

IHE Master's Performance Report

Lenoir-Rhyne University

2014 - 2015

Overview of Master's Program

At this time, L-R has one active and running licensure program at the master's level. Master of Arts degrees are offered in one school support area (School Counseling). This program is designed for individuals who wish to pursue graduate studies in order to gain experience, develop leadership skills and enhance professional competence. The MA in Language Development and Learning was officially deleted from LR's offerings in the fall of 2014 due to ongoing low enrollment. Although the areas of Deaf/Hard of Hearing and English as a Second Language are critical areas of need, we were unable to attract students to a traditional program model and compete with proprietary online programs. The Masters of Arts degree in School Counseling, which continues to be one of the fastest growing graduate programs, prepares individuals for positions as professional counselors in public school settings. The school counseling program (available through a masters level program or as a licensure only option for those entering with a related graduate degree), places primary emphasis on the development of strong clinical skills and the use of data-driven strategies in the development of a comprehensive school counseling plan. Prospective school counselors who satisfactorily complete the School Counseling program requirements and receive a passing score on the PRAXIS specialty examination are eligible for licensure as a school counselor in North Carolina. In fall 2012 the School Counseling program began offerings at the Lenoir-Rhyne University Center for Graduate Studies in Asheville, NC. In fall 2014 the Counseling program began delivery at the new Center for Graduate Studies in Columbia SC. The College of Education and Human Services began a Master of Arts in Community College Administration at the Center for Graduate Studies in Asheville, NC in the fall of 2012. Finally, the College will began offering a new innovative graduate program in Online Teaching and Instructional Design in fall 2014 as well as MA's in Leadership and Human Services.

Special Features of Master's Program

The mission of both the teacher and counselor education programs at Lenoir-Rhyne University for both initial and advanced programs is to prepare professionals who know their content, know how to teach/counsel, are successful with diverse populations, are leaders, are reflective about their practice, and are respectful and caring. The School of Counseling prepares students as either agency counselors, school counselors, or as blended agency-school counselors. Any counseling student who completes a program as a School Counselor must demonstrate a strong theoretical foundation, a mastery of clinical skills, and the ability to practice as reflective counselors interacting with diverse populations in a variety of settings within the public schools. The L-R University mission of wholeness of mind, body and spirit set the tone for the personal, nurturing contact

provided to candidates, a hallmark of the teacher and counselor education programs at L-R. These programs prepare reflective practitioners who are caring professionals who enter school environments knowing children and adolescents, and who address children's needs in order to support learning. During 2014-2015, opportunities were provided for graduate students and career school counselors to enhance their professional preparation by making presentations at a celebration of student research (SOURCE) held on campus in April. Additionally, affiliation with professional organizations was an area of emphasis for both Education and School Counseling programs. Counseling graduate candidates, faculty, and alumni remain active participants in the professional counseling associations, both at state levels and with the American Counseling Association. In work with the area public schools in 2014-2015, each school counseling intern provided over 300 hours of service to their school during the internship as well as an additional 40 hours of service during early counseling practicum work. A new practicum was developed to provide 100 additional clinical hours to all candidates within public school settings. Implementation began in fall 2014. Finally, the School of Counseling continued delivery of its MA in School Counseling program at the Center for Graduate Studies in Asheville, NC during the 2014-15 academic year. In Fall 2013 Lenoir-Rhyne University was awarded initial, full CACREP accreditation for both the Hickory and Asheville campuses. CACREP is currently reviewing LR's application to add its Columbia campus and programs to this initial accreditation. A decision is expected in Fall 2015.

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	1
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	5
	Hispanic		Hispanic	2
	White, Not Hispanic Origin	13	White, Not Hispanic Origin	51
	Other		Other	1
	Total	14	Total	60
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	1
	Hispanic		Hispanic	1
	White, Not Hispanic Origin		White, Not Hispanic Origin	5
	Other		Other	
	Total		Total	7
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)	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	0	0
Special Service Personnel	0	0
Total	0	0
Comment or Explanation:		
No lateral entry counselors were prepared during the 2014-15 academic year.		

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

Masters	
MEAN GPA	3.39
MEAN MAT New Rubric	399.35
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	150.33
MEAN GRE Traditional	537.86
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	4.47
NUMBER EMPLOYED IN NC SCHOOLS	22
* 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)				
Middle Grades (6-9)				
Secondary (9-12)		5		
Special Subject Areas (K-12)		1		
Exceptional Children (K-12)		2		
Vocational Education (7-12)				
Special Service Personnel		8		
Total		16		
Comment or Explanation:				

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

	2013 - 2014 Program Completers Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
No Test Takers		
* 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	0	0	0	0	0	0
Masters-First Awarded	4		1	5	2	1
G Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On	0	0	0	0	0	0
Masters-First Awarded	0	0	0	0	0	0
G Licensure Only	0	0	0	0	0	0
Comment or Explanation:						
The four students completing a graduate degree in under 3 semesters were part of LR's accelerated 14 month MA in Teaching program.						