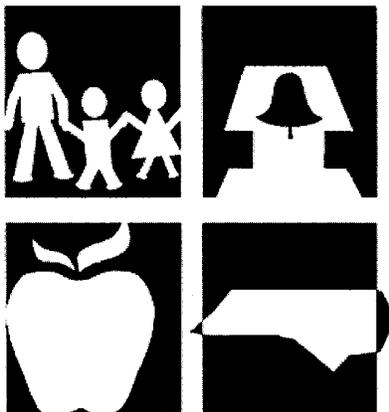


Undergraduate Teacher Education Programs

2005-06



UNDERGRADUATE TEACHER EDUCATION PROGRAMS

Preservice Teacher Education

Preservice teachers, like all students enrolled in the college/university, complete a series of **General Education** courses which typically include mathematics, science, English, history, social science, and fine arts. In addition, preservice teachers complete a sequence of **Professional Studies** courses which typically include foundations of education, educational psychology, developmental psychology, reading/writing in the content areas, and exceptional children, and a sequence of **Specialty Studies** courses which are related to the specific licensure area (e.g., prospective math teachers complete courses in trigonometry, calculus, linear algebra, etc.; prospective social studies teachers complete courses in history, economics, political science, geography, etc.). Additional elective hours may be required to fulfill semester-hour graduation requirements.

Throughout their professional studies and specialty studies sequences preservice teachers complete supervised field experiences in public school settings, culminating in a 10-week minimum student teaching experience.

Quality of Students Entering the Programs

Colleges and universities with approved teacher education programs seek to recruit and retain quality students who reflect the diversity of the state and nation. They work closely with their college/university admission offices to promote teacher education programs. Brochures and other promotional materials are routinely distributed. Teacher education faculty regularly participate in career days, open houses, and other recruitment activities for prospective students. Some institutions have developed specific programs to recruit teacher assistants into teacher education programs. A growing number of institutions offer off-campus programs designed to bring teacher education programs to prospective students. Some have earmarked special scholarships for teacher education majors in addition to the Teaching Fellows Scholarships and Prospective Teacher Scholarship Loans available from the State.

Information on institution-specific efforts to recruit students into teacher education programs and to recruit minority teacher education candidates is contained in the individual *Institutional Reports* on the DPI website.

Undergraduate Teacher Education Program Admission Requirements

To be admitted to an approved teacher education program, prospective teachers must:

- have a 2.5 (on a 4.0 scale) grade point average;
- satisfactorily complete the Preprofessional Skills Tests (PPST) in Reading, Writing, and Mathematics; and
- satisfy institution specific requirements such as an interview, speech proficiency screening, completion of prescribed courses with designated grades (e.g., usually a grade of "C" or better is required in a foundations of education course).

Per State Board of Education policy, undergraduate degree-seeking students must earn at least the

following scores on the PPST exams to be admitted to teacher education:

<u>Test</u>	<u>Required Score</u>
PPST Reading	176
PPST Math	173
PPST Writing	173
CBT Reading*	323
CBT Math*	318
CBT Writing*	319

**Note: ETS has now rescaled the scores candidates earn on the computerized versions of the PPST to match the scale used on the paper version of the exams, and the same scores (176, 173, 173) are now required on both formats of the exams. However, individuals included in this year's report may have been admitted to the program under the previous CBT scoring scale.*

In January 2006, the Board approved the use of the SAT or ACT in lieu of Praxis I as follows:

Individuals with a total SAT score of 1100 are exempt from Praxis I testing requirements for teacher education program admission.

Individuals with a total SAT score of less than 1100, but a score of at least 550 on the Verbal test are exempt from the Preprofessional Skills Tests in Reading and Writing for teacher education program admission.

Individuals with a total SAT score of less than 1100, but a score of at least 550 on the Math test are exempt from the Preprofessional Skills Test in Mathematics for teacher education program admission.

Individuals with a composite ACT score of 24 are exempt from Praxis I testing requirements for teacher education program admission.

Individuals with a composite ACT score of less than 24, but with a score of at least 24 on the English test are exempt from the Preprofessional Skills Tests in Reading and Writing for teacher education program admission.

Individuals with a composite ACT score of less than 24, but a score of at least 24 on the Math test are exempt from the Preprofessional Skills Test in Mathematics for teacher education program admission.

Candidates must be admitted to the teacher education program at least one semester prior to student teaching.

Table VI summarizes the Fall 2005 enrollment in teacher education programs. This data was provided by the institution. **Table VII** summarizes admission test results. This data was provided by the institutions for the students reported as admitted to their programs.

