

# IHE Bachelor Performance Report

## NC Wesleyan College

2005 - 2006

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### **Overview of the Institution**

North Carolina Wesleyan College is a small, private liberal arts college located on a 200-acre campus just north of the city of Rocky Mount. It opened in 1960. It enrolls approximately 800 full-time students at the Rocky Mount campus and serves about 1000 part-time adult students with evening programs in Rocky Mount, Goldsboro, and Raleigh. The College offers undergraduate programs organized into 22 majors. The liberal arts are the foundation of the curriculum, and each major helps students prepare for rewarding personal lives, good citizenship, and productive careers. It emphasizes small classes and individual attention. While Wesleyan is affiliated with The United Methodist Church, it is open to all persons regardless of their religious beliefs. Wesleyan's statement of purpose notes that "The College has a special commitment to the Rocky Mount area and to eastern North Carolina. Through individual faculty, staff, and alumni activity, and through its educational and cultural programs, the College promotes the development of the region." The provision of an undergraduate teacher education program and collaborative work with area schools support the mission. The College offers majors in elementary education, special education, and middle grades education and a minor in secondary education for its degree-seeking students and licensure-only programs for post-baccalaureate and lateral entry candidates. The teacher education program is accredited by NCATE and it is a member of the NC Association of Colleges of Teacher Education.

### **Special Characteristics**

Wesleyan's small size and its mix of students from varied cultural backgrounds and ages provide a unique opportunity for students and faculty to work closely together. About 42% of the student body at Wesleyan is African-American. There are four full-time education professors. The goal of the program is the development of teachers who are reflective decision-makers. The education program begins with courses in the sophomore year, and throughout the program the students complete case studies, develop portfolios, respond to teacher narratives, and work closely with K-12 educators to promote reflective practice and effective decision making. Field experiences begin in the first two classes and continue throughout the teacher education program to provide students opportunities to be in diverse school settings. In addition, students complete a full semester of student teaching and are strongly supported by visits each week from the college supervisor. Typically, the student spends the semester prior to student teaching as an intern with the same teacher. Elementary education student teachers are placed in both a kindergarten and another grade level. The College is a founding member of the Model Teacher Education Consortium, a group committed to increasing the quality and number of teachers in eastern North Carolina by making teacher education programs affordable and accessible. The College also has

transfer agreements with area community colleges to facilitate a smooth transition to the teacher education program at Wesleyan. The department provides advising sheets showing courses at the community college that transfer to Wesleyan.

## **Program Areas and Levels Offered**

Undergraduate licensure and licensure-only areas: Elementary Education, Special Education: General Curriculum, Middle Grades Education with concentrations in mathematics, language arts, science, and social studies, and secondary (9-12th grade) programs in English, mathematics, biology, history, and social studies. The program produces about 8-15 teachers each year.

## **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.)**

Wesleyan faculty and area educators collaborate to provide enriched opportunities for our teacher education candidates, area teachers, and K-12 students. Educators from four school districts (Nash, Edgecombe, Halifax, Roanoke Rapids) serve on the Teacher Advisory Committee that provides advice on ways to improve the program and ways the program could better serve K-12 schools. The committee met once each term. The committee also conducted mock interviews with our student teachers. Both students and teachers found this to be a worthwhile activity. Area educators also serve as adjunct faculty; last year they taught courses in special education, English education methods, and several other courses in the evening program. State and area educators are invited regularly as guest speakers in our classes. Among the guests were teachers and principals discussing the realities of the classroom and the Closing the Gap personnel. Preparation and implementation of grants are a joint activity. One faculty serves on the board of a technology/literacy grant at West Edgecombe School. A grant to serve lateral entry and out-of-field science/math teachers was awarded in the summer of 2004 for work with Nash-Rocky Mount and Franklin County school personnel. In 2005-2006 the grant funded two math classes, math methods, and two reading classes, and two institutes offered in the summer of 2005 for 50 teachers. Two new institutes will be offered in the summer of 2006. Nash Community College, a partner in the project, has also offered classes and Wesleyan classes have met there and at the Vance-Granville Community College site in Louisburg. Members of the Teacher Advisory Committee represent the following school districts: Nash-Rocky Mount, Edgecombe, Halifax, and Roanoke Rapids. In addition we have agreements with these districts for the placement of our student interns. We also have agreements with Northampton, Weldon City, Wilson County, Franklin County, Warren County, and Wake County for the placement of students. Through the Model Teacher Education Consortium we are in a partnership with over twenty school districts and five community colleges and eight senior colleges to make teacher education courses available to lateral entry teachers and to recruit assistants and other district employees to become licensed. We also partner with two area charter schools--Haliwa Saponi in Warren County and Rocky Mount Preparatory School. Faculty and students from Wesleyan have worked with teachers and/or students at both schools. Area schools bring student groups to performances of children's theater touring groups and other events on campus. Ongoing

partnership: For the past three years Wesleyan has worked with Nash-Rocky Mount schools to provide literacy renewal credit workshops. To now, seven 10-hour workshops have been conducted. A literacy workshop was also offered to teachers from the local Catholic school. Rocky Mount Preparatory School activities include work with lateral entry teachers, reading project with two classes, and placement of students for field experiences. Providing speakers is another goal. For example, one college faculty member presented a session for all fifth graders on the Peace Corp. (Priority: Literacy) A new project this year was tutoring in the AVID program at Parker Middle School. Another was providing workshops for local private school teachers.

