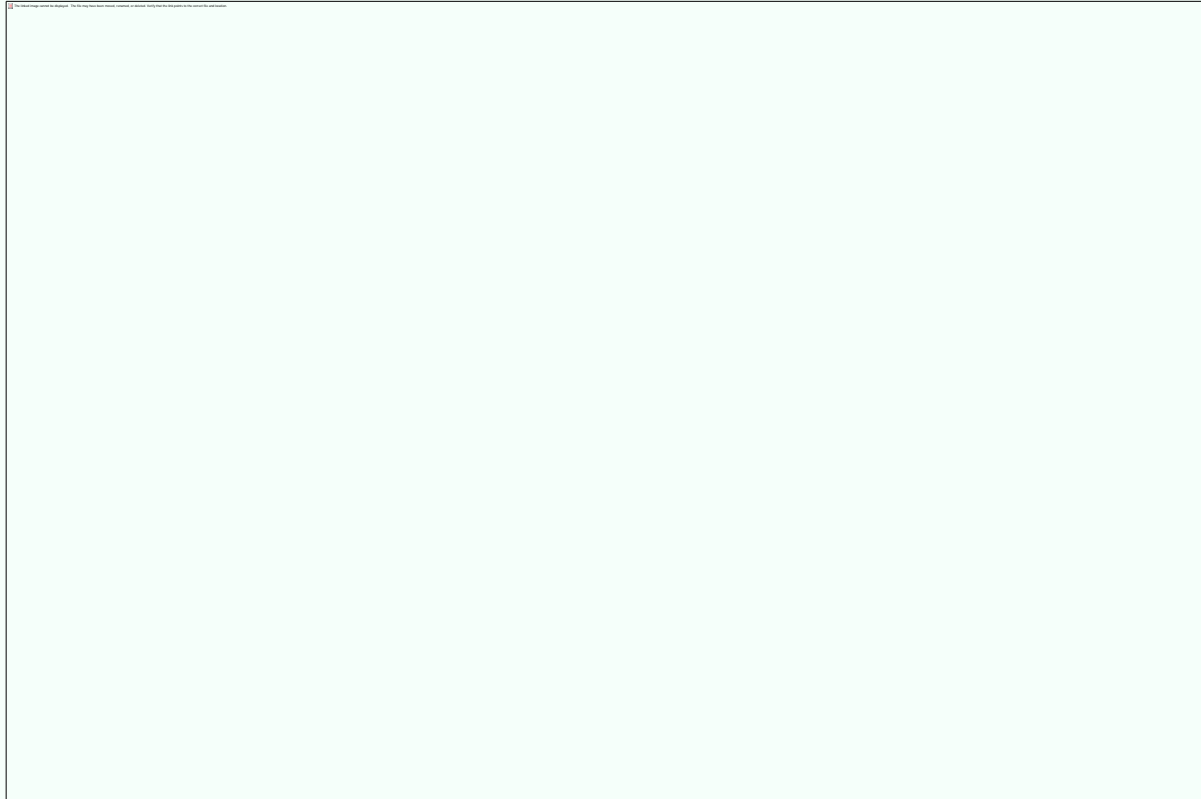


# 2019-2020

## EPP Master's Performance Report

### Catawba College



#### Overview of Master's Program

Catawba College offers the Master of Education (M.Ed.) in five areas: Elementary Education, Middle School Mathematics, Middle School Science, Secondary Mathematics, and Secondary Science. The graduate programs at Catawba College are built upon the strengths of the undergraduate programs and are designed to provide the practicing licensed classroom teachers with advanced work in content along with a further development of professional knowledge and dispositions. Graduate students take classes in a hybrid format, with face-to face classes offered during late afternoon or evening hours (fall and spring semesters) and summer sessions.

#### Special Features of Master's Program

Catawba College offers four M.Ed. programs that operate under a STEM (Science, Technology, Engineering, and Mathematics) umbrella: Middle School Mathematics, Middle School Science,

Secondary Mathematics, and Secondary Science. Developed through a collaboration with the Rowan-Salisbury Schools that began in February 2015, and following program approval by the NC State Board of Education, the first cohort of candidates enrolled in spring 2016. A second cohort enrolled in spring 2017, and members from the first cohort graduated in May 2018. The second cohort graduated in December 2018. Because of a generous donation from local philanthropist Fred Stanback, mathematics and science teachers in the Rowan-Salisbury Schools are able to attend this program tuition free.

Catawba College also offers a Master of Education in Elementary Education (M.Ed.). As with the four M.Ed. STEM programs, it provides a continuum of professional growth as it prepares practicing teachers as reflective practitioners. All graduate programs are aligned with the North Carolina Professional Teaching Standards and the North Carolina Standards for Graduate Teacher Candidates while also addressing the five propositions of the National Board for Professional Teaching Standards (NBPTS). The program continues to provide field and clinical experiences and requires action-research in which teachers examine positive impact on student learning. The M.Ed. program strives to help experienced teachers 1) examine their own practices, 2) systematically raise and pursue questions, and 3) collaborate with others beyond their own classrooms. All M.Ed. programs lead to a recommendation for licensure at the M level.

