

# IHE Bachelor Performance Report

## Catawba College

2005 - 2006

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### Overview of the Institution

Established in 1851, Catawba College is a small liberal arts institution affiliated with the United Church of Christ. The college is located in the southern piedmont region of North Carolina. Undergraduate education is the primary focus of the college, with majors in the arts and sciences, as well as some specialized fields. In addition, Catawba College operates a small graduate program that serves local educators in Elementary Education. Utilizing the skills of more than 96 full- and part-time faculties, Catawba College provides instruction to approximately 1300 students representing 25 states and several foreign countries.

### Special Characteristics

Catawba College has a long history of public service, first opening its doors in Newton in 1851 and in Salisbury since 1925. Approximately 40% of the student body arrives from outside of North Carolina. The college offers fifteen licensure programs, all rooted in the unit's conceptual framework Teacher as Reflective Practitioner. The framework is aligned with state program approval standards as well as with national standards from the Interstate New Teacher Assessment and Support Consortium (INTASC) and the National Board for Professional Teaching Standards (NBPTS). Reflection permeates all of the college's teacher education programs, with portfolios providing substantial evidence for candidate performance. The teacher education programs are small, and the college prides itself on its ability to provide individual attention and support to all of its students. This small size allows all juniors admitted to any teacher education program to enroll as a cohort in a year-long Curriculum and Instructional Theory and Design course sequence that is team-taught by the faculty. Methods courses are aligned with the theory and design course sequence, and field experiences are provided through an emerging and expanding set of partnership programs with area public schools. Pre-service teachers develop professional portfolios that are centered on the INTASC standards during junior internship experiences and student teaching. This highly structured, tightly sequenced set of experiences that blend theory, methods, and classroom practice allows for a cohesiveness that is one of the most unique features of the undergraduate teacher education programs at the college. The master's degree program in elementary education provides a continuum of professional growth as it prepares practicing teachers as reflective practitioners. The graduate program builds upon the essential content knowledge and professional knowledge and skills gained through undergraduate studies and through classroom teaching experiences. The goals of the M.Ed. program extend the competencies addressed by the Interstate New Teacher Assessment and Support Consortium (INTASC). They incorporate the North Carolina Department of Public

Instruction's Competencies for Advanced Licensure and the five propositions of the National Board for Professional Teaching Standards (NBPTS). Based on these standards and guidelines, 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. In order to better provide for continuous program improvement, teacher education faculty recently adopted the Catawba College Teacher Education Unit Assessment System. This system incorporates a variety of quantitative and qualitative assessments, including evaluations developed in collaboration with public school partners. Quality teaching is the standard at Catawba College. Accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, Catawba College offers teacher education programs accredited by the National Council for Accreditation of Teacher Education and approved by the North Carolina State Board of Education.

## **Program Areas and Levels Offered**

Catawba College offers thirteen undergraduate licensure programs and one graduate licensure program in Elementary Education. Approved undergraduate programs include Elementary Education (K-6), Middle School Education (6-9, with concentrations in Language Arts, Mathematics, Science, and Social Studies), Secondary Education (9-12 in English, Mathematics, Comprehensive Social Studies, Comprehensive Science, Biology, and Chemistry), and Special Subject Areas (K-12 in Physical Education and Music). A second field license program in Reading Education is also offered. Graduate study leading to a Master's Degree is available in Elementary Education (K-6).

## **I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION INITIATIVES**

### **A. Identify the LEAs and/or individual schools with which you have collaborative activities/partnerships. Brief summary of these activities/partnerships. (e.g. , Professional Development Schools, etc.).**

Most collaborative activities take place with the Rowan-Salisbury Schools. In 1998 the college and Overton Elementary entered into a partnership agreement ratified by the Board of Education that established the Catawba Overton Partnership for Excellence (COPE). Among its goals are to improve the quality of teacher preparation, to close the gap between theory and practice, and to produce measurable improvements in learning for all students. Overton provides an environment where "junior interns" apply their knowledge from theory and methods classes to the classroom of an "Overton mentor." During 2005-2006, pre-service teachers participated in a bus tour of neighborhoods, observed model lessons, hosted a "Science Day," presented basal reading lessons, diagnosed reading difficulties, provided after-school tutorials, and taught lessons. Overton's COPE Director leads seminars for junior interns. The school principal and COPE Director are on the college's Teacher Education Council that regulates candidate admissions and policy decisions. Overton faculty were closely involved in the redesign of several assessments during development of the unit assessment system for the College in 2004. COPE partners have received funding from external organizations such as the Robertson Foundation to provide bus transportation for tutoring, curriculum materials, and technology as well as the Proctor Foundation for instructional materials. The college has also provided funding for the partnership

