

IHE Bachelor Performance Report

Meredith College

2005 - 2006

Overview of the Institution

In educating women to excel, Meredith College “endeavors to create a supportive and diverse community” in which all students develop “the knowledge, skills, values and global awareness” to become leaders, pursue graduate degrees, and be of service inside and outside of their community. Chartered in 1891 and opened in 1899 as Baptist Female University, Meredith College was founded to foster in all its activities and relationships the “ideals of personal integrity, intellectual freedom, and academic excellence...” The charter challenges the school community to “emphasize and develop its academic program in terms of scholastic standards and service” as it promotes a liberal arts curriculum that “values freedom and openness in the pursuit of truth and, in keeping with its Christian heritage, seeks to nurture justice and compassion.” Throughout her history, Meredith College has made important contributions to the education of all women and has developed highly qualified women who have pursued careers with distinction and have provided outstanding leadership and service to their communities. Located in the city of Raleigh, North Carolina and close to the Research Triangle Park, Meredith, a private liberal arts college, is the largest women’s college in the southeastern United States, serving over 2300 students from 26 states and 20 foreign countries. The graduate programs in education, business, music, and nutrition serve both men and women, and US News and World Report ranks the graduate school in the top 20 among Master’s level southern universities. With several established partnerships with local universities and local school systems, and connections with several businesses and agencies in the Research Triangle Park, the College seeks to create and support a diverse community in which students learn from the past, prepare for the future, and grow in their understanding of self, others, and community. Its campus has grown from a single building in downtown Raleigh to a 225-acre campus in west Raleigh with easy access to downtown, the beltline surrounding the city, and the seven other IHEs in the area.

Special Characteristics

Teacher preparation at Meredith College embraces the College’s mission – to educate women for excellence and to prepare them for service in the wider community - and has been an integral part of the institution and its mission since the early 1900s. The salient feature of Meredith College is that Education is a professional program, not an academic major; thus, students, faculty, and administration share a campus-wide commitment to teacher preparation. The program is viewed throughout the College and the community as valuing the importance of content knowledge and stressing academic rigor. Students pursuing elementary licensure can major in any one of the 40 majors offered and complement that major with a professional studies component in the elementary licensure area. Students interested in pursuing middle and

secondary licensure, major in the academic area that is related to their teaching field and complement that major with the professional studies component. In addition, students pursuing middle grades licensure can now choose to have both a content major and a concentration in another area or pursue licensure in one area. Both choices require students to complete a reading/ESL component. The professional studies configuration at Meredith College allows every advisor to be an advisor of a potential teacher, and promotes continuous communication with the SOE campus-wide. Also, Meredith College is one of only two private colleges in North Carolina selected to participate in the North Carolina Teaching Fellows Program. The first student in our undergraduate ESL program completed her student teaching in the fall 2005, and was offered (and accepted) a position at an elementary school in Wake County, and six more completed the program in May. A number of grant-funded workshops and seminars for teachers in a variety of LEAs, particularly in mathematics and science, are being held by program coordinators/ methods faculty at Meredith College. In addition, the campus continues to host the North Carolina State Science Fair and, for the sixth year, Governor's School.

Program Areas and Levels Offered

Meredith College provides twenty programs for initial licensure in the following areas: birth through kindergarten (BK); elementary education (K-6); middle grades (6-9) in English/language arts, social studies, science, and mathematics; secondary education (9-12) in English, mathematics, biology, chemistry, and social studies; workforce development education in family and consumer sciences; and, special subject areas K-12 (art, dance, French, Spanish, music, physical education, theatre, and ESL). The following programs are approved at the graduate level: English as a Second Language (ESL), Reading, and Elementary Education.

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.)

