

# IHE Bachelor Performance Report

## Gardner-Webb University

2005 - 2006

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### Overview of the Institution

Located on 200 acres of gently rolling land in the Piedmont section of western North Carolina, Gardner-Webb University enjoys its pastoral setting in Boiling Springs as well as its access to important urban areas. The University benefits from a close relationship with nearby Shelby, a progressive city with a population of approximately 25,000. Only 45 miles from Charlotte, Gardner-Webb is fortunate to be a part of the dynamic Charlotte region and to be located near Interstate 85, which Business Week referred to as the "boom belt." Gardner-Webb University is a private, coeducational, primarily residential university affiliated with the Baptist State Convention of North Carolina. Its purpose is to provide students a learning of distinction in the liberal arts and in professional studies based upon Christian principles and values within a caring community. To this end, the University strives to develop students intellectually, spiritually, socially, and physically. Begun as a mission of the Kings Mountain Baptist Association, in 1942 the institution was named Gardner-Webb College in recognition of the influence and support of Governor O. Max Gardner and his wife, Faye Webb Gardner. In 1993 the College officially became Gardner-Webb University. The University has received recognition from the John Templeton Foundation as one of the top character-building institutions in the southeast. During the 2000-2001 academic year, the University was honored by the American Council of Trustees and Alumni, headed by Lynne Cheney, for the depth and breadth of its revised Core Curriculum. With teaching as its priority, the University has 132 full-time faculty members, 76.2% of whom hold doctorates, and 37.3% of whom are tenured, dedicated to the intellectual development of graduate and undergraduate students. The University has enjoyed a steady enrollment increase during the last five years and currently has approximately 4,000 undergraduate and graduate students. A major strength of the institution is that, despite its growth, the faculty student ratio is 1:15, thus encouraging a faculty/student relationship that is friendly, informal, and lasting. The University is accredited by SACS, the School of Education is accredited by NCATE and approved by NCDPI, the music program is accredited by NASM, the School of Divinity is accredited by ATS, the School of Business is accredited by ACBSP, the School of Nursing is accredited by NLNAC, the Athletic Training Program is accredited by CAAHEP, and the School of Psychology and Counseling is preparing for a national accreditation visit by CACREP in 2007.

### Special Characteristics

Because of its Christian foundation and its commitment to encouraging service to one's community, a significant portion of Gardner-Webb University students prepare for service-

related professions - teaching, the ministry, and nursing. One of the most notable programs at the institution is the program for blind, visually impaired, deaf, hearing impaired, and learning disabled students. The Noel program enables students with vision, hearing, and learning disabilities to fully take part in the educational programs of the University at no additional expense to the students. Through its continuing effort to provide a quality post-secondary education to North Carolina citizens, the University has a branch campus in Statesville. Programs offered on this campus include our undergraduate GOAL (Greater Opportunities for Adult Learners), nursing, undergraduate and graduate elementary education, business, mental health counseling, sport science and pedagogy, and school administration programs. The undergraduate elementary education is a collaborative program with local community colleges and admitted its fourth cohort of undergraduate candidates in 2005-2006. The GWU facility is also used by the Iredell/Statesville school system for professional development for its teachers and by the local community for a variety of meetings. The presence of Gardner-Webb University in Iredell County is strong and permanent. During the 2005-2006 academic year, the University leased a permanent facility in Charlotte to deliver GOAL and graduate programs in Mecklenburg County and also leased a floor in a building in uptown Winston-Salem to deliver GOAL and graduate programs in Forsyth County. In addition to physically having a broader presence, the university has taken great strides during 2005-2006 to have many courses (six in the School of Education) and majors (MAcc) available online. The university is growing thoughtfully and purposefully, making every attempt to meet educational needs of North Carolina citizens by making quality education accessible.