<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>
Nash-Rocky Mount and Franklin County Schools; Nash Community College	Assist middle school lateral entry teachers and others in becoming licensed and/or “highly qualified” and in turn, increase middle school student achievement in science and math.	Implementation of a Math/Science Partnership Grant: Provision of courses in both content and pedagogy for small groups as needed; five courses offered. Provision of three coaches to work in the schools with the teachers and provide ongoing support to all middle school math and science teachers. Two special summer (‘05) institutes built on topics identified by the teachers and school personnel as areas of need-one in math and one in science- were provided and two are planned for summer ’06. (40 teachers enrolled each summer)	Teachers have indicated on surveys in the classes and workshops that they are changing the way they teach as a result of grant projects. Currently licensed teachers are taking courses to add a licensure area.
School districts, charter schools, community colleges, and colleges in Eastern NC who are members of the NC Model Teacher Education Consortium	Recruitment of teachers from among school staff, especially teacher assistants; provision of courses needed by lateral entry teachers -- Target: Lateral Entry and Teacher Recruitment	Wesleyan offered 32 courses in the evening at four locations and provided transcript review sessions. Wesleyan considers this a service to the region since it does not charge full tuition to the Consortium; it is paid less than half tuition per course.	Three lateral entry teachers affiliated with Wesleyan finished their programs. One teacher assistant finished her program. Many others took classes to transfer to the Alternative Licensure Center and other colleges with whom they are affiliated.

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Nash-Rocky Mount Schools	Provision of reading workshops to assist teachers in meeting renewal credit requirements -- Target: Career Teachers	This is the third year of this collaborative project. This year a new 10-hour workshop on reading and science was delivered in response to a suggestion from a local teacher. Thirteen teachers were enrolled. Between sessions each had to implement a class strategy and then share results of their lessons. (Teachers paid \$20 each to cover food and supplies; instructors volunteered their time in planning and delivering the workshop.) A new 10-hour vocabulary workshop was delivered to 16 teachers and the fluency workshop from last year was repeated for 14 teachers.	Comments from participants include the following: "I have used them (handouts) with my students and shared them with coworkers." "I will use some of the online activities to bring a new dimension into the classroom." "Actually enjoyed a Saturday morning class. Feel like I am ready for Monday morning." "The wordmap will be the first one (activity) I will use in the classroom." "This workshop was beneficial as we could use what was learned as soon as we returned to school." "I will increase my use of trade books to motivate and introduce topics to my students. "I've shared "handouts" with colleagues. "Informative-lots of strategies that can go right into classroom instruction." "We've learned that students feel that learning how to become a fluent reader can be fun." "I'll start using readers theater." "Gained lots of ideas I hadn't used before." Almost 100% gave the workshops ratings of "excellent."

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Rocky Mount Preparatory School (RMPS is a charter school.)	Signed agreement for 2004-2005 had three objectives: support lateral entry teachers; support education majors in their field experiences; and provide a service to teachers and children in the school. These continued to 2005-2006.	Faculty encouraged lateral entry teachers to take Consortium courses and provided materials and support related to PRAXIS exams. Education students have been placed at RMPS for field experiences. Fourteen education majors and their instructor read to students in two classes each Wednesday for eight weeks. Wesleyan faculty served as guest lecturers.	Three lateral entry teachers took courses, Several students were placed at the school for field experiences. A survey of the two teachers in the reading project indicated their students looked forward to and enjoyed the reading sessions and that the sessions had a positive impact on the children. Both want to continue this project. One noted, "This was a wonderful opportunity to have 'reading buddies'. The children were involved and enjoyed this reading time."
AVID Program at Parker Middle School	Target for Middle School Students: Increasing student achievement and motivation; assisting in a new project at Parker. Provide an opportunity for education majors to participate in a special project with middle grades students while taking their content reading course. (Majors also participated in their regular field	AVID students are those who show potential for going to college, but who need encouragement to succeed in school. Three students and one faculty member visited the school for 90 minutes each week to tutor and talk with two AVID classes.	AVID coordinator stated, "The students had an opportunity to learn from their tutors hands on. Tutors encouraged students to find the answers on homework or class work on their own.... Showed them new ways of problem solving, organization for class work and (spent) endless time in motivating student success." Wesleyan students that were secondary majors said they learned more about young adolescents and would be more