and compensates the COPE Director. COPE has its own governance structure guided by policies and procedures outlined in the COPE handbook. Evidence from focus groups and surveys indicate that Overton faculty, Catawba College Teacher Education faculty, and college interns believe the partnership is having a positive impact and also indicate that the initial goals are being supported. For five years, the majority of students tutored by elementary education majors met or exceeded their expected growth on the Fifth Grade North Carolina End of Year Mathematics Test and the majority of these students have been from demographic subgroups “at risk” for failure. Test results for 2004-2005 were not as encouraging as in previous years. In 2005-2006 the majority of students were in grades 3-4 and results for 2005-2006 are not yet available. Similar partnerships exist with Salisbury High School and area middle schools (through the Alliance for Improving Middle Schools). Juniors in methods classes participated in spring internships at Salisbury High, Knox Middle School, and North Middle School. Salisbury High faculty serve on the college's Teacher Education Council, make presentations at SNCAE meetings and other ceremonies, work as cooperating teachers, and collaborate in the development of assessment instruments in a similar manner as the Overton faculty.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
Overton Elementary School (Rowan Salisbury Schools)	Goals: 1. To improve the quality of a teacher preparation program through rigorous entry and program standards and a relevant array of “real world” application experiences 2. To create more powerful and effective models to strengthen the profession of teaching including school leadership, from the initial stages of preparation through the socialization, induction and continuous renewal of educators 3. To close the gap between educational theory and the wisdom of practice. 4. To redefine the professional roles of school-based and college-based educators consistent with the demands of the 21st century 5. To improve an elementary school through the development of better-prepared educators who contribute to a school culture focused on	1. Pre-service teachers enrolled in Elementary Methods I and II engaged in a year-long junior internship at Overton Elementary. Experiences included- • Classroom observations (Goals 1-3,5) • Organization of a “science day” (1,3,5) • Teaching lessons in reading, mathematics, social studies/ integrated arts. (1,3,5,6) 2. Seminars for junior interns were conducted on and off campus by the COPE Director (an Overton teacher). This person receives a stipend for her services and serves on the Teacher Education Council.(Goal 4) 3. The Overton principal serves on the Teacher Education Council. 4. A COPE Advisory Council consisting of college and school faculty oversees program governance. 5. Free graduate tuition was provided for Overton teachers who enrolled in the M.Ed. program. 6. Junior interns conducted reading diagnoses for Overton students. (Goals 1,5) 7. Mathematics tutoring was provided for students in	1. Internship evaluation forms were completed by mentor teachers. Ten of 11 candidates were recommended for admission to student teaching. Reservations were expressed regarding one candidate. (Goals 1, 3,5) 2. Separate focus group meetings were held with junior interns and mentors. A review of transcripts reveals that interns and mentors believe goals of the program are being met. (Goals 1-6) 3. College faculty completed survey forms and indicated the belief that program goals were being met.(Goals 1-6) 4. Three of 12 Overton teachers enrolled in graduate courses and received tuition waivers. 5. Results of the effectiveness of mathematics tutoring for 2005-2006 are inconclusive at this time (Goal 6)

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	learning outcomes. 6. To produce measurable improvements in classroom learning for all students who contribute to a school culture focused on learning.	grades 3,4, and 5. (Goals 1,3,5,6) 8. One hundred percent of full time Teacher Education faculty participated , including planning with Overton faculty. (Goal 4) 9. Science demonstrations conducted by an Education faculty member were held for second graders.	
Salisbury High School (Rowan Salisbury Schools)	Goals 1. To improve the quality of teacher preparation for 9-12 teachers through rigorous entry and program standards and a relevant array of “real world” application experiences. 2. To strengthen the profession of teaching including school leadership, from the initial stages of preparation through the socialization, induction, and continuing renewal of educators. 3. To close the gap between educational theory and the wisdom of practice. 4. To redefine the professional roles of school-based and college-based educators consistent with	1. Five junior interns (3 social studies, 1 English, and 1 math) enrolled in methods classes were assigned field placements. These junior interns made observations and taught three formal and sequential lessons. Formal three-way pre-and post-conferences were held among the interns, school-based and college-based educators. 2. A college faculty member (a former teacher of mathematics at SHS) was assigned as college coordinator of the project. 3. A high school teacher was assigned as high school coordinator and given rank as Clinical Adjunct Instructor with a stipend. She is also a member of the Teacher Education Council. She is also presently being	1. Internship evaluation forms were completed by mentor teachers. All candidates were recommended for admission to student teaching; however overall evaluations were not as positive as for elementary interns in the Overton partnership. Reservations were expressed regarding one candidate. (Goals 1, 2 3,5) 2. Meetings with college and school-based faculty indicate the belief the partnership is mutually beneficial. 3. High school students who attended the Teacher Education Day recruitment activity were surveyed and indicated a high level of