Table VI: Enrollment in Undergraduate Teacher Education Programs 2005-06

M=Minority, T=Total	Full-Time				Part-Time			
	Undergraduate		Licensure-Only		Undergraduate		Licensure-Only	
	M	T	M	T	M	T	M	T
Appalachian State University	53	1084	6	61	5	154	7	93
Barton College	2	58	1	4	4	16	6	24
Belmont Abbey College		18		2				1
Bennett College	2	3						
Campbell University	3	85						
Catawba College		36		8	1	2	1	8
Chowan University	4	33						1
Duke University	10	43		3				
East Carolina University	124	1087	2	6		1	212	592
Elizabeth City State University	22	101	1	5	1	6	109	166
Elon University	9	227				1	3	46
Fayetteville State University	20	48	2	4		1	167	245
Gardner-Webb University	4	102	1	9			2	13
Greensboro College	1	53	2	4	2	11	31	145
Guilford College	3	30	3	10				
High Point University	13	143		17				
Johnson C. Smith University	9	9	1	1				
Lees-McRae College	4	161	1	2				1
Lenoir-Rhyne College	3	71		1	2	8	8	97
Livingstone College	7	9						
Mars Hill College	4	122	1	10	1	12		13
Meredith College	10	87	3	42				14
Methodist College	1	24		1				
Montreat College		13						
NC A&T State University	106	121	6	8	11	17	18	29
NC Central University	53	76	39	68	18	28	87	165
NC State University	49	471	3	13			67	446
NC Wesleyan College	1	14			1	3		1
Pfeiffer University	6	76			1	12	1	3
Queens University	2	37			14	34	10	39
Salem College	1	35	2	10		3	1	29
Shaw University	4	5	2	2			7	9
Southeastern College at Wake Forest		5						
St. Andrews Presbyterian College	3	35	1	6	1	24	1	18
St. Augustine's College	12	12					4	5
UNC-Asheville	5	112	1	27		6		45
UNC-Chapel Hill	32	184					57	170
UNC-Charlotte	104	842	37	119	17	130	314	1013
UNC-Greensboro	144	756	5	25	3	23	20	83
UNC-Pembroke	46	201	16	37	2	16	93	173
UNC-Wilmington	41	637	5	93	6	29	14	155
Wake Forest University	1	48						
Warren Wilson College	1	23						
Western Carolina University	13	303	1	38	5	61	6	35
Wingate University	3	69				3		
Winston-Salem State University	27	48	2	4	4	9	6	13
Totals:	962	7757	144	640	99	610	1252	3890

Table VII: Admission Test Data for Undergraduate Programs

State Average	180	177	181	329	324	326	3.31
Institution	PPST R	PPST W	PPST M	CBT R	CBT W	CBT M	GPA
Appalachian State University	181	177	181				3.31
Barton College	180	176	179	*	*	*	3.21
Belmont Abbey College	180	177	178				3.65
Bennett College	*	*	*				*
Campbell University	181	178	182				3.35
Catawba College	180	177	180				3.17
Chowan University	179	176	178				3.25
Duke University	184	182	186				3.42
East Carolina University	180	176	180	328	323	324	3.30
Elizabeth City State University	180	177	180	*	*	*	3.36
Elon University	181	178	183				3.33
Fayetteville State University	180	177	180	329	324	327	3.43
Gardner-Webb University	181	177	180	*	*	*	3.30
Greensboro College	180	177	180	*	*	*	3.33
Guilford College	181	178	180	*		*	3.29
High Point University	180	176	179				3.45
Johnson C. Smith University	177	174	176				3.18
Lees-McRae College	180	176	179				3.78
Lenoir-Rhyne College	180	177	181	*	*	*	3.28
Livingstone College	178	175	177			*	3.60
Mars Hill College	180	176	179	*	*	*	3.39
Meredith College	181	178	181	*	*	*	3.32
Methodist College	180	176	180				3.32
Montreat College	181	177	178				3.36
NC A&T State University	179	177	179	328	323	325	3.33
NC Central University	181	176	179	*	*	*	3.18
NC State University	182	178	183	*		*	3.28
NC Wesleyan College	180	177	180				3.53
Pfeiffer University	180	176	179	*	*	*	3.45
Queens University	179	172	177				3.25
Salem College	182	177	180	*	*	*	3.31
Shaw University	179	177	176				3.40
Southeastern College at Wake Forest	181	177	181				3.68
St. Andrews Presbyterian College	179	174	179	*	*	326	3.50
St. Augustine's College	178	175	176	*		*	3.27
UNC-Asheville	182	178	182				3.41
UNC-Chapel Hill	182	178	181				3.17
UNC-Charlotte	180	176	180	*	*	*	3.20
UNC-Greensboro	181	177	180	332	324	329	3.28
UNC-Pembroke	180	176	179	*	*	*	3.15
UNC-Wilmington	181	177	181	330	323	327	3.44
Wake Forest University	183	182	185				3.21
Warren Wilson College	182	177	183				3.30
Western Carolina University	180	177	181	*	*	*	3.47
Wingate University	180	177	181				3.43
Winston-Salem State University	179	176	178	329	326	323	3.28

* Less than four test takers reported for this assessment.

QUALITY OF STUDENTS COMPLETING THE PROGRAMS

Teacher education programs are designed to provide preservice teachers with the knowledge, skills, and dispositions that will allow them to effectively meet the needs of diverse learners in the public school setting. Colleges and universities take seriously their responsibility to recommend individuals for licensure. For this reason, the progress of students in completing program requirements is monitored and the competence of students is assessed throughout the program of study. As appropriate, students may be advised to consider alternative majors.

Licensure Recommendations

In addition to satisfying all program/course requirements, to be recommended for a Standard Professional 1 license upon program completion prospective teachers must:

- prepare a satisfactory technology product of learning (portfolio) which demonstrates the technology standards adopted by the SBE;
- have the recommendation of the Local Education Agency (LEA) in which student teaching was completed;
- have the recommendation of the college/university; and
- satisfy Praxis testing requirements if required by No Child Left Behind.