## II. CHARACTERISTICS OF STUDENTS

### A. Number of Students Who Applied to the Graduate Educator Prep Program

Gender	Number
Male	0
Female	0
Gender Neutral	0
Gender not Provided	0
<b>Total</b>	<b>0</b>
Race/Ethnicity	Number
Asian	0
African-American	0
Am. Indian/Alaskan Native	0
Hispanic/Latino	0
Native Hawaiian/Pacific Islander	0
White	0
Two or More Races	0
Race/Ethnicity Not Provided	0
<b>Total</b>	<b>0</b>

**B. Headcount of students formally admitted to and enrolled in programs leading to licensure.**

<b>Full-Time</b>			
	<b>Male</b>	<b>Female</b>	<b>Gender Neutral</b>
<b>Graduate</b>	African-American	African-American	African-American
	Am. Indian/ Alaskan Native	Am. Indian/ Alaskan Native	Am. Indian/ Alaskan Native
	Asian	Asian	Asian
	Hispanic/ Latino	Hispanic/ Latino	Hispanic/ Latino
	Native Hawaiian/ Pacific Islander	Native Hawaiian/ Pacific Islander	Native Hawaiian/ Pacific Islander
	White	White	White
	Two or More Races	Two or More Races	Two or More Races
	Not Provided	Not Provided	Not Provided
	<b>Total</b>	<b>Total</b>	<b>Total</b>
<b>Licensure Only</b>	African-American	African-American	African-American
	Am. Indian/ Alaskan Native	Am. Indian/ Alaskan Native	Am. Indian/ Alaskan Native
	Asian	Asian	Asian
	Hispanic/ Latino	Hispanic/ Latino	Hispanic/ Latino
	Native Hawaiian/ Pacific Islander	Native Hawaiian/ Pacific Islander	Native Hawaiian/ Pacific Islander
	White	White	White
	Two or More Races	Two or More Races	Two or More Races
	Not Provided	Not Provided	Not Provided
	<b>Total</b>	<b>Total</b>	<b>Total</b>
<b>Part-Time</b>			
	<b>Male</b>	<b>Female</b>	<b>Gender Neutral</b>
<b>Graduate</b>	African-American	African-American	African-American
	Am. Indian/ Alaskan Native	Am. Indian/ Alaskan Native	Am. Indian/ Alaskan Native
	Asian	Asian	Asian
	Hispanic/ Latino	Hispanic/ Latino	Hispanic/ Latino
	Native Hawaiian/ Pacific Islander	Native Hawaiian/ Pacific Islander	Native Hawaiian/ Pacific Islander

	White	White	White
	Two or More Races	Two or More Races	Two or More Races
	Not Provided	Not Provided	Not Provided
	<b>Total</b>	<b>Total</b>	<b>Total</b>
<b>Licensure Only</b>	African-American	African-American	African-American
	Am. Indian/ Alaskan Native	Am. Indian/ Alaskan Native	Am. Indian/ Alaskan Native
	Asian	Asian	Asian
	Hispanic/ Latino	Hispanic/ Latino	Hispanic/ Latino
	Native Hawaiian/ Pacific Islander	Native Hawaiian/ Pacific Islander	Native Hawaiian/ Pacific Islander
	White	White	White
	Two or More Races	Two or More Races	Two or More Races
	Not Provided	Not Provided	Not Provided
	<b>Total</b>	<b>Total</b>	<b>Total</b>

### C. Program Completers and Licensed Completers (reported by IHE).

Program Area	Graduate		Graduate Licensure Only	
	PC	LC	PC	LC
<b>PC Completed program but has not applied for or is not eligible to apply for a license</b>				
<b>LC Completed program and applied for license</b>				
Prekindergarten				
Elementary (K-5)				
Middle Grades (6-8)				
Secondary Grades (9-12)				
Special Subjects				
Exceptional Children				
Vocational Education				
Special Services				
<b>Total</b>				
Comment or Explanation				

### F. Quality of students admitted to programs during report year.

Measure	Graduate
MEAN GPA	N/A
MEAN MAT Electronic	N/A
MEAN MAT Written	N/A
MEAN GRE Electronic	N/A
MEAN GRE Written	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	N/A
NUMBER EMPLOYED IN NC PUBLIC SCHOOLS	N/A
* To protect confidentiality of student records, mean scores based on fewer than five students are not printed.	
<b>Comment or Explanation:</b>	

### G. Scores of student teachers on professional and content area examinations.

Speciality Area/ Professional Knowledge	2018-2019 Program Completers Licensure Pass Rates		
	Number Taking Tests	Percent Passing	State Pass Rate
No Tests Taken for Cohort			
* To protect confidentiality of student records, pass rates based on fewer than five students are not printed.			

**H. Time from admission into professional teacher education program until program completion.**

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate Degree	0	0	0	0	0	0
Licensure Only	0	0	0	0	0	0
Part Time						

	<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>
Graduate Degree	0	0	0	0	0	0
Licensure Only	0	0	0	0	0	0
<b>Comment or Explanation:</b>						
NOTE: Due to low cohort numbers (as a result of the state of NC discontinuing Master's pay) and fiscal responsibility to the college, the Department of Teacher Education new cohorts for the Master's program will be admitted when a cohort of at least 1						