

IHE Master's Performance Report

Appalachian State University

2011 - 2012

Overview of Master's Program

Appalachian State University (ASU) 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 55% of all students admitted to graduate school. 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 as follows: Child Development: B-K, MA; Curriculum Specialist, MA; Educational Media: Instructional Technology Specialist/Computers, MA; Elementary Education (K-6), MA; English, Secondary Education, MA; History, Secondary Education, 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; 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: Speech-Language Pathology (K-12), MA, ASHA accredited; 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 selected for graduate faculty status all 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 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 many technology support personnel whose roots are in 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. A keystone project for all graduate professional programs (with the exception of the Master of School Administration program) is the Product of Learning. It is a major project used to both meet the unit's goal of performance assessment and to meet state standards required for the completion of a program at the graduate level. It 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 generated a total of 2,710 course enrollments in 221 extension courses across 60 cohorts 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. Graduate off-campus cohort programs offered during this report year were located at 10 locations being Ashe, Buncombe, Burke, Catawba, Davie, Forsyth, Gaston, Iredell, Wilkes, and Yadkin Counties, or fully 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; Reading (k-12); 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	
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	5
	Hispanic	1	Hispanic	2
	White, Not Hispanic Origin	51	White, Not Hispanic Origin	239
	Other	30	Other	249
	Total	84	Total	495
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	28
	Other	4	Other	17
	Total	8	Total	46
Part 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	5
	Hispanic	1	Hispanic	1
	White, Not Hispanic Origin	18	White, Not Hispanic Origin	83
	Other	18	Other	121
	Total	38	Total	211
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	3	White, Not Hispanic Origin	9
	Other	2	Other	16
	Total	5	Total	25

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)	0	0
Elementary (K-6)	0	0
Middle Grades (6-9)	0	0
Secondary (9-12)	0	0
Special Subject Areas (K-12)	0	0
Exceptional Children (K-12)	0	0
Vocational Education (K-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
Total	0	0
Comment or Explanation: We have no program that addresses lateral entry at the graduate level. We have a modest lateral entry program, but it is at the undergraduate level.		

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

Masters	
MEAN GPA	3.41
MEAN MAT New Rubric	368
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	970
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)	27	33		3
Middle Grades (6-9)	7	19		1
Secondary (9-12)	15	24		1
Special Subject Areas (K-12)	9	19		
Exceptional Children (K-12)	6	7		
Vocational Education (7-12)	1	5		
Special Service Personnel	20	11		1
Total	85	118		6
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2010 - 2011 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
Counselor	11	100
Elementary Education	20	100
MG-Lang Arts	2	*
MG-Math	4	*
MG-Science	2	*
MG-Social Studies	4	*
Media Coordinator	34	100
Music	3	*
Reading (masters)	1	*
Social Studies (9-12)	4	*
Spanish	3	*
Special Ed – Mentally Disabled	2	*
Institution Summary	90	99
* 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	6	4	4	6		
Masters-First Awarded						
G Licensure Only	4		3			
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On	53	24	35	99	170	53
Masters-First Awarded						
G Licensure Only		4				
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.