Initial Licensure Program

Upon completion of a teacher education program, preservice teachers are issued a Standard Professional 1 License (formerly called the Initial Teaching License) and participate in the Initial Licensure Program. This three-year program is designed to provide continued support and assistance to the beginning teacher. During this time, the novice teacher is observed at least three times annually by the principal or principal's designee and at least once annually by a teacher. During the first two years of teaching the novice teacher is provided a paid mentor.

The success of individuals recommended for licensure by each approved teacher education program in converting a Standard Professional 1 License to a Standard Professional 2 License (formerly called the Continuing Teaching License) is monitored by the Department of Public Instruction and current teacher education program approval criteria require institutions to maintain at least a 95% conversion rate. Since the inception of the Initial Licensure Program in the mid-1980s, all institutions have met this criterion.

Efforts to Ensure the Technological Competence of Beginning Teachers

To be recommended for initial licensure, preservice teachers are required to complete a technology "product of learning" which demonstrates their mastery of the technology standards prescribed by the State Board of Education. These products of learning are to be evaluated by teams of college/university faculty and public school practitioners.

All teacher education programs are expected to integrate the utilization of technology across the curriculum and teacher education faculty are expected to model the use of technology in their instruction. To prepare prospective teachers to effectively use technology to enhance instruction, a

number of teacher education programs require prospective teachers to complete specific course work in the use of technology in teaching. Teacher education faculty have participated in workshops to update their technology skills. Grants have been written to obtain funding to support technology training for teacher education faculty and public school teachers. Each of the public universities with an approved teacher education program is provided funds to employ a technology specialist to work with faculty and students.

Efforts to Assist Students in Satisfying Praxis Testing Requirements

Institutions utilize a variety of means to assist students in satisfying Praxis testing requirements. Information on Praxis testing examination requirements is distributed to students early in their programs of study. Study materials, including those published by the Educational Testing Service (ETS), are made available to students. Most institutions have purchased computer-based programs from ETS to assist students preparing to take the Preprofessional Skills Tests (PPST). In some cases, use of this program is tied to specific courses; in other cases its use is optional. Faculty at a number of institutions have actually taken the Praxis II Specialty Area exams so that they are familiar with the format and scope of the exams. They have used this experience to restructure courses to assure better alignment of course and exam contents. The format of exams used in some university courses has been modified to prepare students for the types of questions they will encounter on the Praxis II Specialty Area exams. Some institutions have brought external consultants, including individuals from ETS, to campus to conduct workshops for faculty and students. Some institutions indicate that they provide tutoring for individuals experiencing difficulty with the exams. Efforts of individual institutions to assist students in satisfying Praxis testing requirements are detailed in the individual institutional reports.

Table VIII summarizes information provided by the institutions on the length of time taken by students to complete the teacher education program from the time of formal admission. **Table IX** provides summary information on the performance of program completers on the Praxis exams for elementary education and special education (those required by No Child Left Behind). The data in Table IX were generated by comparing those individuals identified by the institution as having student taught in 2004-05 to the Praxis database available to the Department of Public Instruction. Institutions were provided the opportunity to verify the scores. It should be noted that if less than four students took an exam pass rates have not been reported. Elementary education and special education Praxis testing requirements that were in effect for the 2004-05 year are as follows.

AREA OF LICENSURE	REQUIRED TESTS	REQUIRED SCORE
Elementary (K-6)	0011 and 0012	313 (total score)
Sp Ed: Adapted Curriculum	0353 and 0544	287
Sp Ed: General Curriculum	0353 and 0542	302
Behaviorally/Emotionally Disabled	0351 and 0371	0351 - 143; 0371 - 147
Cross Categorical	0351 and 0352	0351 - 143; 0352 - 136
Mentally Disabled	0351 and 0321	0351 - 143; 0321 - 144
Severely Profoundly Mentally Disabled	0351 and 0321	0351 - 143; 0321 - 144
Learning Disabled	0351 and 0381	0351 - 143; 0381 - 139
Visually Impaired	0280	550

**Table VIII: Length of Time to Program Completion
(Undergraduate Students)**

Number of Semesters	Full-Time Students						Part-Time Students					
	1-3	4	5	6	7	8	1-3	4	5	6	7	8
Appalachian State University	55	109	146	92	26	8	2	6	6	3	2	3
Barton College	15	7	7	1			1	5	4			
Belmont Abbey College	8	9	1									
Bennett College		1										
Campbell University	28	4	7									
Catawba College		12		2								
Chowan University	18	1										
Duke University	19	1										
East Carolina University	33	66	99	82	59	79			1			4
Elizabeth City State University	30											
Elon University	14	24	33	36								
Fayetteville State University	90							1				
Gardner-Webb University	24	9	7									
Greensboro College	3	9	4	4		1						
Guilford College	21											
High Point University		35	5									
Johnson C. Smith University	7											
Lees-McRae College	78	1										
Lenoir-Rhyne College	2	12	10	2			1		1			1
Livingstone College	4											
Mars Hill College	21	9	3	1	3		5					
Meredith College	23	15										
Methodist College	18											
Montreat College												
NC A&T State University						32						
NC Central University	6	12	15	19	11	6	4	6	15	7	3	8
NC State University	141	2	16	2								
NC Wesleyan College	3	1	3									
Pfeiffer University	20	11					5	1	1	1		
Queens University						6						
Salem College		9	2							1		
Shaw University						1						
Southeast College at Wake Forest	3	1										
St Augustine's College	2											
St. Andrews Presbyterian College			7	4	2	3						
UNC-Asheville	3	15	14	4		1		1	1	1		
UNC-Chapel Hill	1	79	2									
UNC-Charlotte	65	121	49	6	1			6	2	1		
UNC-Greensboro	81	182	42	12	2	3	3	4				1
UNC-Pembroke	40	27	3				2			1		
UNC-Wilmington	113	60	28	11	2	1	5	1	3			
Wake Forest University	32											
Warren Wilson College	15											
Western Carolina University	21	28	19	4		2	2			1		
Wingate University	2	8	15	3								
Winston-Salem State University	14	4				1	1					
Totals:	1073	884	537	285	106	144	31	31	34	16	5	17