The SOE continues to serve as a partner with Wake County Public Schools and with several individual schools within the system. The partner schools include: Baileywick, Conn, Lacy, Partnership, Penny Road, Timber Drive, West Lake elementary schools. Ongoing are evaluations of partnership requests from area schools, and assessment of current school partnerships. Shifting of Wake County students calls for continuous study of the quality of partnerships, review of economic make-ups, and conscientious efforts to identify schools with diverse students and/or teachers. Maureen Joy Charter School in Durham continues as a partner, also. Collaborations with departments across campus enable faculty to work with additional school systems on special initiatives and collaborative grants. The SOE focus centers on the SBE initiatives; in particular, those areas of high student performance and developing highly qualified teachers. Work with P-12 students and teachers, grant and scholarship writing, committee and board membership, and team teaching support these initiatives. P-12 teachers and administrators were actively involved in three searches during 2005-06, assisted us in conducting seminars and workshops on areas such as classroom management, working with diverse students, NBPTS workshops; served as guest discussion leaders for classes, and worked with faculty to assess

student teaching portfolios and evaluate programs. Teachers and administrators continue to serve on the Teacher Education and Teaching Fellows committees, and Pre-K Program Oversight Committee. Practitioners work with the faculty to evaluate the knowledge and skills our teacher candidates need, and provide preservice teachers with a great range of experiences that will serve the individual candidate. Members of the SOE serve on committees in schools and the Wake Education Partnership, which is the community-based public school advocacy organization. Teachers and administrators, current and retired, from area public schools teach reading, art, dance, social studies, science methods, ESL, and foundations courses. Faculty and staff continue to work with elementary students on reading skills as part of MeredithReads at four schools in Wake County: Powell, Joyner, Washington, and Fred Olds elementary schools, and preservice teachers and SOE faculty in middle grades education are working in partnership in an after school program at a middle school. A SOE faculty member continues to serve on the board of Maureen Joy Charter School of Durham as secretary, chair of the board's personnel committee, and recently spearheaded the search for a new Executive Director. Students in a newly developed linked course between the sociology department and the SOE tutor ESL students at partner schools with large ESL populations. Math and science faculty, including program coordinators/methods faculty, are supporting several workshops for teachers including TEAM II (Teaching Excellence in Mathematics) for K-6 teachers, STAMP (Science, Technology and Mathematics Partnership) for middle/secondary teachers in Roanoke Rapids and Asheboro City Schools, and a biotechnology workshop for middle/high school teachers.

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
Wake County Public Schools: Hodge Road, Baileywick, Briarcliff elementary schools, Daniels Middle School (Partner with sociology department at Meredith)	High Student Performance: - Develop English language skills of elementary ESL students, i.e., Spanish speaking population.	During 2005-06, 30 students tutoring in reading and mathematics instruction	First year assessment from administrators/teachers indicates the following: Significant impact on ESL students/teachers and staff in partner schools. Comments include: "I think this contribution is an excellent idea that will continue next year." and "Thank you for the opportunity . . ."
(NORTHEAST MATH SCIENCE PARTNERSHIP) Warren, Vance, Granville, Caswell, Person, Northampton, Washington, Pasquotank counties Also includes partnership with Elizabeth City State University and North Carolina Central University (beginning fall 2006)	Quality Teachers, Administrators, and Staff: - Develop highly qualified teachers in mathematics and science - Improve the mathematics/science instruction in middle schools	A three-year grant to provide professional development in the teaching of mathematics and science at the middle school level. Three content based classes will be held for teachers in science and mathematics. All classes and summer institutes will actively engage participants and model best practices. Support will be given throughout the year as teachers implement new ideas in the teaching of math and science in their classroom. One summer institute will include biotechnology for 8th grade middle school teachers. Teachers will receive training	The classes began fall 2005; however, the pre-post tests were not developed until the middle of the semester, after teachers had taken their first course. During the 2005-06 year, pre-post test data has been collected from the students. Projected outcomes: Significant improvement in math and science instruction in middle school classroom. Outcomes for the first year are due at the end of summer 2006.

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
		of the NCBC reservable equipment and will qualify for the Center's Free Laboratory Supplies Program.	
(Science, Technology, and Math Partnership -STAMP) Roanoke Rapids, Asheboro City Schools	Quality Teachers, Administrators, and Staff: - Develop highly qualified teachers in mathematics and science -Improve mathematics/science/ technology instruction	A three-year grant to provide professional development in the teaching of mathematics and science at the middle/high school level. During the year, workshops have been held in the teaching of mathematics and science, dynamic classroom assessment, and the effective use of technology at the middle and high school level.	Projected outcomes: Significant improvement in math and science instruction in middle school classroom First year outcomes will not be completed until July 2006.
Maureen Joy Charter School	High Student Performance: - Improve reading levels at the elementary level at Maureen Joy	MotherReads materials have been obtained and program will begin in fall 2006 Reading partners are being recruited from the Durham community, including graduates and students of Meredith College	No outcomes expected until spring 2007
National Board for Professional Teaching Standards (NBPTS) workshops	Quality Teachers, Administrators, and Staff: - Retention of quality teachers in North Carolina classrooms by encouraging teachers to complete National Board	Monthly meetings of teachers with National Board certified teachers to develop portfolio for certification	Sixth year of workshops - Data from 2004-05 workshop participants: 26 participants - 50% - Wake County teachers; 15% - Johnston County teachers; and 35% - Guilford,