## **Program Areas and Levels Offered**

Undergraduate licensure programs: elementary education, middle grades education (concentrations in language arts, social studies, mathematics, and science), secondary education (English, mathematics, comprehensive social studies), and special subject areas (physical education, Spanish education, French education, English as a Second Language, music education). Graduate licensure programs: elementary education, middle grades education, English education, school administration, and school counseling. Doctoral program in Educational Leadership. The institution and unit are currently accredited by NCATE and all licensure programs approved by NCDPI. The music education program is approved by NASM and the school counseling program is in the process of preparing for an accreditation visit by CACREP in 2007.

## **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.).**

Gardner-Webb University has articulation agreements with nine school systems. Those systems are Cleveland County, Rutherford County, Gaston County, Lincoln County, Burke County, Catawba County, McDowell County, Iredell-Statesville Schools, and Mooresville City Schools. Most of the collaborative activities between University faculty and public school personnel and students took place during 2005-2006 within the Cleveland County, Rutherford County,

Mooresville City, and Iredell-Statesville systems. Gardner-Webb University enjoys a healthy relationship with our public school partners and continues to seek new ways to strengthen those partnerships. One of the ways that we hope to do this in the future is to better organize our collaborative efforts and we have created the position of Coordinator of Partnership Activities, to begin in the fall of 2006. One full-time faculty member has accepted the position and will spend the first year determining the needs of our public school partners and what kind of collaborative activities we can develop to meet those needs. Collaboration includes a public school presence on campus as well as a campus presence in the public schools. As indicated in section B, public school personnel collaborate in the governance of all professional preparation programs and in the process of admitting candidates into teacher education. Collaboration also occurs as local school personnel (administrators, central office personnel, teachers) continue to participate in several of our undergraduate and graduate classes as guest presenters and panelists. The questions, experiences, and perspectives of our public school partners are very insightful in all of those arenas. The professors who teaches our Reading Foundations classes on in both Boiling Springs and Statesville continue to participate in a collaborative research project with a local elementary teacher (Boiling Springs Elementary and Mooresville Elementary) in which the university students are paired with elementary students for reading and writing purposes. The faculty member who teaches the reading diagnosis class collaborated with a special education teacher (Springmore Elementary) to provide assessment and diagnostic support for one of her special education students. Other collaborative activities are described in the SEC Assessments. All of the collaborative activities discussed have been voluntary.

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
Winston-Salem/Forsyth County Schools	High Student Performance: - Examine School cultures of identified schools - Assess leadership contribution to school culture	- Collected and analyzed data on school cultures - Created leadership profile related to school cultures - Conducted collaborative leadership training - Conducted “high performance” training	Developed a plan that profiles school cultures, school leadership as it influences school cultures and remediation activities which may be used by the school system in schools in which school climate and/or leadership may have a negative effect on student performance.
Cleveland County Schools	Strong Family, Community, and Business Support: - Evaluate after-school remediation program - Facilitate community involvement in after-school program	- Collected and analyzed data on after-school remediation program - Compiled narrative report - Conducted curriculum training - Provided reports to Board	After-school remediation program was modified and funding was continued.
Nash County Schools	Safe, Orderly, and Caring Schools: - Assist middle school in identifying management skills - Provide consultation	- Conducted staff development in classroom management - Conducted staff development in collaborative culture	School plans to deal directly with discipline and/or management issues were modified or developed.

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

During the fall of 2004, our NCATE Chair paid our faculty the compliment of calling us one of the most “involved” faculties he had seen because of the many ways in which we are active in and provide service without remuneration to the local public schools. Our public school involvement continues to include conducting workshops for public schools, serving on school district committees with public school personnel (e.g., Communities in Schools, Closing the Gap), doing volunteer tutoring and other volunteer work in the schools (e.g., CARE, book fair), judging science fairs, serving as “guest lecturers” in middle and high school classrooms, judging athletic events, working with Special Olympics, evaluating English essays, judging poetry contests, assisting teachers to prepare for the NBPTS process, working with schools as they prepare for SACS accreditation, reading to classes, sponsoring “Project CAFÉ” which broadens understanding of other languages and cultures, holding appointments on local school advisory boards and councils, working with principals and other administrators in leadership development, and speaking at principals' meetings and school staff meetings to share news of our program and address shared issues. In addition to our presence in the local public schools, public school personnel also have a presence on both the Boiling Springs and Statesville campuses. Two public school personnel (an elementary school principal and a second languages high school teacher) sit on our Teacher Education Committee and have voice in the governance of the entire teacher preparation program. One local special educator continues to serve as an adjunct in our undergraduate elementary education program and very capably teaches our EDUC 313 class, Teaching Students with Special Needs. Public school administrators and curriculum specialists serve as adjunct faculty within our graduate programs and other public school personnel serve as resource persons and guest lecturers in both undergraduate and graduate classes. Each semester we have a day in which we interview candidates who have applied for admission into teacher education on both our Boiling Springs and Statesville campuses and our interview teams always include public school representative (a teacher one semester and a school counselor or principal the next semester).