**Table VIII: Length of Time to Program Completion
(Undergraduate Licensure-Only Students)**

Number of Semesters	Full-Time Students						Part-Time Students					
	1-3	4	5	6	7	8	1-3	4	5	6	7	8
Appalachian State University	1	2	1	15	7	2	1	1	1	1	3	7
Barton College							1		1	2		
Belmont Abbey College	1	1	1									
Bennett College			1									
Campbell University												
Catawba College	6		1									1
Chowan University							2	1				
Duke University												
East Carolina University	2						44	48	14	19	12	12
Elizabeth City State University							46					
Elon University							3					
Fayetteville State University												
Gardner-Webb University							5					
Greensboro College							22	4	6	1	4	1
Guilford College												
High Point University								1				
Johnson C. Smith University							1					
Lees-McRae College								1				
Lenoir-Rhyne College							9	3	6	7	1	2
Livingstone College												
Mars Hill College	5	1					3					1
Meredith College	19	6	2									
Methodist College		3										
Montreat College		4										
NC A&T State University												
NC Central University	3	2		9	12	13	6	14	2	11	8	9
NC State University	1		1				80	4	22	6		
NC Wesleyan College												
Pfeiffer University												
Queens University							1	6	3	1		
Salem College	1	2							3	2		
Shaw University		1	1									
Southeast College at Wake Forest												
St. Augustines College										1	1	3
St. Andrews Presbyterian College												
UNC-Asheville	2	9	5		3			9	5	1	2	1
UNC-Chapel Hill							29	24	11	2		
UNC-Charlotte	1						113	76	32	22	8	8
UNC-Greensboro	1	1			1		2	2	1		2	2
UNC-Pembroke	10	5					19	12	4	3	2	1
UNC-Wilmington	37	5		1	1	1	25	6	8	6	2	2
Wake Forest University												
Warren Wilson College												
Western Carolina University	2											1
Wingate University												
Winston-Salem State University	1		1				5					
Totals:	93	42	14	25	24	16	417	212	119	85	45	51

Table IX: Praxis Performance of Undergraduate Program Completers

Institution	Special Education					
	Overall Passrate		Elementary Ed		Adapted Curriculum	
	N	%	N	%	N	%
Appalachian State University	231	98	207	98		
Barton College	31	100	27	100		
Belmont Abbey College	19	100	19	100		
Bennett College	2	*	2	*		
Campbell University	35	100	35	100		
Catawba College	12	100	12	100		
Chowan University	10	100	10	100		
Duke University	11	100	11	100		
East Carolina University	191	93	168	93		
Elizabeth City State University	18	72	15	73		
Elon University	63	100	53	100		
Fayetteville State University	38	97	37	97		
Gardner-Webb University	28	96	28	96		
Greensboro College	6	100	3	100		
Guilford College	14	100	14	100		
High Point University	24	92	24	92		
Johnson C. Smith University	5	100	5	100		
Lees-McRae College	58	97	58	97		
Lenoir-Rhyne College	14	93	14	93		
Mars Hill College	42	95	42	95		
Meredith College	42	98	42	98		
Methodist College	5	100	5	100		
Montreat College	4	75	4	75		
NC A&T State University	15	100	12	100		
NC Central University	40	95	38	95		
NC Wesleyan College	13	100	13	100		
Pfeiffer University	21	95	20	95		
Queens University	14	100	14	100		
Salem College	22	95	21	95		
Shaw University	1	*	1	*		
St Andrews Presbyterian College	12	100	12	100		
UNC-Asheville	30	100	30	100		
UNC-Chapel Hill	56	100	56	100		
UNC-Charlotte	190	98	170	98	7	100
UNC-Greensboro	138	100	116	100		
UNC-Pembroke	49	94	43	93		
UNC-Wilmington	199	98	180	98		
Wake Forest University	16	100	16	100		
Warren Wilson College	4	100	4	100		
Western Carolina University	58	98	46	100		
Wingate University	14	100	14	100		
Winston-Salem State University	14	86	11	91		
State Rates	1809	97	1652	97	7	100

* Pass Rates Not Reported if Less than 4 test takers.