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	<p>the demands of the 21st century through an exchange of ideas between college-based educators, school-based educators, and interns. 5. To improve SHS and the learning experience of its students through the development of better-prepared educators who contribute to a school culture focused on learning outcomes. 6. To produce improvements in classroom learning for all students at all levels through the collective talents, knowledge, energies, and resources of the partners. 7. To provide teachers-in-training opportunities for reflection on their own experiences and to encourage re-examination and reflection among the school-based and college-based educators.</p>	<p>trained as a member of the Board of Examiners for NCATE. 4. The Catawba College/ Salisbury High School Partnership for Excellence Handbook was revised. 5. The SHS principal serves on the Teacher Education Council 6. Pre-service teachers in EDUC 2101 Introduction to Teaching made classroom observations. 7. Teacher Education Day (designed to recruit prospective teachers) was held in conjunction with SHS and four other high schools. One hundred students, including 20 from SHS, attended. 8. Pi Day held in collaboration with the Catawba College Math Club and Math Dept. 9. The Chair of Teacher Education, SHS principal, and a teacher were assigned to a county-wide high school reform task force (Goal 4).</p>	<p>satisfaction with the event (goal 2). 4. The SHS principal and the Clinical Adjunct Professor attended all meetings of the Teacher Education Council. 5. Task force meetings have just begun; members are engaged in a series of common readings, including Breaking Ranks.)(Goals 4, 6).</p>

## **B. Brief Summary of faculty service to the public schools.**

The public schools provide Catawba with many students, and many of the children of the faculty attend our public schools. Many faculty members are graduates of the North Carolina public schools. Therefore, it is not surprising that Teacher Education and other college faculty were deeply involved with area public schools without financial compensation. Evidence for faculty involvement is documented through Outreach Catawba: Survey of Faculty Involvement with the Public School. Surveys were sent to 83 faculty with a response rate of 67.5% (56 of 83.) Of the respondents, 64.3% (36 of 56) indicated significant involvement with public education. One hundred percent of Teacher Education faculty were involved. In the Catawba-Overton Partnership for Excellence, (COPE) Teacher Education faculty volunteered time in tutoring as well as diagnosing reading difficulties. The department chair was appointed by the local superintendent to serve on a task force that will make recommendations for high school improvement. A former North Carolina Teacher of the Year helped organize a Teacher Education Day designed to recruit students into the profession, while two other faculty participated in a recruitment fair hosted by the Rowan-Salisbury Schools. Another Teacher Education faculty member served on the Rowan-Salisbury's Teacher of the Year Selection Committee. Educators' Dinners allow public school personnel, Teacher Education faculty and students to discuss educational issues; these dinners are organized in part by volunteer efforts by the faculty. Arts and Sciences faculty freely participated in a variety of interactions, including classroom presentations, conducting workshops, judging contests, providing PTA leadership and participation, helping with field days, tutoring, hosting camps, and supervising trips for academics or athletics. A music professor provided assistance to area concert and marching bands and judged band competitions, all without compensation. The Department of Mathematics continued to sponsor a state level NCCTM mathematics contest for middle and high school students. A Teacher Education faculty member taught four third grade classes about Kwanzaa. A professor of English made poetry presentations in area classrooms and also assisted area students with a "poetry slam." Theatre Arts faculty took college students to perform monologues and other performances in area schools; one served as a judge at the State Thespian Festival. The Theatre honors society participated in a pen pal program with gifted fourth graders. Theatre Arts faculty also assisted students in school theatre productions with the selection of costumes to borrow from the Theatre Arts department. Faculty from Physical Education coordinated efforts for Special Olympics. Science faculty were involved with the public schools, including the presentation of science shows and the judging of science fairs. The Center for the Environment sponsored an Environmental Science Day, environmental education workshops, and continued their Ecoconnections on-line publication. Furthermore, college facilities were offered to public schools at no charge. As all of these volunteer efforts make clear, Catawba College is strongly committed to North Carolina's public schools.