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

The faculty at Gardner-Webb University stay in frequent contact with newly licensed teachers, counselors, and school administrators. Many of our program completers are from the area and remain in the area to teach, making it very convenient for faculty to continue to have a professional relationship with them. A survey is sent to first-year program completers to determine their perceptions of their readiness to teach as well as to determine needs that they have during their initial year. Beginning professionals continue to have access to the personnel and technology resources of the University and frequently make contact with faculty for individual advice in areas such as technology, management, resources, lesson plan ideas, and they ask for graduate school recommendations. As student teacher and internship supervisors move in and about within the schools, they frequently visit beginning professionals to determine needs and provide support. While we do not have a formal mentoring program other than our presence on mentor teams (when we are asked), we do a great deal of informal mentoring of beginning professionals.

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

Gardner-Webb University has a strong commitment to work with lateral entry teachers and makes every effort to value the experiences that these persons bring to their classrooms, while ensuring that they have the knowledge, skills, and dispositions to serve their students well. It continues to be our commitment to respond to all lateral entry transcript requests; therefore, all lateral entry teachers and teachers who are provisionally licensed who request programs of study receive an evaluation of both their transcripts and all relevant work experiences. The content area coordinator and the Dean of the School of Education complete these evaluations. When the evaluation is concluded, a letter is sent from the Dean of the School of Education outlining the program of study required to be eligible for a recommendation in the licensure area sought. Every effort is made to ensure that the program of study formulated for each lateral entry teacher is truly competency-based and not simply course-based. Although there is usually only one section of each undergraduate course offered each semester, the courses are rotated on the schedule to ensure that there is something offered in the afternoons for the convenience of lateral entry teachers. During this year, the special education class, the reading in the content area class, the science methods class, the language arts methods class, the math methods class, and the computer class were all offered at times conducive to lateral entry teachers (3:45 or later in the afternoon). Our undergraduate program in Statesville is attractive to lateral entry teachers because all classes begin at 4:00 p.m. The Statesville program coordinator works with lateral entry teachers in planning programs to meet their licensure requirements. The undergraduate summer school offerings in professional education are few, but other classes are available. During the 2006 summer session two music courses for elementary education majors, three psychology courses, Spanish, literatures, and history courses were offered on the Boiling Springs campus and the reading practicum class and children's literature were offered on the Statesville campus. Many lateral entry teachers choose to enter our graduate program(s) and work concurrently on their master's degree while fulfilling their licensure requirements. All of our graduate programs are evening, part-time programs and were designed to fit the schedules of busy teachers and school professionals. Many of the lateral entry teachers who take classes on our campuses work in systems up to an hour's commute; in order to make class registration as easy as possible, continuing students can register themselves with our web-based registration system or advisors complete this process by telephone for new students. We have worked diligently to acquire a reputation as a "lateral entry friendly" environment and make a conscious effort to work with lateral entry teachers in the ways that they most need. We continue to work as partners with the Charlotte Regional Alternative Licensing Center by providing schedules and working with the needs identified by DPI personnel there.