Table IX: Praxis Performance of Undergraduate Program Completers

Institution	Special Education							
	General Curriculum		BED		Cross Categorical		Learning Disabled	
	N	%	N	%	N	%	N	%
Appalachian State University							24	100
Barton College							4	100
Belmont Abbey College								
Bennett College								
Campbell University								
Catawba College								
Chowan University								
Duke University								
East Carolina University			2	*			10	90
Elizabeth City State University	2	*					1	*
Elon University							10	100
Fayetteville State University	1	*						
Gardner-Webb University								
Greensboro College							3	*
Guilford College								
High Point University								
Johnson C. Smith University								
Lees-McRae College								
Lenoir-Rhyne College								
Mars Hill College								
Meredith College								
Methodist College								
Montreat College								
NC A&T State University						3	*	
NC Central University							1	*
NC Wesleyan College								
Pfeiffer University			1	*				
Queens University								
Salem College	1	*						
Shaw University								
St Andrews Presbyterian College								
UNC-Asheville								
UNC-Chapel Hill								
UNC-Charlotte	12	100						
UNC-Greensboro	15	100	1	*	1	*	5	100
UNC-Pembroke	1	*					4	100
UNC-Wilmington	1	*	4	100			8	100
Wake Forest University								
Warren Wilson College								
Western Carolina University	2	*					5	100
Wingate University								
Winston-Salem State University							3	*
State Rates	35	100	8	100	4	100	78	96

* Pass Rates Not Reported if Less than

Table IX: Praxis Performance of Undergraduate Program Completers

Institution	Special Education			
	Mentally Disabled		Visually Impaired	
	N	%	N	%
Appalachian State University				
Barton College				
Belmont Abbey College				
Bennett College				
Campbell University				
Catawba College				
Chowan University				
Duke University				
East Carolina University	11	91		
Elizabeth City State University				
Elon University				
Fayetteville State University				
Gardner-Webb University				
Greensboro College				
Guilford College				
High Point University				
Johnson C. Smith University				
Lees-McRae College				
Lenoir-Rhyne College				
Mars Hill College				
Meredith College				
Methodist College				
Montreat College				
NC A&T State University				
NC Central University			1	*
NC Wesleyan College				
Pfeiffer University				
Queens University				
Salem College				
Shaw University				
St Andrews Presbyterian College				
UNC-Asheville				
UNC-Chapel Hill				
UNC-Charlotte	1	*		
UNC-Greensboro				
UNC-Pembroke	1	*		
UNC-Wilmington	6	100		
Wake Forest University				
Warren Wilson College				
Western Carolina University	5	80		
Wingate University				
Winston-Salem State University				
State Rates	24	92	1	*

* Pass Rates Not Reported if Less than

EMPLOYMENT AND PROGRAM SATISFACTION

To determine the percent of individuals completing initial licensure programs at each institution who actually were licensed and employed in the public schools of North Carolina one year after program completion, a search of the DPI Licensure and the Salary Administration databases was conducted using the names of individuals provided by the institutions.

To determine the satisfaction with teacher education programs of individuals who have completed the programs and their employers, a survey was distributed to recent undergraduate program completers employed in the public schools of North Carolina, their mentors, and their principals. Respondents were asked to rate their satisfaction with the teacher education program in general, the beginning teacher's preparation for managing the classroom, his/her preparation for using technology as an instructional tool, his/her preparation for meeting the needs of diverse learners, and his/her preparation in curriculum content and delivery strategies. A copy of the surveys is included at the end of this section of the Summary Report.

On a 4.0 scale, program completers expressed the greatest satisfaction with their preparation in curriculum content and delivery strategies (3.60), followed by the program in general (3.55). [This is consistent with previous years.] Their satisfaction with their preparation to utilize technology, meet the needs of diverse learners, and manage the classroom were 3.38, 3.38, and 3.30 respectively. The mean ratings of principals and mentor teachers ranged from 3.29 to 3.58.

Table X provides information on the number of individuals completing undergraduate teacher education programs who were licensed and employed in the public schools of North Carolina within one year of program completion. **Table XI** summarizes the results of the survey of program completers, mentor teachers, and principals.

**Table X: Percentage of Student Teachers Licensed/Employed
within 1 Year of Program Completion**

Institution	Number of Student Teachers	% Licensed	% Employed
Appalachian State University	503	95	72
Barton College	42	95	83
Belmont Abbey College	21	95	81
Bennett College	4	75	50
Campbell University	46	98	83
Catawba College	23	83	65
Chowan University	19	53	26
Duke University	22	82	9
East Carolina University	385	92	64
Elizabeth City State University	26	81	73
Elon University	89	94	46
Fayetteville State University	89	92	69
Gardner-Webb University	44	98	68
Greensboro College	17	88	53
Guilford College	17	94	71
High Point University	29	86	69
Johnson C. Smith University	5	80	60
Lees-McRae College	62	95	79
Lenoir-Rhyne College	30	93	73
Livingstone College	1	*	*
Mars Hill College	56	89	75
Meredith College	75	97	71
Methodist College	12	92	75
Montreat College	5	80	40
NC A&T State University	24	100	88
NC Central University	82	84	62
NC State University	160	83	54
NC Wesleyan College	14	93	79
Pfeiffer University	30	97	67
Queens University	25	84	64
Salem College	35	91	86
Shaw University	5	40	40
Southeastern College at Wake Forest	4	75	50
St Andrews Presbyterian College	19	74	68
St Augustine's College	1	*	*
UNC-Asheville	61	97	74
UNC-Chapel Hill	168	96	71
UNC-Charlotte	303	97	72
UNC-Greensboro	258	90	74
UNC-Pembroke	96	100	84
UNC-Wilmington	327	93	61
Wake Forest University	27	89	44
Warren Wilson College	6	100	33
Western Carolina University	125	95	67
Wingate University	27	81	63
Winston-Salem State University	27	81	67
State Totals	3446	92	68

