

# **IHE Master's Performance Report**

**East Carolina University**

**2013 - 2014**

## **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, content and leadership. The revised programs contain three 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. The College of Education also 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 their new Graduate Evidence Portfolio (GEP) in fall 2011 and collected products electronically via TaskStream.

Due to a second year of reduced enrollment, the College of Education created a Graduate Education Task Force, which returned a series of recommendations to the Dean regarding a comprehensive recruitment and retention plan. This plan focuses on systematic advising, follow-up, and retention of enrolled candidates as well as implementing new strategies to attract enrollment, such as increasing solicitations for scholarships and creating certificates aligned with the job market. The MLS program has received a grant to recruit and prepare librarians for rural schools and a partnership with the US Army continues to produce candidates and graduates in the MS IT program.

## 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	4
	Asian/Pacific Islander	1	Asian/Pacific Islander	5
	Black, Not Hispanic Origin	11	Black, Not Hispanic Origin	25
	Hispanic	1	Hispanic	7
	White, Not Hispanic Origin	90	White, Not Hispanic Origin	467
	Other	5	Other	26
	<b>Total</b>	<b>109</b>	<b>Total</b>	<b>534</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	2
	Hispanic		Hispanic	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	19
	Other		Other	
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>21</b>
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	6
	Asian/Pacific Islander	2	Asian/Pacific Islander	6
	Black, Not Hispanic Origin	9	Black, Not Hispanic Origin	43
	Hispanic	1	Hispanic	3
	White, Not Hispanic Origin	96	White, Not Hispanic Origin	516
	Other	4	Other	19
	<b>Total</b>	<b>112</b>	<b>Total</b>	<b>593</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander	2	Asian/Pacific Islander	3
	Black, Not Hispanic Origin	7	Black, Not Hispanic Origin	19
	Hispanic	2	Hispanic	4
	White, Not Hispanic Origin	34	White, Not Hispanic Origin	121
	Other	1	Other	4
	<b>Total</b>	<b>46</b>	<b>Total</b>	<b>151</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)		
Special Service Personnel		
<b>Total</b>	<b>0</b>	<b>0</b>
Comment or Explanation:		

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

<b>Masters</b>	
MEAN GPA	3.30
MEAN MAT New Rubric	407
MEAN MAT Traditional	43
MEAN GRE New Rubric	293
MEAN GRE Traditional	989
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	8.47
NUMBER EMPLOYED IN NC SCHOOLS	920
* 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).**

<b>Program Area</b>	<b>Graduate</b>		<b>Graduate Licensure Only</b>	
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license	<b>PC</b>	<b>LC</b>	<b>PC</b>	<b>LC</b>
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)		4		
Elementary (K-6)	1	40		
Middle Grades (6-9)	2	18		
Secondary (9-12)	2	37		
Special Subject Areas (K-12)	6	75		
Exceptional Children (K-12)	1	17		16
Vocational Education (7-12)		2		
Special Service Personnel	16	93		9
<b>Total</b>	<b>28</b>	<b>286</b>		<b>25</b>
Comment or Explanation:				

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

	<b>2012 - 2013 Program Completers Licensure Pass Rate</b>	
<b>Specialty Area/Professional Knowledge</b>	<b>Number Taking Test</b>	<b>Percent Passing</b>
Business Education	1	*
Elementary Education	21	100
History	1	*
Institution Summary	23	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	40	42	37	14	9	19
Masters-First Awarded	44	1	1			
G Licensure Only	1					
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On	8	24	23	25	9	19
Masters-First Awarded						
G Licensure Only	6	18				
Comment or Explanation:						