

IHE Master's Performance Report

East Carolina University

2012 - 2013

Overview of Master's Program

The College of Education at East Carolina has a long-standing commitment to the delivery of quality graduate education and offers students a variety of options to pursue advanced study. Seven complete programs are offered via distance education and all graduate programs have some courses that are offered on line. All programs are fully accredited by NCATE and the North Carolina State Board of Education, and many programs are also accredited by their national professional societies. The Master of Arts in Education (MAEd) is offered for individuals who have initial teaching licenses. These programs include advanced competency coursework in professional education and the content area. The MAEd programs were revised in 2009-2010 to align with new graduate teaching standards and infuse 21st century teaching and learning skills. They are offered in art education, business education, elementary education, English education, family and consumer sciences education, health education, history education, instructional technology education, marketing education, mathematics education, middle grades education, music education, physical education, reading education, science education, and special education. All MAEd candidates receive extensive training in diversity, communication, action research, advanced pedagogy and content and leadership. The revised programs contain 3 electronic portfolio evidences that are supportive of and aligned with National Board for Professional Teaching Standards. The College of Education also has a Master of Arts in Teaching (MAT). This program is designed for individuals with a non-teaching baccalaureate degree and leads to a teaching license. It meets the basic and advanced pedagogy skills and advanced content requirements. In addition, the College of Education offers a Master of Science degree in Counselor Education, a Master of Arts degree in Science Education, and a Master of Library Science degree. A Master of Science in Speech, Language and Auditory Pathology, a Master of Arts in School Psychology and a Master of Social Work are offered in professional schools/colleges outside the College of Education.

Special Features of Master's Program

The master's programs in teacher education include innovations in higher education and reflect best practices in the field. The MAEd programs are designed around several special features. All MAEd candidates must complete education core courses that focus on advanced knowledge and skill in the areas of diversity, leadership, communications, and research. The specialty area programs then build upon this core requiring candidates to plan in depth studies of content curricula and pedagogy that can be enhanced and demonstrated in their classrooms. Culminating products (action research project, portfolios, internships, etc.) are aligned with NCDPI, Common Core, and National Board for Professional Teaching Standards. The MAED programs implemented the Graduate Evidence Portfolio (GEP) in fall 2011 artifacts are collected electronically via TaskStream and used by programs for SACS and NCATE/CAEP Accreditation.

Master's programs at ECU have shown continued growth and increased expansion due to distance education/online delivery since 2008, but the current economic climate has reduced enrollments. Declining enrollment in 2011-2012, particularly in Masters of Arts in Education (MAEd) and Masters of Library Science (MLS) programs, has led to the development of comprehensive graduate recruitment and retention plan, similar to the ECU campus-based Teacher Recruitment plan. Additionally, collaborative work with colleagues in Arts and Sciences is leading to the migration of course currently only available on-campus to an online delivery model. To sustain their enrollments, the Masters of Science in Counselor Education program has followed the success of its 2009 Distance Education cohort program for students in Craven, Jones, Onslow, Pamlico and Wayne counties by beginning another cohort in the region.

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	1	American Indian/Alaskan Native	6
	Asian/Pacific Islander	2	Asian/Pacific Islander	8
	Black, Not Hispanic Origin	8	Black, Not Hispanic Origin	39
	Hispanic	1	Hispanic	7
	White, Not Hispanic Origin	99	White, Not Hispanic Origin	575
	Other	2	Other	25
	Total	113	Total	660
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	2
	Hispanic		Hispanic	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	25
	Other		Other	
	Total	2	Total	27
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	6
	Asian/Pacific Islander	1	Asian/Pacific Islander	7
	Black, Not Hispanic Origin	7	Black, Not Hispanic Origin	42
	Hispanic	1	Hispanic	3
	White, Not Hispanic Origin	92	White, Not Hispanic Origin	501
	Other	3	Other	22
	Total	104	Total	581
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander	1	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	6	Black, Not Hispanic Origin	16
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	21	White, Not Hispanic Origin	105
	Other	1	Other	5
	Total	29	Total	130

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:		

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

Masters	
MEAN GPA	3.30
MEAN MAT New Rubric	407
MEAN MAT Traditional	44
MEAN GRE New Rubric	282
MEAN GRE Traditional	1,013
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)	3	5		
Elementary (K-6)	5	38		
Middle Grades (6-9)		4		
Secondary (9-12)	2	46		
Special Subject Areas (K-12)	9	69		
Exceptional Children (K-12)	6	25		5
Vocational Education (7-12)		6		
Special Service Personnel	48	96		11
Total	73	289		16
Comment or Explanation:				

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

	2011 - 2012 Program Completers Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	8	100
Media Coordinator	9	100
Physical Ed	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	15	48	59	24	19	20
Masters-First Awarded	44	2	0	0	0	0
G Licensure Only	0	1	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On	3	17	51	20	13	26
Masters-First Awarded	1	0	0	0	0	1
G Licensure Only	3	8	2	0	0	1
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.