure problems for practicing teachers, and to assist classroom teachers in increasing their knowledge base. Queens continues to assist CMS to help teachers obtain a license as quickly as possible. Currently, all CMS employees receive reduced tuition, 30% discount on an already reduced tuition, for education classes. At Myers Park Traditional Elementary School, which is our Professional Development School and borders the campus, staff can take education classes at Queens free of charge. We continue to keep a strong presence in the elementary school. In summer 2004 as part of the M. Ed., a free reading clinic was established to meet the needs of the Diagnostic Practicum. Children in the program are afforded help to strengthen their reading skills as part of a summer program. This clinic is offered in the summer as each cohort takes the Diagnostic Practicum. The innovative MSA program at Queens places an emphasis on the development of practical leadership skills. The McColl School of Business leadership and organizational development model is a critical part of our innovative approach to developing school leaders. The program was developed based upon our vision of the 21st Century school leader. Development of the school leader at Queens involves the extensive use of simulations, clinical practice of specific skill sets, and the use of coaches and mentors. Emphasis is placed upon the needs of suburban and urban school districts.

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	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	24
	Other	1	Other	4
	Total		Total	29
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		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	52
	Other	1	Other	11
	Total	4	Total	66
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)		
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		
Total	0	0
Comment or Explanation:		
<p>The Cato School of Education utilizes various methods for recruiting students for its Master’s level programs. In addition to information about the programs and application process being available online through the Queens website, the School of Education sends out communication to teachers and administrators within Charlotte-Mecklenburg Schools as well as some of the surrounding Districts. Queens works through the Human Resources Departments, the District’s Area Superintendents, and direct email messages to get the word out to those who may be interested in enrolling in one of the Master’s programs within the School of Education. The Graduate School Admissions office works in conjunction with the School of Education in providing Information Sessions for prospective students.</p>		

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

Masters	
MEAN GPA	3.97
MEAN MAT New Rubric	N/A
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	983
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)		12		
Middle Grades (6-9)				
Secondary (9-12)				
Special Subject Areas (K-12)		41		
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total		53		
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
Elementary Education	17	100
Social Studies (9-12)	1	*
Institution Summary	18	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				5	3	4
Masters-First Awarded		1		5	10	
G Licensure Only						
Comment or Explanation:						
<p>All Queens' candidates receive experience in the Charlotte Mecklenburg School System (CMS), the largest system in the state. Elementary candidates' field placements total more than 70 hours. Candidates participate in field placements and student teaching in Title I and Title II Schools. In particular, in Reading Difficulty and Language Arts courses all students are required to complete their clinical experience at an at-risk school. This helps the low performing students to have a chance to improve with small group tutoring. Assignments in field placements require pre-service candidates to teach whole class lessons, work one-on-one and in small groups with students who have reading and mathematics difficulties, design learning centers, analyze effective instruction for special needs students, and strategize how to use results of practice EOGs to individualize instruction for all students in a variety of grade levels and school settings. For one of the two placements of the student teaching experience, both undergraduates and MAT student teachers work in a high needs school. Experienced effective teachers in these schools coach student teachers in strategies that work especially well for their particular population if the placement in at-risk schools is for the three-week experience. Queens has also built a relationship with the lowest performing school in CMS and student teachers and candidates completing internships as well as our teaching fellow students work with this school in helping them work with struggling students. Candidates organized a successful Family Math Night at Eastway Middle School. A Topics Course was developed to help assist struggling fifth grade students at our PDS. Candidates taught small group and one-on-one each week with the lowest scoring third and fifth graders. Presently, the Public Education Research Institute at Queens (PERIQ) continues working with a low-performing community middle school to document the changes being made in that school and to analyze the impact those changes have made on student achievement. To better understand the students and teachers as well as to provide assistance, PERIQ has worked within classrooms as tutors. PERIQ has created, administered, and analyzed teacher surveys concerning school culture and the qualitative impact of changes made in instructional and operational procedures and processes. Trending results and suggestions have been shared with the administrative team. PERIQ also has assisted in analyzing student performance data and other quantitative data within the school. Results of this continuing 3-year longitudinal study will be used not only to assist that school in evaluating its progress and developing additional plans for school improvement, but will also assist the District and others in the state in knowing effective techniques in turning around schools. PERIQ has also been chosen as the Charlotte-Mecklenburg Schools (CMS) independent evaluator of its Strategic Staffing Initiative (SSI). Again this is a 3 year study and we have completed year one. In this evaluation, Queens is leading the efforts to examine results in student achievement, as well as changing school cultures, in these SSI schools.</p>						

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.