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	certification, and contracting with National Board certified teachers to conduct the workshops		Harnett, Moore, Vance, Orange, Wilson counties ** 100% of participants who attended at least 6 of 10 sessions successfully completed certification
Programs for students under Center for Women in Science and Mathematics (CWSM): -Math Mentoring -Girls of Track (math and science) (with NCSU) - Science Camp	High Student Performance - Develop interest in mathematics and science to encourage them to continue in high school	School year and summer programs for middle grades girls to encourage them to continue in mathematics and science in high school	Participation levels from middle school girls have increased every summer i.e., 2004-05: Over 42 girls participated in Girls on Track; 2005-06: 43 girls have registered for the program

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

Support for education in area schools takes many forms at Meredith College. The SOE faculty in conjunction with the Office of Volunteer Services and staff and students from all areas of campus are involved in the MeredithReads program in area schools. A member of the SOE faculty serves on the State Evaluation Committee and is serving on a task force for adolescent literacy in North Carolina, and the program coordinator for the physical education program has been appointed to the Wake County School Health Advisory Council. The program coordinator for music education served as a clinician for several Wake County middle school choirs and conducted the 2006 ACE Festival for middle school choirs in Raleigh. In its fifth year, the Cinderella Project, sponsored by the Meredith Fashion Association, continues to thrive in the Triangle area. The Association collects prom dresses from schools, businesses, and individuals, and gives them to needy students. The program has outgrown our campus and the "store" is now set up at Cary Towne Center mall for needy students in the Triangle area. The program has spawned several such projects, several started by Meredith graduates, in school systems across the state and other states, as well. Meredith College faculty members host competitions, exhibits, seminars, workshops, and camps for students and teachers. Faculty in mathematics and the sciences continue to work with the SOE in increasing the numbers of women and minorities in mathematics and science by focusing primarily on middle school girls. The programs, now housed under the Meredith Center for Women in Science and Mathematics, include: Math Mentoring for eighth grade girls in Wake and Durham counties; Sonia Kovalevsky Day for middle school girls interested in math and science; Girls on Track, a partnership with NCSU for girls to investigate community problems using computer technologies; Science Camp for middle school girls to experience science through hands-on activities. Faculty and students at Meredith College support public education in many individual ways such as providing technical assistance, costumes, scenery and lighting equipment for middle/secondary schools in our area; coordinating dance performances in area schools; translating for parents and teachers at schools and for parents and LEP students in Truancy Court for Sherwood Githens Middle School in Durham; judging local/regional science fairs; reading Shakespeare to students in Johnston County; and, tutoring at many elementary, middle, and secondary schools. SOE faculty continue to serve on Triangle Alliance, a partnership of 6 LEAs and regional colleges and universities.

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

The faculty at Meredith College continue to support program completers by serving as mentors to program graduates who serve in interim positions in schools within our service area. Most schools do not provide a mentor for interim teachers, and we believe that this is a valuable service both to the beginning teacher and to the school. We sponsor the classroom management program, Cooperative Discipline and invite beginning teachers to attend the sessions in the fall and spring. We continue to communicate with graduates by e-mail and through the SOE newsletter, Didaskalos. Both are excellent communication tools to use when assisting new teachers in their classrooms with re-assessment of organization, classroom management strategies, and in the development of assessment strategies. In addition, we are host for the "Children's Choices Project," sponsored by the IRA (International Reading Association) for teachers in Wake County. Many beginning teachers who recently completed our program are

offered new children's books that their students read and vote on. The program offers teachers and students new books for the classroom and encourages childhood literacy. We continue to remain in conversation with administrators who hire our program graduates, electronically or by phone/letter, on the progress of the new teacher. If problems are indicated, we offer assistance to the teacher, the administrator and, if requested, the mentor.