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

The faculty at Gardner-Webb University continue to help tutor and mentor career teachers as they prepare for the assessment of the National Board for Professional Teaching Standards. Every teacher who has been mentored by our faculty has been successful on her first attempt in obtaining National Board Certification. Faculty members have also helped career teachers conduct research in their classrooms and have always provided in-service opportunities and other consultations requested by career teachers. For example, Our Foreign Language educator

continues to be active in supporting career teachers through the Southern Piedmont Foreign Language Consortium; our music educator continues to support career teachers through sharing music and instruments, guest conducting and lecturing in classrooms, and judging band/chorale contests; and our middle grades educator provided additional diagnostic assessments and assistance to a career teacher having difficulty diagnosing a student's reading disability. All cooperating teachers and supervisors of graduate counseling and school administration interns receive a voucher for a class of their choice, either undergraduate or graduate, for working with our student teachers and interns. For some career teachers, the class has been for their own professional growth and some have used it to begin their master's programs.

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

According to information posted on the NCPublicSchools web site and information in local newspapers, during the 2004-2005 academic year, there were no identified low-performing schools within our nine-county service area. (Statistics for 2005-2006 have not been released at this time.) One GWU School of Education faculty member continues to serve on the Cleveland County Closing the Gap committee. The committee met monthly last year and the faculty member was an active participant in committee activities, meeting and working with over 600 African-American students in six elementary, middle, and high schools in our service area. She also shared Closing the Gap initiatives and information on a regular basis with both the SOE and the Teacher Education Committee. One SOE faculty member continues to serve on the Iredell County Closing the Gap Committee and the Iredell County Partnership for Young Children which is involved in assessing the More-at-Four programs in that county. Our school administration coordinator met with principals in school that had concerns and several faculty members volunteered time tutoring both elementary and middle grades students as they prepared for their EOGs.

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

The SBE initiatives (High Student Performance; Safe, Orderly, and Caring Schools; Quality Teacher Preparation; Strong Family, Community, and Business Support; and Efficient and Effective Operations) continue to be initiatives at GWU. They are woven throughout our undergraduate and graduate curricula as both course objectives and research initiatives for candidates. Two School of Education faculty members, one in Boiling Springs and one in Statesville are active members of local Closing the Gap Committees. Because "Quality Teacher Preparation" is the objective with which we are most intimately involved, we have reviewed our assessment practices to provide ensure that we are receiving the best data on the success of our candidates' practice and the quality of our program. During the 2005-2006 academic year, the Teacher Education Committee approved the re-design of our undergraduate middle grades program and we began the re-design of our undergraduate elementary education program. In all curriculum endeavors we affirm quality teacher preparation by ensuring that our programs meet state and national standards. In all of our School of Education operations we seek to represent the efficient and effective operations that support candidate learning and faculty involvement in the public schools.

## **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 2005-2006 year (the first since our NCATE/DPI visit) was a year of completing several projects within the Quality Teacher Preparation SBE priority. We completed the redesign of our undergraduate middle grades program, strengthening the literacy component with a course that will give candidates some preparation in working with ESL/ELL students. We began the redesign of our undergraduate elementary education program. We began the development of the Curriculum and Instruction track in our Ed.D. program. We developed an undergraduate dispositions assessment and began work on a graduate dispositions assessment. All of these pieces continue to be connected through our assessment system and more strongly reflect our program's conceptual framework.

### **Supplemental Information (Optional)**

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

During the 2005-2006 academic year, we discontinued the use of the Learning Plus software that ETS had developed and closed our PRAXIS I lab. ETS had converted to a PLATO platform and we did not purchase that because of the additional PRAXIS tutoring opportunities available to prospective candidates. Three computers on the Statesville campus continue to be equipped with the Learning Plus software and it remains in use by candidates on that campus. Special tutors may also be arranged either through the School of Education or through the University Learning Assistance Program to assist with particular sections of PRAXIS I. An orientation to PRAXIS I is conducted in EDUC 201, Introduction to Education, and candidates are encouraged to take it as early as they feel confident and comfortable. Most of our candidates are successful on their first attempt. Candidates who are not successful with any part of the PRAXIS I assessments initially quickly see the need for tutorial assistance and are then encouraged to take the computer-based format when they re-test. The elementary education coordinator in Statesville continues to offer tutoring sessions for elementary education majors preparing for the PRAXIS I examinations. The Physical Education, Wellness, and Sport Studies Department offers special tutoring sessions for their candidates prior to their taking PRAXIS II. For the occasional candidate who is unsuccessful with PRAXIS II the first time, an analysis is requested from ETS of the troublesome module and the candidate and his/her program coordinator review and prepare for the next test administration. School of Education faculty continue to attend PRAXIS II workshops or meetings and share information about the tests with other faculty and with candidates. Three print study modules for PRAXIS I and two study modules for PRAXIS II are available to candidates to use as they prepare for the examinations. NCATE requires an 80% pass rate on content area examinations and our elementary education candidates in 2005-2006 had a 93% pass rate on PRAXIS II.

