

IHE Master's Performance Report

Elizabeth City State University

2011 - 2012

Overview of Master's Degree Program

The Graduate Education Program at Elizabeth City State University is committed to contributing to the mission of the University by providing graduate-level programs to meet the diverse needs of citizens in northeastern North Carolina. With excellence permeating all of the activities, the programs seek to provide a challenging and supportive environment that prepares its students to compete and excel in an ever-changing technologically advanced society. The programs are designed to develop research skills, problem-solving skills and to develop the skills, knowledge and experience necessary for professional employment, professional growth, leadership development and/or further graduate study. Small classes, personal interaction with faculty members, and an atmosphere conducive to pursuing academic excellence enhance the educational experiences and quality instruction received by graduate students.

Special Features of Master's Degree Programs

The Helen Marshall Caldwell School of Education and Psychology offers a Master of Education in Elementary Education for advanced teacher preparation. A total of 36 credit hours are required to complete the Master of Education in Elementary Education. The Master of Education in Elementary Education program seeks to fulfill its mission by preparing professional teachers to be: (1) teacher leaders who demonstrate effective communication, collaboration and team building, while promoting educational initiatives that have a positive impact on students; (2) teacher leaders who establish and facilitate positive and productive learning environments and culturally rich instruction for diversity in the classroom and beyond; (3) teacher leaders who have a deep knowledge of the content they teach and expertise in instruction and assessment of that content ; and (4) teacher leaders who model systematic reflection of their practice and the development of professional goals. The Master of Education in Elementary Education program seeks to fulfill its mission by preparing professional educators to: respond effectively to children's differences resulting from development, diversity, and exceptionalities; demonstrate knowledge of the content and pedagogy of the elementary curriculum; improve educational practice through reflection, self-evaluation, and applied research; and direct their own personal and professional growth as educators. The graduate level teacher education program at ECSU is a way for candidates to expand their knowledge, deepen their understanding, and sharpen the skills already acquired through their previous studies and professional experiences. Candidates complete a culminating product of learning known as a Transformational Teaching Project, which enables candidates to work toward a solution of an educational problem within his/her own classroom to transform teaching and make a positive impact on student learning. The Master of School Administration program requires 36 semester hours be completed combined with graduate classroom preparation along with a field-based practicum experience that provides candidates with the knowledge, skills, and dispositions to help them become highly qualified building level administrators and school leaders who are informed, competent, and effective decision-makers. Faculty in the MSA program work collaboratively with school districts, the university, and candidates to facilitate opportunities for learning that responds to his/her strengths,

challenges, and experiences in preparing to become a prospective school principal. Graduates of the MSA program must take and pass the School Leaders Licensure Assessment in order to be licensed as a school administrator by the State of North Carolina. Graduate studies in teacher education are focused, personalized, and characterized by academic rigor and professional relevance. The importance of technology for instructional purposes is evidenced and supported by technology rich classrooms and up-to-date technology labs.

The Department of Mathematics and Computer Science offers a Master of Science Degree in Mathematics Program with a concentration in Mathematics Teaching, Applied Mathematics and Remote Sensing. The program provides a broad base of formal course work and research in mathematics, and requires students to complete a thesis. The teaching concentration instills the pedagogical content knowledge required for middle or secondary school teaching, or for teaching at the community college level. A total of 36 credit hours are required to complete the degree. This program is designed to provide breadth of exposure in mathematics and to enhance the intellectual attitudes and the analytical skills needed for the comprehension, appreciation, creation, application and teaching mathematics. The program provides students with an opportunity for utilizing technology to improve learning mathematics, for exploring connections between various areas of mathematics, for developing good mathematical skills, for developing independent and group learning skills and for researching best practices in teaching and learning mathematics. The Master of Science Degree in Mathematics Program is designed for completion in four to six semesters, depending on whether or not students enroll full-time. Courses will be taught to enable in-service teachers and professionals to complete the program by taking two or three courses each semester. Graduates of the teaching concentration will be well prepared to teach in middle or secondary schools, community colleges and some four-year colleges. All graduates will be prepared to enter a doctoral program in mathematics education. The structure of the program will offer graduates significant training for careers as mathematical scientists in education, government, and industry. The Office of Graduate Education received an HBCU Master's Degree Program Grant. Students seeking a Master's Degree in Biology and Mathematics can receive up to \$16,000.

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	
	Other		Other	
	Total		Total	
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	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	10
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	25
	Other		Other	
	Total	1	Total	35
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)	0	0
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:		

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

Masters	
MEAN GPA	3.68
MEAN MAT New Rubric	394
MEAN MAT Traditional	36
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	881
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)	1	2		
Middle Grades (6-9)				
Secondary (9-12)				
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	1	2		
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2010 - 2011 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	40	100
Institution Summary	40	100

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				7		
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 survey responses, survey results will not be reported at the institutional level this year.