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

The program coordinator for individuals seeking non-degree and lateral entry teachers, Iesha Cleveland, advises the many levels of students that pursue licensure at Meredith College. The SOE at Meredith College supports teachers committed to pursuing alternative licensure, whether it is for the teacher who takes only one course or wants to complete the Meredith College teacher education program. The faculty of SOE communicate with the personnel at the alternative licensure regional centers to learn what support we can provide. The SOE works in partnership with school systems in the regional area to provide alternative licensure teachers the necessary information and support as they pursue licensure. If the teacher chooses to enroll in our program, she works with the program coordinator in planning a program that considers her experiences, needs, and teaching schedule. Each alternative licensure teacher is addressed by individual need rather than by program. Because Meredith is a small community, we have found it easy to accommodate alternative licensure teachers' schedules by adjusting course times and designing special studies courses for teachers needing hours to continue teaching. As surrounding school systems employ more alternative licensure teachers, SOE faculty are working with those school systems in designing and providing workshops and seminars for teachers. The SOE and content area faculty consistently provide support to alternative licensure teachers who complete our program.

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

Meredith College is consistently committed to career teachers in a variety of areas. During the 2005-06 school year, the SOE sponsored its sixth support workshop for teachers seeking National Board certification. The workshop supports career teachers in two ways: career teachers enroll in the support workshops to gain National Board certification, and current national board certified teachers are contracted by the SOE to lead the workshops. In addition, we asked career teachers to conduct staff development at our partner school, Maureen Joy, during the 2005-06 school year. SOE faculty members stay in constant contact with program graduates encouraging them to pursue their national board certification through this workshop, graduate school in their area of interest, and leadership roles in their schools. SOE faculty member, Jane Gleason, continues to offer Cognitively Guided Instruction (CGI) for elementary teachers through the continuing education program. The goal of CGI is to inform teachers about how children think about simple arithmetic in the primary grades. In this process, teachers are better able to adapt their teaching styles so as to maximize children's learning. Dr. Gleason worked with Lucy Kay, a career teacher at Martin Middle School to host a regional NCCTM Conference at Meredith College during spring 2006. The SOE hosts a fall and spring banquet/seminar for cooperating teachers where they are apprised of the changes in teacher preparation. Cooperating teachers and their students are able to attend theater arts programs at reduced charge, and have access to

materials from the Curriculum Materials Room in the Education Department or from the Meredith College library. Meredith College continues to expand its continuing education program, offering classes such as the teaching of reading, using GIS in the classroom, teaching in a diverse classroom, and differentiated instruction for teacher renewal credit. In addition, as part of our continuous support, video and audio editing services, and the curriculum library remain available to all Meredith program graduates and national board candidates enrolled in the SOE-sponsored workshop.

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

First, the SOE continues to support MeredithReads, a college wide service project. Faculty and students in the SOE work with low performing students primarily four elementary schools in Wake County. Second, during the 2005-06 school year, the SOE, along with the sociology department, sponsors a tutoring program for ESL students in elementary schools with high numbers of Spanish-speaking students. Third, our work with Maureen Joy Charter School has weathered the highs and lows of the school's achievement. During the 2005-06 school year, Maureen Joy Charter School underwent a director search, weathered some internal turmoil, and struggled to meet annual yearly progress. Recognizing a definite need, faculty members in the SOE and career teachers, associated with our program, conducted workshops and seminars for the faculty of Maureen Joy. We have worked to assist the school in obtaining MotherReads materials, and the program will be onsite during the 2006-07 school year. Fourth, during the 2005-06 school year, program coordinators/ methods faculty, working through the Center for Women in Science and Mathematics at Meredith, are designing and conducting workshops/seminars in mathematics and science for elementary/middle school teachers from low performing and low wealth LEAs. This is the first year of a three-year grant received from NCDPI.