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

The Admissions Office sends to the School of Education (and to other departments in which licensure programs are located) names of any freshmen (and inquiries) who have indicated education as a possible major choice. Letters and program information are sent to these students, with appropriate follow-up done by each department. Graduate inquiries are responded to in the same manner. Faculty are available to speak with prospective students and their families as they visit the campus. The Career Services Center sponsors a Teacher Education Job Fair in the spring, with over forty school systems participating and all University students were invited to participate, not simply licensure students. During the year four "Dawg Days" were scheduled. These events are days in which prospective students and their families visit campus. A "Fair" occurs at each Dawg Day during which departments/programs set up recruitment displays and faculty are present to speak with the prospective students and distribute information relative to the major. The School of Education has an information sheet which prospective students complete at that time and follow-up letters are sent to all interested students. Individual program coordinators also make contact with prospective education candidates and send information to them. This year the elementary and middle grades brochures were updated. The new ESL program printed brochures that were distributed throughout the school system and were also sent to all prospective students who expressed an interest in studying languages. Several sections of EDUC 201, Introduction to Education, are offered each semester and freshmen advisors are consistently reminded to put any student in that class who is even remotely considering education as a possible major. The course is frequently a very positive tool for recruitment into teacher education. The elementary education coordinator and faculty at Statesville meet frequently with the advisors from Mitchell Community College, as well as speak to the Education Club and any other prospective teacher education candidates. The Department of Fine Arts continues to be a presence in the local schools, giving music lessons, inviting pre-college students to play with the GWU band and orchestra, and giving scholarships to qualified candidates who are interested in music education. Information about teaching and the licensure process is posted on the School of Education's web site, as is the newsletter, TE.NET. The newsletter, which contains information about the teacher preparation program, personnel, and licensure in general, is published once a semester and distributed widely across campus, through the Teacher Education Committee, and to our public school partners.

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

A scholarship which provides \$2,000.00 annually is given to provide assistance to culturally diverse undergraduates who wish to major in teacher education, with up to 10 individual scholarships available. Information regarding this scholarship is disseminated widely through the financial planning office and by individual professors. The Office of Admissions continues to purchase names of minority students who show potential for success at Gardner-Webb University. While the University enjoys success recruiting and admitting a diverse population (usually 11%-15% of the University student body), most minority undergraduates gravitate to business-related or sports-related majors rather than pursuing teacher licensure. There is also a

difficulty with some minority candidates in achieving success on the PRAXIS I examinations, although we do provide preparation assistance. Two faculty members of the School of Education are African-American, one is based in Boiling Springs and one is based in Statesville. They both serve as unofficial mentors to many of the minority students on both campuses and they share the message of teacher education with the students through a variety of settings. One member sponsors the Gospel Choir. This faculty member has also conducted African-American Female Forums at Burns High School, Crest High School, and Shelby High School, in an effort to encourage young African-American women to participate in honors classes and attend college. Both faculty members serve on Closing the Gap committees and have valuable input into reaching potential teacher education candidates early and often. The coordinator of our elementary education program in Statesville has been recruiting heavily in the Iredell/Statesville area, with particular emphasis on current teacher assistants, many of whom are minority. Our graduate population has an excellent minority presence, primarily because of our Charlotte and Winston-Salem clusters. We will continue to seek ways to assist undergraduates into teacher education and seek opportunities to take graduate programs to sites with under-represented populations.