## **C. Brief description of unit/institutional programs designed to support beginning teachers.**

The Department of Teacher Education has an ILP agreement with the Rowan-Salisbury Schools by which college faculty members make professional services available to beginning teachers. Discussions were held between the department chair and the ILT Coordinator for the Rowan-Salisbury Schools about the needs of beginning teachers, particularly lateral entry teachers. As a

result, the department continued to sponsor a summer professional development workshop for lateral entry teachers. Methods classes continued to be offered in the afternoons, and several teachers enrolled in an internship course in which they were observed by college faculty. Further efforts included "Educators' Dinners" sponsored by the Hobbie Center for Values and Ethics and often attended by beginning teachers. Conversations with prospective and career educators allowed beginning teachers to gain and share insight into the values and issues of the profession. More informal opportunities to support beginning teachers included electronic mail correspondence and phone calls between departmental faculty and former students regarding their novice teacher roles.

#### **D. Brief description of unit/institutional efforts to serve lateral entry teachers.**

The Department of Teacher Education continued to offer programs for lateral entry teachers in twelve areas of licensure. During summer 2005, faculty from Catawba College cooperated with faculty from the Rowan- Salisbury Schools and presented a four-day professional development workshop to first-year lateral entry teachers. The Coordinator of Alternative Licensure serves as an advisor to teachers enrolled in a cooperative program with Pfeiffer University. The department head has met with the Director of the Charlotte Regional Area Licensure Center to discuss ways that Catawba might better serve the needs of lateral entry teachers. The department head is in frequent contact with the ILT Coordinator for the Rowan-Salisbury Schools and addresses the needs of lateral entry teachers. Late afternoon classes were made available, as well as internships for lateral entry teachers with supervision by college faculty. Reduced tuition was available through Catawba's post-baccalaureate teacher licensure program.

#### **E. Brief description of unit/institutional programs designed to support career teachers.**

Supporting the continuum of professional development and learning for career teachers is important to Catawba College. The college supports only one area of graduate study, programs that serve experienced teachers. Further illustrating its commitment to career teachers, the college offers the Graduate Program with tuition comparable to state institutions. Career teachers serve in a variety of advisory capacities, serving on the Graduate Advisory Committee, the undergraduate Teacher Education Council, and Catawba-Overton Partnership for Excellence Advisory Committee. In 2005-2006, a faculty member and a local career teacher made a presentation at the North Carolina Science Teachers Professional Development Institute in Greensboro. Another faculty member and three career teachers made a presentation on reciprocal teaching at a reading conference in Winston-Salem. Faculty presented workshops on mathematics strategies for elementary teachers and brain compatible teaching strategies. Teacher Education faculty taught demonstration lessons in the partnership school. The college-sponsored Educator's Dinners provide additional support and opportunities for discussion regarding current issues and trends. Catawba's graduate students, who are all licensed teachers, are given unique opportunities to challenge themselves through the planning and implementation of projects with the support and guidance of Catawba's graduate faculty. During 2005-2006 career teachers, who were pursuing certification by the National Board for Professional Teaching Standards, conferred with professors and utilized the college's Curriculum Materials Center in preparation for their assessments.

#### **F. Brief description of unit/institutional efforts to assist low-performing, at-risk, and/or priority schools.**

No school in the Rowan-Salisbury system was designated as low-performing during the 2005-2006 school year. However, Catawba College participated in four programs designed to reach low performing students at various stages in their development. First, discussions regarding the formation of a public school-college partnership with Overton Elementary School began when the school was in jeopardy of being designated as low-performing. Hence, this collaboration, known as the Catawba-Overton Partnership for Excellence (COPE) was initiated because of the College's desire to assist the school, which has a majority of students from lower socio-economic backgrounds as well as a significant number of special needs and exceptional students. During 2005-2006, tutorials were continued to address the needs of low performing students in reading and mathematics. Elementary education majors tutored low performing students in reading and mathematics in a program known as "Overton Overtime." For five years, the majority of students who have been tutored by elementary education majors have met or exceeded their expected growth on the Fifth Grade North Carolina End of Year Mathematics Test; the majority of these students have been from demographic subgroups "at risk" for failure. Unfortunately, school results for the 2004-2005 academic year were disappointing and the school did not meet expected growth. In 2005-2006 math tutors were focused more on grades 3-4 in order to provide earlier intervention. COPE has been successful in obtaining grant funds to support the partnership. A Robertson Foundation grant funded transportation for the "Overtime" program, and a Proctor Foundation grant continued to provide instructional materials