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

The SOE and Meredith College recognize the importance of those areas that the SBE believes to be critical for the state of NC. The SOE and Meredith College fully support the SBE priority of “every child ready for school” and ensure that North Carolina’s children master “essential knowledge and skills.” In conjunction with the total college community, the SOE faculty and staff participate wholeheartedly in the MeredithReads program. MeredithReads is designed to help students in oral language, which includes vocabulary development, expressive language, and listening comprehension. Faculty, staff, students, and alumnae use story-sharing strategies to work with students who have low academic and social skills levels. In support of the SBE priority of “quality teachers . . .” the SOE offers licensure and add-on certification in reading and ESL for teachers already licensed, and developed a stand-alone license in ESL for undergraduates or licensure only candidates. In addition, as part of a three year grant workshops for elementary, middle, and secondary teachers in mathematics and science have been held this spring and will continue throughout the summer. The Martin Marietta scholarships continue to be given to needy undergraduate and graduate students who are pursuing ESL licensure, or minority students interested in licensure. And, the SOE is able to offer a scholarship for teacher assistants who are interested in pursuing a degree and licensure at Meredith College. These

scholarships are renewable. To support the SBE priority of retaining teachers, the College continues to provide Saturday workshops for career teachers pursuing National Board Certification, and we have increased our efforts to recruit students into the profession. We continue to work with Academic Advising to identify freshmen and reentry students interested in education, and we are holding "rush parties" and informational meetings to introduce students to the teaching profession. We continue to hold information meetings, held four times a year, in the evening, for students who have taken one or two education classes. These "rush parties" and informational meetings allow students to ask questions about the teaching profession and the teacher education program at Meredith.

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 SOE continued emphasis on teacher recruitment from its undergraduate population and high school students. Through academic advising, we contacted undergraduate students who expressed an interest in education, and hosted a "rush party" through SNCAE and several informational meetings. We targeted high school career fairs, the state Teacher Cadet Conference, and counselors at individual schools. The SOE is planning to follow up with those students during the 2006-07 school year, hold several more informational sessions and "rush parties" for incoming freshmen, reentry students, and returning students. In addition, during the 2005-06 school year, we reviewed partnerships, met with new administrators and faculty, and will be drafting new partnerships during the fall 2006.

Supplemental Information (Optional)

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

An important component of direct student support at Meredith College is through the Meredith College Learning Center. For students who want practice on various components of PRAXIS tests, seek preparation for retaking it, or need tutoring support, the Learning Center provides assistance in communication skills and mathematics, six days a week. As a liberal arts college that values development of literacy across all content areas, direct student support is part of the general curriculum. Approximately sixty Writing Intensive Courses across campus provide continued practice and application of literacy skills within the disciplines. The SOE has a designated PRAXIS Information Center where students can obtain information about every test, find the corresponding guides for preparation, and faculty and staff are available for questions and/or advising. As a result of these and other efforts, a majority of the students in the SOE pass PRAXIS I and II. However, we recognize that some students continue to struggle, and celebrate a two-day seminar that Peace College has developed during the summer for students struggling with PRAXIS I. We have informed students of this option so that they can receive assistance in one or more areas.

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

The recruitment of students into the Education profession requires a total college and community commitment, and is coordinated through the Admissions Department, SOE, the Teaching Fellows Program, and school systems within our service area. Education at Meredith College is a professional program, not a major; thus, all faculty, staff, and alumnae are continuously recruiting potential teachers. Without a major in Education, the members of the SOE and all faculty and staff, and school systems in our area are vigilant about providing information about our program. Increasing the number of students in the licensure-only program at Meredith calls for all faculty to be involved with applicants who express interest in earning a teaching license. We continue to send information to incoming freshmen, work at college majors fair, travel to high schools to talk with students about teaching, and provide information on teaching as a profession to all matriculating students. We believe that we are seeing results from these efforts. Admissions counselors and staff distribute brochures about education and the Teaching Fellows program to potential applicants who visit campus throughout the year, and members of the SOE meet with parents and students to explain education at Meredith College. The faculty of the SOE and the College discuss on a regular basis, “How we can better serve the community?” “What areas in teacher preparation are needed?” “What programs can we offer?” “What times can courses be offered to best serve interested teacher candidates?” The College continues to host Teaching Fellows Recruitment Day, and the SOE sponsors workshops for parents and students. Program graduates, who are teaching in middle and high schools throughout the state, have contacted SOE faculty about students who will be visiting campus or who have an interest in the college and education, and faculty and current students make contact with the potential student, either thru phone calls, emails, or by scheduling a meeting. SOE faculty are also working with financial aid to provide assistance for our most needy students. We join several area colleges/universities in recruiting at the annual state Teacher Cadet convention, sponsored by NCAE, held in the spring. As follow-up, the SOE makes contact with interested high school students.