* % not reported if less than 4 completers

Table X (Continued): Ranking of Institutions by % Licensed and % Employed

Ranking by Number of Student Teachers	Number of Student Teachers	Ranking by Percentage of Student Teachers Licensed	Percent Licensed	Ranking by Percentage of Student Teachers Employed in NC Public Schools	Percent Employed
Appalachian State University	503	NC A&T State University	100	NC A&T State University	88
East Carolina University	385	UNC-Pembroke	100	Salem College	88
UNC-Wilmington	327	Warren Wilson College	100	UNC-Pembroke	84
UNC-Charlotte	303	Campbell University	98	Barton College	83
UNC-Greensboro	258	Gardner-Webb University	98	Campbell University	83
UNC-Chapel Hill	168	UNC-Asheville	97	Belmont Abbey College	81
NC State University	160	Meredith College	97	Lees-McRae College	79
Western Carolina University	125	Pfeiffer University	97	NC Wesleyan College	79
UNC-Pembroke	96	UNC-Charlotte	97	Mars Hill College	75
Elon University	89	UNC-Chapel Hill	96	Methodist College	75
Fayetteville State University	89	Appalachian State University	95	UNC-Asheville	74
NC Central University	82	Barton College	95	UNC-Greensboro	74
Meredith College	75	Belmont Abbey College	95	Elizabeth City State University	73
Lees-McRae College	62	Lees-McRae College	95	Lenoir-Rhyne College	73
UNC-Asheville	61	Western Carolina University	95	Appalachian State University	72
Mars Hill College	56	Elon University	94	UNC-Charlotte	72
Campbell University	46	Guilford College	94	Guilford College	71
Gardner-Webb University	44	Lenoir-Rhyne College	93	Meredith College	71
Barton College	42	NC Wesleyan College	93	UNC-Chapel Hill	71
Salem College	35	UNC-Wilmington	93	Fayetteville State University	69
Lenoir-Rhyne College	30	East Carolina University	92	High Point University	69
Pfeiffer University	30	Fayetteville State University	92	Gardner-Webb University	68
High Point University	29	Methodist College	92	St Andrews Presbyterian College	68
Wake Forest University	27	Salem College	91	Pfeiffer University	67
Wingate University	27	UNC-Greensboro	90	Western Carolina University	67
Winston-Salem State University	27	Mars Hill College	89	Winston-Salem State University	67
Elizabeth City State University	26	Wake Forest University	89	Catawba College	65
Queens University	25	Greensboro College	88	East Carolina University	64
NC A&T State University	24	High Point University	86	Queens University	64
Catawba College	23	NC Central University	84	Wingate University	63
Duke University	22	Queens University	84	NC Central University	62
Belmont Abbey College	21	Catawba College	83	UNC-Wilmington	61
Chowan University	19	NC State University	83	Johnson C. Smith University	60
St Andrews Presbyterian College	19	Duke University	82	NC State University	54
Greensboro College	17	Elizabeth City State University	81	Greensboro College	53
Guilford College	17	Wingate University	81	Bennett College	50
NC Wesleyan College	14	Winston-Salem State University	81	Southeastern College at Wake Forest	50
Methodist College	12	Johnson C. Smith University	80	Elon University	46
Warren Wilson College	6	Montreat College	80	Wake Forest University	44
Johnson C. Smith University	5	Bennett College	75	Montreat College	40
Montreat College	5	Southeastern College at Wake Forest	75	Shaw University	40
Shaw University	5	St Andrews Presbyterian College	74	Warren Wilson College	33
Bennett College	4	Chowan University	53	Chowan University	26
Southeastern College at Wake Forest	4	Shaw University	40	Duke University	9
Livingstone College	1	Livingstone College	*	Livingstone College	*
St Augustine's College	1	St Augustine's College	*	St Augustine's College	*
State Summary	3446		92		68

