IHE Master's Performance Report

Appalachian State University

2014 - 2015

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 half 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 one-on-one interaction between students and 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. In other words, 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 3844 course enrollments in 322 extension courses across 140 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 nine locations being Avery, Buncombe, Burke, Catawba, Davie, Forsyth, Gaston, and Wilkes Counties, and in the ether being 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.

Full Time				
	Male		**Female**	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	2
	Asian/Pacific Islander		Asian/Pacific Islander	3
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	2
	Hispanic		Hispanic	4
	White, Not Hispanic Origin	8	White, Not Hispanic Origin	172
	Other		Other	5
	Total	**8**	**Total**	**188**
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	2	American Indian/Alaskan Native	2
	Asian/Pacific Islander	1	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	7
	Hispanic	1	Hispanic	4
	White, Not Hispanic Origin	28	White, Not Hispanic Origin	219
	Other		Other	1
	Total	**34**	**Total**	**235**
Licensure-Only	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	
	White, Not Hispanic Origin		White, Not Hispanic Origin	6
	Other		Other	
	Total		**Total**	**7**

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
School Administration		8
Math Education (Secondary)		0
Professional School Counseling		0
Curriculum Specialist		4
Instructional Technologist		0
Reading Education		4
Total		**16**
Comment or Explanation: These candidates are not in alternative programs operated by ASU, but by external agencies.		

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

Masters	
MEAN GPA	3.53
MEAN MAT New Rubric	405.51
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	297.99
MEAN GRE Traditional	997.80
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	7.12
NUMBER EMPLOYED IN NC SCHOOLS	224
* 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 **PC** Completed program but has not applied for or is not eligible to apply for a license **LC** Completed program and applied for license	Graduate		Graduate Licensure Only	
	PC	**LC**	**PC**	**LC**
Prekindergarten (B-K)	12	3		
Elementary (K-6)	2			
Middle Grades (6-9)		1		
Secondary (9-12)	2	1		
Special Subject Areas (K-12)	5	10		
Exceptional Children (K-12)		1		
Vocational Education (7-12)				
Special Service Personnel	65	35		
Total	**86**	**51**	**0**	**0**
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						
Masters-First Awarded			26			8
G Licensure Only	2					
Part Time						
	3 or fewer semesters	**4 semesters**	**5 semesters**	**6 semesters**	**7 semesters**	**8 semesters**
Masters-Upgrade/Add-On	1	13	19			4
Masters-First Awarded			17			72
G Licensure Only						
Comment or Explanation: Students not reported here took longer than 8 semesters to complete the program.						