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

Meredith College continues to be committed to recruiting more minorities into the college. All faculty, staff, and students at Meredith College make a concerted and consistent effort to recruit minority students to Meredith College, and the SOE and the Teaching Fellows office have conveyed to the college community the importance of minorities in the public school classroom. The Director of Teaching Fellows and a SOE faculty member continue to serve on the President’s Diversity Council as it plans awareness sessions for both students and faculty. Our multi-faceted focus of targeting schools with high minority populations and minority students, and contacting those students who specifically inquire about Meredith has worked to increase the minority enrollment at Meredith College, and minority interest in teaching. Specific departments, such as mathematics and science and the Teaching Fellows Program, have outreach programs for middle school students, such as Girls on Track, and information on teaching and Teaching Fellows is distributed. Realizing that the lack of financial resources prevents minority students from pursuing a college education, the College has identified funds that can be used for LSES

students with little financial backing for Meredith College, and the faculty of the SOE continue to support its endowed scholarship for minority students committed to teaching. In addition, the four new scholarships that the SOE offers serve as a recruitment tool for underrepresented groups in teacher education. The revised General Education program at Meredith, which is in its third year, supports the commitment of the College to diversity by “intentionally and systematically addressing the challenges and great promise of . . . diversity.” With the establishment of three core courses on human diversity at local, national, and global levels, the College continues to be committed to the development of a student population that values, understands, and is committed to diversity. The SOE continues to see this commitment as away to recruit students to Meredith College, and ultimately, into its teacher preparation program.

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

During the 2005-06, the faculty of the SOE re-evaluated the quality of our partnership agreements, and will be drafting new partnership agreements in fall 2006. In fall 2006, the SOE, Teaching Fellows program, and the mathematics department at Meredith College will begin a partnership with Broughton High School and its special education department to provide tutoring services to exceptional students in mathematics. The mathematics/science and SOE faculty will continue in its second year of a three year grant from NCDPI, the Northeast Math Science Partnership, which involves several low wealth counties. The AIG licensure program will be offered in summer 2007, and we continue to work on the development of a teacher leadership program at the graduate level. A team consisting of members of the SOE, and faculty throughout the campus, and personnel from surrounding school systems, will explore the development of an MAT program in special education.

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	4
	Hispanic	0	Hispanic	2
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	77
	Other	0	Other	4
	Total	0	Total	87
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	39
	Other	0	Other	0
	Total	0	Total	42
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
	Total	0	Total	0
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	0	White, Not Hispanic Origin	14
	Other	0	Other	0
	Total	0	Total	14

B. Lateral Entry/Provisionally Licensed Teachers

Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)	3	
Middle Grades (6-9)	1	
Secondary (9-12)		
Special Subject Areas (k-12)	4	1
Exceptional Children (K-12)		
Vocational Education (7-12)	4	1
Special Service Personnel (K-12)		
Other	2	1
Total	14	3
Comment or Explanation		

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

	Baccalaureate
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	178
MEAN PPST-M	181
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	*
MEAN GPA	3.32
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).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	N	NC	N	NC
Prekindergarten (B-K)	7	6	0	0
Elementary (K-6)	15	15	21	21
Middle Grades (6-9)	2	2	0	0
Secondary (9-12)	9	9	0	0
Special Subject Areas (K-12)	5	5	6	6
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	38	37	27	27
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2004 - 2005 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	42	98
Institution Summary	42	98
* 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	23	15				
U Licensure Only	19	6	2			
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
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	75	97	71
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

LEA	Number of Teachers
Wake County Schools	553
Johnston County Schools	96
Forsyth County Schools	55
Harnett County Schools	40
Durham Public Schools	38
Franklin County Schools	38
Charlotte-Mecklenburg Schools	38
Nash-Rocky Mount Schools	38
Guilford County Schools	37
Granville County Schools	36

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.

Satisfaction with...	Program Completers	Employer	Mentor
quality of teacher education program.	3.84	3.67	3.74
preparation to effectively manage the classroom.	3.50	3.36	3.57
preparation to use technology to enhance learning.	3.44	3.48	3.65
preparation to address the needs of diverse learners.	3.59	3.59	3.54
preparation to deliver curriculum content through a variety of instructional approaches.	3.88	3.52	3.65
Number of Surveys Received	32	33	46
Number of Surveys Mailed	52	52	52

Table III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
8	10	15