Table XI: Survey Results
Undergraduate Completers

Satisfaction	Number Responding			Program in General			Managing the Classroom			Technology			Diverse Learners			Instructional Delivery		
	C	M	P	C	M	P	C	M	P	C	M	P	C	M	P	C	M	P
C = Program Completer M = Mentor P = Principal																		
Appalachian State University	224	244	225	3.53	3.64	3.52	3.17	3.37	3.31	3.39	3.60	3.33	3.27	3.41	3.35	3.55	3.56	3.47
Barton College	17	23	22	3.65	3.48	3.50	3.47	3.52	3.36	3.76	3.52	3.32	3.65	3.39	3.41	3.71	3.61	3.55
Beimont Abbey College	≈ 13	≈ 14	≈ 13	3.62	3.36	3.38	3.23	2.71	3.08	3.54	3.64	3.46	3.15	3.07	3.31	3.62	3.21	3.46
Bennett College	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Campbell University	22	28	23	3.77	3.77	3.52	3.64	3.50	3.48	3.59	3.64	3.39	3.59	3.50	3.43	3.77	3.75	3.43
Catawba College	11	14	10	3.73	3.86	3.40	3.09	3.64	3.20	3.09	3.50	3.30	3.27	3.43	3.30	3.55	3.71	3.30
Chowan University	≈ 7	≈ 8	0	3.57	3.38	*	3.29	3.50	*	3.71	3.57	*	3.29	3.57	*	3.71	3.57	*
Duke University	*	≈ 5	*	*	3.40	*	*	3.00	*	*	3.60	*	*	2.80	*	*	3.40	*
East Carolina University	173	214	189	3.56	3.61	3.59	3.34	3.31	3.35	3.27	3.49	3.37	3.30	3.32	3.36	3.57	3.51	3.44
Elizabeth City State University	10	17	15	3.50	3.71	3.57	3.40	3.71	3.33	3.60	3.59	3.40	3.20	3.41	3.20	3.60	3.71	3.20
Elon University	21	31	24	3.81	3.68	3.88	3.43	3.35	3.58	3.76	3.52	3.67	3.62	3.35	3.71	3.86	3.68	3.67
Fayetteville State University	29	28	36	3.39	3.43	3.42	3.52	3.36	3.08	3.41	3.54	3.19	3.24	3.32	3.06	3.59	3.50	3.28
Gardner-Webb University	21	20	14	3.57	3.40	3.50	3.43	3.35	3.36	3.14	3.45	3.43	3.57	3.25	3.29	3.76	3.50	3.36
Greensboro College	*	9	6	*	3.78	3.17	*	3.78	3.17	*	3.78	3.00	*	3.67	3.17	*	3.88	3.17
Guilford College	8	8	8	3.43	3.25	2.63	2.75	2.88	2.25	3.00	3.50	2.63	3.38	3.13	2.38	3.50	3.38	2.71
High Point University	11	15	13	3.73	3.87	3.85	3.27	3.73	3.92	3.45	3.60	3.46	3.40	3.60	3.77	3.45	3.80	3.85
Johnson C. Smith University	*	≈ 5	*	*	3.60	*	*	3.20	*	*	3.40	*	*	3.00	*	*	3.40	*
Lees-McRae College	32	32	35	3.44	3.48	3.49	3.28	3.19	3.54	3.28	3.44	3.51	3.50	3.28	3.31	3.63	3.31	3.37
Lenoir-Rhyne College	16	16	16	3.25	3.38	3.69	3.13	3.06	3.44	3.44	3.44	3.06	3.44	2.94	3.06	3.44	3.13	3.31
Livingstone College	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Mars Hill College	27	26	26	3.44	3.42	3.42	3.22	3.36	3.35	3.19	3.46	3.19	3.52	3.35	3.35	3.52	3.54	3.38
Meredith College	32	46	33	3.84	3.74	3.67	3.50	3.57	3.36	3.44	3.65	3.48	3.59	3.54	3.59	3.88	3.65	3.52
Methodist College	6	6	7	3.67	3.50	3.43	3.50	3.33	3.33	3.50	3.50	3.43	3.50	3.17	3.29	3.50	3.33	3.43
Montreat College	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
NC A&T State University	10	15	9	3.60	3.60	3.00	3.30	3.27	2.89	3.70	3.53	3.22	3.60	3.40	3.00	3.90	3.53	3.00
NC Central University	26	34	17	3.50	3.26	3.35	3.31	3.09	3.12	3.35	3.12	3.29	3.38	2.97	3.18	3.69	3.09	3.18
NC State University	51	62	51	3.56	3.53	3.41	3.31	3.31	3.25	3.45	3.52	3.49	3.22	3.18	3.29	3.45	3.44	3.31
NC Wesleyan College	≈ 12	≈ 12	≈ 6	3.82	3.67	3.33	3.33	3.33	3.00	3.33	3.33	3.17	3.25	3.42	3.17	3.75	3.75	3.17
Pfeiffer University	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Queens University	12	16	13	3.75	3.31	3.54	3.50	3.19	3.23	3.75	3.44	3.08	3.67	3.19	3.23	3.67	3.38	3.46
Salem College	19	24	20	3.79	3.79	3.30	3.26	3.38	3.20	3.05	3.63	3.25	3.58	3.46	3.10	3.79	3.75	3.30
Shaw University	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Table XI: Survey Results
Undergraduate Completers

