

# IHE Master's Performance Report

Barton College

2011 - 2012

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## Overview of Master's Program

Barton College began its first graduate program, leading to the Master of Education in Elementary Education degree. This program provides for the continuing education of Elementary level teachers who have previously completed initial preparation programs and who hold a teaching license in Elementary Education. It is intended to be a practitioners' master's program that recognizes the specialization of teacher leadership through classroom practice. We have designed our M. Ed. program in ways that allow us to remain committed to the four components of our conceptual framework - knowledge of content, pedagogical skills, cultural responsiveness, and leadership skills - and the attributes of shared leadership that we wish to foster in our teacher leader candidates while incorporating our focal 21st century knowledge and skills, and reflecting the guidelines from the State Board of Education related to the North Carolina Graduate Teaching Program Standards and all descriptors of these standards.

## Special Features of Master's Program

The M.Ed. in Elementary Education is designed for teachers who already hold a valid North Carolina teaching license in Elementary Education and who have at least one year of teaching experience. The program is designed to help practicing teachers build on their knowledge and experience, as they take their knowledge and skills to a new level. Much reflection is involved as they learn and grow in their professional roles. This program admits only candidates who have already earned the A-level licensure in Elementary Education. The primary target audience is practicing teachers with A-level licensure in Elementary Education who are interested in improving their credentials and professional preparation while still working full-time as teachers. This program is primarily cohort based, with a new cohort beginning each summer. The minimum duration of the program for each cohort is 14 months, with 13 semester hours delivered in face-to-face instruction during the first summer of the program, another 7 hours delivered in an online format (with 2 on-site meetings) in the fall semester, an additional 6 semesters delivered in an online format (with 2 on-site meetings) in the spring semester, and the final 10 hours of coursework provided in a face-to-face format during the second summer. In the 2011-2012 academic year, the institution recognized the need to provide some flexibility for students who were not able to complete the program following this intense sequence of courses. Thus, students may choose to take longer than the projected 14 months and may elect to take courses with students from different cohorts as they progress through the program at a slower pace. The limit on the cohort size is 25 students per group. The plan is for a new cohort to begin each summer. The first cohort began in June 2010. Twenty-two of the original twenty-four cohort members completed the program on August 12, 2011. A second cohort of 15 students began the program in June 2011. Thus, this M.Ed. program is comprehensive and very intense in nature, but the candidates have reported that the bonds they create during the first summer are very valuable in helping them continue their professional development. The program ends with a culminating experience in which the candidates share their action research projects with each other and with invited members of the professional community, including colleagues at area 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	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	6
	Hispanic		Hispanic	
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	30
	Other		Other	
	<b>Total</b>	<b>3</b>	<b>Total</b>	<b>36</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>	
<b>Part Time</b>				
	<b>Male</b>		<b>Female</b>	
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	
	Other		Other	
	<b>Total</b>		<b>Total</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>	

**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	3.28
MEAN MAT New Rubric	414
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	835
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
<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)				
Elementary (K-6)		22		
Middle Grades (6-9)				
Secondary (9-12)				
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>		<b>22</b>		
Comment or Explanation:				

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

	2010 - 2011 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Institution Summary	N/A	
The first cohort of students to complete the Master's area was 2011-2012.		

**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	22					
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						
Masters-First Awarded						
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 responses, survey results will not be reported at the institutional level this year.