#### **G. Brief description of unit/institutional efforts to promote SBE priorities.**

The Teacher Education programs at Catawba College addressed the North Carolina State Board of Education's priorities in several ways. The priority for high student performance was directly addressed through the COPE tutorial project; although results for 2005-2006 were disappointing, the majority of tutored students over the past five years met or exceeded their expected growth on the Fifth Grade North Carolina End of Year Mathematics Test. The majority of those tutored have been from demographic subgroups "at risk" for failure and so both the college and the school were both involved in "closing the achievement gap." The need for quality teachers was addressed through continued implementation of the unit assessment system and further alignment of teacher education programs with the program approval standards. For example, further emphasis was placed on teacher interaction with families in the professional course sequence. Teacher candidates also continued to produce professional portfolios centered upon the INTASC Standards and evaluated by cooperating teachers and college faculty. Criminal background checks were also required for students who are admitted into undergraduate teacher education programs.

#### **H. Special Emphasis for the Year of Record (which of the above [if any] did you put special emphasis on from the preceding year).**

The mission of the Department of Teacher Education at Catawba College is to prepare reflective teachers who possess the professional knowledge, skills, and dispositions necessary for effectively teaching students in a diverse society. In light of this mission, the focus of the

department has always been on the education of quality teachers. One measure of the quality of an effective teacher is the ability to have students that learn, and learn well. The best example of how the college addresses SBE priorities is seen in the Catawba-Overton Partnership for Excellence, a project that has continually demonstrated significant success in producing quality teachers that are able to lead students to learn.

## **Supplemental Information (Optional)**

### **I. Brief description of unit/institutional special efforts to improve NTE/Praxis scores.**

During 2005-2006, specific efforts were again channeled toward improving PRAXIS scores, targeting students at various stages in the Teacher Education Program. The department made accessible test preparation materials in the Curriculum Materials Center, providing test practice for all PRAXIS tests. Individualized tutoring and guidance for candidates was provided by Teacher Education faculty; students were made aware of this opportunity through announcements in classes and in meetings of the Student North Carolina Association of Educators. In order to prepare Elementary Education students for PRAXIS II, faculty presented small group workshops and provided individualized tutoring. Additionally, unit faculty continued to collaborate in teaching EDUC 3000-3001, the Curriculum and Instructional Theory and Design course sequence and preliminary portfolio development that includes much of the PRAXIS II content. Thus, efforts were made to improve PRAXIS scores by utilizing resources and collaborating with colleagues both outside and inside the college community.

### **J. Brief description of unit/institutional special efforts to recruit students into professional education programs leading to licensure.**

Catawba College engaged in a number of recruitment activities throughout 2005-2006. Teacher Education faculty collaborated with educators from the Rowan-Salisbury Schools and again hosted a "Rowan-Salisbury Teacher Education Day;" with presentations made by local teachers including a former North Carolina Teacher of the Year. In addition to the regular recruitment events such as meetings with incoming freshmen and participation in college recruitment fairs, Catawba Teacher Education faculty attended campus events such as periodic "Open Houses," which are special visitation days at Catawba targeting prospective students. Peer recruitment efforts were utilized with current teacher candidates encouraged to share their experiences with other students and by informal invitations to Student North Carolina Association of Educators meetings, and by serving as campus guides in the Alpha program. Support was continued for upperclassmen who were Teacher Education Scholars through meetings and personal contact.

### **K. Brief description of unit/institutional special efforts to encourage minority students to pursue teacher licensure.**