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

During 2005-2006 we admitted another cohort into our Ed.D. in Educational Leadership. We added a new graduate faculty position and secured a person who had been a superintendent in North Carolina, who had taught in higher education, and who had experience working with doctoral dissertations. This additional position was on top of the two we added in the last two years. Administrative support for our growing graduate programs has been excellent. Interest is very high in adding a Curriculum and Instruction track to the Ed.D. program and we began planning for that. During this year, the faculty worked very diligently to ensure that the quality of our program and the service that we provide to our candidates and public school partners remained high. In order to strengthen and systematize our collaborate activities with our local school systems, the position of Coordinator of Partnership Activities was created and a full-time faculty member will assume that leadership role in the fall of 2006.

## 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	2
	Hispanic	0	Hispanic	2
	White, Not Hispanic Origin	12	White, Not Hispanic Origin	86
	Other	0	Other	0
	<b>Total</b>	<b>12</b>	<b>Total</b>	<b>90</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	1	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	6
	Other	0	Other	0
	<b>Total</b>	<b>3</b>	<b>Total</b>	<b>6</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	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</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	2
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	6
	Other	0	Other	0
	<b>Total</b>	<b>5</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)	14	
Middle Grades (6-9)	14	
Secondary (9-12)	4	1
Special Subject Areas (K-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
<b>Total</b>	<b>32</b>	<b>1</b>
<b>Comment or Explanation</b>		
<p>With the many alternate routes into the profession and the many licenses that are available, it is very difficult to separate the lateral entry and provisionally licensed folks from our other program inquiries. Some say they're "going to be" lateral entry, some say they're interviewing; some have no clue about the license they may get and just come because their personnel director tells them to. Some come through the ALC and we also do an analysis. Because the information on "who" is requesting the program reviews is murky, we combine all of our post-baccalaureate requests into one category and break them out by field. As you can see, it is critical to us that every person who requests a transcript review receives one, whether they are lateral entry or not.</p>		

**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	181
MEAN PPST-W	177
MEAN PPST-M	180
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	*
MEAN GPA	3.3
Comment or explanation	

\* To protect confidentiality of student records, averages based on fewer than four test takers were not printed.

**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)	29	28	1	1
Middle Grades (6-9)	2	2	0	0
Secondary (9-12)	5	3	0	0
Special Subject Areas (K-12)	4	4	4	3
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>40</b>	<b>37</b>	<b>5</b>	<b>4</b>
Comment or explanation				

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

<b>2004 - 2005 Student Teacher Licensure Pass Rate</b>		
<b>Specialty Area/Professional Knowledge</b>	<b>Number Taking Test</b>	<b>Percent Passing</b>
Elementary Education	28	96
Institution Summary	28	96
* 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.**

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	24	9	7			
U Licensure Only						
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree						
U Licensure Only	5					
<b>Comment or Explanation</b>						
This year's figures may look as though all of our full-time master's candidates are now part-time. Our graduate programs have always been part-time programs. Because our candidates take a minimum of 12 semester hours a year and matriculate through their programs as quickly as possible, I consider them full-time. For reporting purposes, however, they are part-time.						

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

<b>2004-2005</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	44	98	68
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>
Cleveland County Schools	418
Rutherford County Schools	234
Gaston County Schools	170
Forsyth County Schools	122
Charlotte-Mecklenburg Schools	116
Burke County Schools	112
Iredell-Statesville Schools	112
Surry County Schools	95
Lincoln County Schools	76
Davidson County Schools	66

**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.	3.57	3.50	3.40
preparation to effectively manage the classroom.	3.43	3.36	3.35
preparation to use technology to enhance learning.	3.14	3.43	3.45
preparation to address the needs of diverse learners.	3.57	3.29	3.25
preparation to deliver curriculum content through a variety of instructional approaches.	3.76	3.36	3.50
Number of Surveys Received	21	14	20
Number of Surveys Mailed	29	29	29

**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>
12	7	6