

# IHE Master's Performance Report

## Appalachian State University

2012 - 2013

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### Overview of Master's Program

Appalachian State University (ASU) is a comprehensive university offering a broad range of graduate programs. Currently, there are 19 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 56% of all students graduating from the 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; School Administration, MSA; and School Psychology, Level II, MA, SSP, NASP accredited. We also have a program delivering Educational Leadership as an EdD. 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 is an e-portfolio assignment called, in most cases, the Product of Learning. This 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. Four graduate programs do not use an e-portfolio. School Counseling, Speech-language pathology, and School Psychology use assessment means that are necessary for their specialized professional association approvals. The doctoral degree requires a qualifying exam and dissertation. 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 3070 course enrollments in 250 extension courses across 11 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 7 locations being Buncombe, Catawba, Cleveland, Davie, Forsyth, 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. The Appalachian Learning Alliance is a partnership between Appalachian State University and Community Colleges in the Western North Carolina region.

## 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	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	53
	Other	6	Other	97
	<b>Total</b>	<b>13</b>	<b>Total</b>	<b>152</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	1	Black, Not Hispanic Origin	3
	Hispanic	1	Hispanic	2
	White, Not Hispanic Origin	29	White, Not Hispanic Origin	192
	Other	38	Other	251
	<b>Total</b>	<b>69</b>	<b>Total</b>	<b>448</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	1	White, Not Hispanic Origin	7
	Other		Other	7
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>14</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: 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.**

<b>Masters</b>	
MEAN GPA	3.49
MEAN MAT New Rubric	407
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	296
MEAN GRE Traditional	988
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)		1		
Elementary (K-6)	1	3		
Middle Grades (6-9)	3	16		
Secondary (9-12)	2	4		
Special Subject Areas (K-12)	2	2		1
Exceptional Children (K-12)	9	7		
Vocational Education (7-12)				
Special Service Personnel	63	84		2
<b>Total</b>	<b>80</b>	<b>117</b>		<b>3</b>
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2011 - 2012 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
Institution Summary	0	N/A
* 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.**

<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	0	0	0	0	0	0
Masters-First Awarded	9	15	69	16	1	0
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	2	1	3	0	0	0
Masters-First Awarded	13	27	49	75	199	18
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 primarily to a very small return rate affecting survey validity, survey results will not be reported at the institutional level this year.

**A. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2012-2013.**

<b>LEA</b>	<b>Number of Teachers</b>
Forsyth County Schools	
Caldwell County Schools	
Catawba County Schools	
Charlotte-Mecklenburg Schools	
Wake County Schools	
Burke County Schools	
Wilkes County Schools	
Guilford County Schools	
Gaston County Schools	
Iredell-Statesville Schools	

**B. 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 primarily to a very small return rate affecting survey validity, survey results will not be reported at the institutional level this year.

**III. Teacher Education Faculty**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
111	33	91