During 1999-2000, the Teacher Education Department initiated a number of significant events that illustrate its commitment to diversity and desire to increase minority enrollment. These initiatives addressed three areas of concern: the need for diverse faculty, the desire for opportunities to increase multicultural understandings, and the necessity for providing support to

minority candidates. The first initiative was addressed by the hiring of a full-time, tenure-track African American faculty member and by the tenure appointment of a full-time male faculty member. In 2000-2001, another male joined the faculty. These significant actions allowed the small Teacher Education Program at Catawba to attain its greatest diversity to date in the Teacher Education faculty. The belief was that a diverse and more aware faculty, combined with a Teacher Education Scholarship program, would help recruit a more diverse group of students to pursue teacher licensure. The second initiative led to an increased emphasis on multiculturalism in the Instructional Theory and Design course sequence taken by all juniors. During 2002-2003, the amount of time spent on multicultural issues was again increased. Teacher Education Scholarships were offered to minority students. The third initiative led to consultations with professors and advisors of minority candidates who enrolled in teacher education introductory courses to explore ways to assist minority candidates through the formal transition into the Teacher Education Program. Although there was an increase in minority enrollment from none in 1998-99 to eight in 2002-2003, the 2003-2004 academic year witnessed a decline in minority enrollments from eight to five students and a further decline in 2004-2005 to two. Although five minority candidates applied for admission to the 2005-2006 cohort, only one of four eligible candidates chose to enroll. Thus the 2005-2006 academic year witnessed a total minority enrollment of three candidates, a modest increase of one from the preceding year.

**L. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in the narrative section.**

## II. CHARACTERISTICS OF STUDENTS

### A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	8	White, Not Hispanic Origin	28
	Other	0	Other	0
	<b>Total</b>	<b>8</b>	<b>Total</b>	<b>28</b>
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	5
	Other	0	Other	0
	<b>Total</b>	<b>3</b>	<b>Total</b>	<b>5</b>
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	0
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>1</b>
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	7
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>8</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)	1	1
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
<b>Total</b>	<b>1</b>	<b>1</b>
<b>Comment or Explanation</b>		
With the advent of the Regional Alternative Licensure Center, lateral entry teachers sought plans of study through that office and elected to take courses through Catawba College. The number of lateral entry teachers enrolled refers to teachers enrolled in professional education courses at Catawba College who may or may not have a plan of study developed by the college. It does not include teachers who may have had a plan of study by Catawba developed in previous years and who enrolled in courses at other institutions during the 2005-2006 academic year.		

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

	<b>Baccalaureate</b>
MEAN SAT Total	NA
MEAN SAT-Math	NA
MEAN SAT-Verbal	NA
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	180
MEAN PPST-W	177
MEAN PPST-M	180
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.17
Comment or Explanation	

**D. Program Completers (reported by IHE).**

<b>Program Area</b>	<b>Baccalaureate Degree</b>		<b>Undergraduate Licensure Only</b>	
	<b>N</b>	<b>NC</b>	<b>N</b>	<b>NC</b>
<b>N= #Completing NC=# Licensed in NC</b>				
Prekindergarten (B-K)	0	0	0	0
Elementary (K-6)	7	5	3	3
Middle Grades (6-9)	2	2	0	0
Secondary (9-12)	2	2	2	2
Special Subject Areas (K-12)	3	2	3	2
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
<b>Total</b>	<b>14</b>	<b>11</b>	<b>8</b>	<b>7</b>
Comment or Explanation				

**E. Scores of student teachers on professional and content area examinations.**

2004 - 2005 Student Teacher Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	12	100
Institution Summary	12	100
* To protect confidentiality of student records, pass rates based on fewer than four 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
Baccalaureate degree		12		2		
U Licensure Only	6		1			
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						1
Comment or Explanation						

**G. Undergraduate program completers in NC Schools within one year of program completion.**

2004-2005		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	23	83	65
Bachelor	State	3,446	92	68

**H. Top 10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2005 - 2006**

<b>LEA</b>	<b>Number of Teachers</b>
Rowan-Salisbury Schools	265
Davidson County Schools	49
Forsyth County Schools	40
Iredell-Statesville Schools	39
Davie County Schools	36
Cabarrus County Schools	34
Charlotte-Mecklenburg Schools	29
Guilford County Schools	21
Catawba County Schools	15
Gaston County Schools	15

**I. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.**

<b>Satisfaction with...</b>	<b>Program Completers</b>	<b>Employer</b>	<b>Mentor</b>
quality of teacher education program.	3.73	3.40	3.86
preparation to effectively manage the classroom.	3.09	3.20	3.64
preparation to use technology to enhance learning.	3.09	3.30	3.50
preparation to address the needs of diverse learners.	3.27	3.30	3.43
preparation to deliver curriculum content through a variety of instructional approaches.	3.55	3.30	3.71
Number of Surveys Received	11	10	14
Number of Surveys Mailed	15	15	15

**Table III. Teacher Education Faculty**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
4	4	2