Satisfaction C = Program Completer M = Mentor P = Principal	Number Responding			Program in General			Managing the Classroom			Technology			Diverse Learners			Instructional Delivery		
	C	M	P	C	M	P	C	M	P	C	M	P	C	M	P	C	M	P
Southwest College at Wake Forest	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
St Augustine's College	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
St. Andrews Presbyterian College	7	12	7	3.57	3.33	3.43	3.29	3.08	3.14	3.57	3.42	3.29	3.86	3.25	3.29	3.71	3.42	3.43
UNC-Asheville	25	21	26	3.72	3.57	3.31	3.40	3.43	3.12	3.60	3.62	3.35	3.44	3.43	3.15	3.72	3.71	3.28
UNC-Chapel Hill	61	87	55	3.51	3.43	3.65	3.15	3.06	3.42	3.41	3.38	3.53	3.49	3.20	3.55	3.74	3.39	3.56
UNC-Charlotte	109	144	138	3.41	3.57	3.49	3.23	3.33	3.29	3.23	3.60	3.32	3.32	3.38	3.30	3.59	3.57	3.41
UNC-Greensboro	107	127	97	3.49	3.63	3.59	3.37	3.42	3.26	3.38	3.49	3.29	3.46	3.47	3.29	3.52	3.60	3.43
UNC-Pembroke	44	58	48	3.39	3.62	3.44	3.44	3.43	3.09	3.35	3.53	3.06	3.21	3.47	3.17	3.48	3.57	3.30
UNC-Wilmington	124	156	137	3.50	3.62	3.50	3.23	3.45	3.26	3.38	3.65	3.26	3.38	3.42	3.29	3.56	3.54	3.37
Wake Forest University	5	7	8	3.80	3.71	3.50	3.40	3.29	3.25	4.00	3.57	3.50	3.40	3.29	3.38	3.80	3.57	3.50
Warren Wilson College	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Western Carolina University	49	59	57	3.76	3.66	3.60	3.49	3.42	3.42	3.61	3.69	3.39	3.45	3.49	3.30	3.78	3.58	3.39
Wingate University	12	13	12	3.64	3.62	3.25	3.42	3.62	2.92	3.42	3.38	3.08	3.42	3.38	2.92	3.58	3.54	3.25
Winston-Salem State University	10	15	15	3.30	3.07	3.27	3.00	3.00	3.07	3.40	3.20	3.07	3.22	3.13	3.07	3.70	3.27	3.00
** Grand Totals	1363	1671	1431															
State Averages				3.55	3.58	3.51	3.30	3.35	3.29	3.38	3.54	3.33	3.38	3.36	3.31	3.60	3.53	3.40

* Less than five survey responses received. Responses will be held and combined with next year's survey responses.

** Contains only the number of surveys received this year.

≡ Last year, less than five survey responses were received. They are included with this year's responses.

REWARDS AND SANCTIONS

Undergraduate Programs

If schools are to succeed, they must be staffed with quality professionals. The quality of teacher education programs is a significant factor in determining the quality of the teaching profession. Because of this, programs should be assessed on a regular basis. One key method of assessing program quality is found in the Teacher Education Program Approval process. This process requires on-site reviews of teacher education programs by trained teams of professionals at least every five years. To assist in carrying out this process and in assessing the on-going quality of teacher preparation, a Performance Report will be issued for each North Carolina college or university with an approved teacher education program. Data from the program approval process and the IHE Performance Report will be used to reward and sanction programs as required by the Excellent Schools Act.

Undergraduate teacher education programs must:

- (a) Maintain annually a passing rate of at least 70% on Praxis II exams.
- (b) Receive annually positive ratings (3 or 4) from at least 70% of graduates and employers responding to surveys.
- (c) Exhibit direct and ongoing involvement with the public schools.

An undergraduate teacher education program shall be designated as "Low Performing" if:

- (a) It does not meet 2 of the above 3 criteria in a single year; or
- (b) It does not meet the same 1 of the above 3 criteria twice in three years; or
- (c) It does not meet any 1 of the above 3 criteria for 3 consecutive years.

The public disclosure of the IHE Performance Reports serves as a means of rewards/sanctions itself, as institutions seek to attract students and garner alumni support. Further sanctions are described below.

For any criterion that the institution does not meet, it will be required to submit a written plan to the Department of Public Instruction detailing the actions that will be taken to correct the deficiency(ies); technical assistance will be available through the Teacher Education Section. The reports will be reviewed by the State Evaluation Committee on Teacher Education, which may recommend further action (e.g., sending a team to campus; requiring additional information, etc.) If an institution is designated "Low-Performing," on two consecutive assessments, the Department will conduct an on-site review of the program. The results of this review will be reported to the State Board of Education and may result in closure of the licensure program.

A "rule of 5" will be applied to Praxis II and survey data; i.e., data with an "N" fewer than 5 will not be reported. Data will be banked until a minimum of 5 scores or responses are recorded and then reported.

SURVEYS OF PROGRAM COMPLETERS, MENTORS, PRINCIPALS

IHE PERFORMANCE REPORT

Program Completer Survey



In the **"ID Number"** block to the left, use the enclosed list of college and university ID numbers to fill in the four-digit code for the college or university from which you graduated.

XXXXXXXXXXXXXXXXXXXX

GENERAL PURPOSE DATA SHEET II
Form No. 70921

Lowest rating

(D)

(C)

(B)

Highest rating

(A)

QUESTIONS 1-5

Please use the following scale to answer questions 1-5:

- (A) Strongly Agree
- (B) Agree
- (C) Disagree
- (D) Strongly Disagree

1. I am satisfied with the quality of my teacher education program. →

* * * * *

As a result of my teacher education program, I am prepared to:

- 2. effectively manage the classroom. →
- 3. use technology to enhance learning. →
- 4. address the needs of diverse learners. →
- 5. deliver curriculum content through a variety of instructional approaches. →

* * * * *

QUESTION 6

Please indicate your employment status.

6. I am (indicate A, B, C, or D on this line): →
- A) a North Carolina public school teacher.
 - B) a North Carolina private school teacher.
 - C) teaching in a school outside the State of North Carolina.
 - D) not currently teaching.

QUESTIONS 7 - 8

Please write in the grade level and subject you are teaching.

- 7. Grade Level _____
- 8. Subject _____