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	program at other schools.)		willing to teach this grade level. They also saw class activities (such as Cornell note taking and vocabulary building) in use, and they taught vocabulary lessons. The students also were able to see their professor interacting with middle graders and teachers first hand.
Our Lady of Perpetual Help Elementary School	Target: To assist teachers in meeting and maintaining licensure requirements. This is a new partner this year and we hope to increase our service to non-public as well as area public schools.	One 10-hour literacy workshop (1 ceu) credit was offered by two instructors at Wesleyan. The topics covered were vocabulary and content reading strategies.	Comments from the teachers who participated were very positive. They indicated that the workshop offered new ideas for them to try and/or encouraged them to increase the variety of class activities they do.
Nash-Rocky Mount Schools and Edgecombe County Schools (Wesleyan math methods instructor and seven teachers)	Purpose: To support math achievement, especially problem solving by providing model lessons for teachers in their classroom. To provide a hands on time for the professor to try the "Problem Solvers	The professor implemented 11 lessons during the spring 2006 semester in seven classrooms. Four were from the Problem Solvers Challenge; two of these have since been submitted to the journal for possible publication in 2007.	All the teachers said the experience was valuable. Some were surprised that their best problem solvers were not those who excel on the standardized tests. The teachers noted they learned new ways to present information. They said their students were challenged by activities that required thinking beyond the normal

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	<p>Challenges” in the journal Teaching Children Mathematics. Previously, a limited version of this activity had been done; a course release permitted a greater exploration and development of this partnership activity.</p> <p>.Activities can also be incorporated in methods classes.</p>		<p>paper/pencil activities. Students saw the usefulness of transformations and learned from developing and implementing problem solving plans. Teachers indicated they learned about their students. For example they realized the students learned more doing hands on and thinking critically. They noted different maturity and motivational levels. Most of the teachers indicated they shared the lesson ideas with colleagues.</p>

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

Faculty in education and other disciplines along with staff members provide service to area schools. The Dunn Center hosted a youth series of productions for area elementary students. Mr. Adelman gave tours of the art galleries to over 300 students and coordinated an exhibit of art produced by members of the Art Teachers Association. He also spoke at a career day at a local school, as did Librarian Parrigan, and helped produce a nativity project at the local Catholic school. Math professors (Lawrence, Stafford, Yankosky, Perry) planned and hosted the state math finals contest in Algebra I and II and Geometry for 100 students. Stafford presented 11 demonstration lessons in local classrooms and judged the regional Odyssey of the Mind Contest. She published an article on lessons conducted the previous year in a third grade classroom. She also helped with the state mathematics contest in Durham in April. Biologist Kosal wrote questions for the Envirothon competition for science students and judged the contest. She also coordinated BIO 225 EcoTeams that presented lessons to third graders. Dr. Daley made two different presentations to science classes at a school in Wilson. Psychology Professor Sanborn volunteered as a reader at Baskerville School and gave presentations on anger management, conflict resolution and friendship as part of a program through the local and state mental health association. Political science professor Poffenbarger made a presentation on Nicaragua to a class at Wakefield School (Raleigh). Dr. Perry-Sheldon served as president of the NC Reading Association and coordinated various parts of the state conference. She and Pat Brantley provided support to the local reading council, including typing for the Young Authors entries. She also tutored two children each week in the HOSTS program at Bullock School, and tutored in the AVID program at Parker along with her students. She is presenting a workshop in June as part of a reading institute for RM teachers. Education professors also presented a workshop for parents (Nicholson) and science presentations (Brooks). Dr. Brewer participated in a special education assessment workshop with educators in Edgecombe County. Coaches and all athletic teams read in area schools. Each summer the college hosts camps for students in various sports. One trainer spoke to a class at RM Senior High on Sports Medicine. One professor (Stevens) is active with Teen Court and local mediation programs serving as judge at least once a month. Staff member McAuliffe also works with the Teen Court. Two faculty (Perry and Watson) judged the local and district Quiz Bowl contests; Dr. Kirby judged the Constitution Day Essay Contest at Nash Central High. Professor Wilson planned and hosted two classes from Rocky Mount Academy for a fieldtrip to her historic home. Two staff members (Nguyen and Wallace) provided technology support to two local schools, one to set up a website and the other to produce flyers and other materials. Writing center director Szymona is working with the writing coordinator at Northern Nash High School on ways to support students in the transition from high school to college writing. Residence hall directors hosted students from the Communities in School program several times on campus.

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

The program involves its students in a variety of activities to facilitate the transition from college student to teacher. Students prepare resumes and are encouraged to attend job fairs; mock interviews with area school personnel are held. Faculty members post job announcements and

write letters of reference for students. In addition, Wesleyan informally provides support to the area's beginning teachers. Graduates are encouraged to continue to use the College's library and the Curriculum Materials Center, and they have borrowed math materials and reading kits from the Education Resource Center. They continue to have free library privileges. Most of our graduates employed in area schools are visited or called by a faculty member to offer help and support. We also met with recent graduates in January at a dinner meeting and provided a workshop on school violence and diversity.

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

Wesleyan has served lateral entry teachers since the State began the program. Wesleyan serves lateral entry teachers by providing programs of study and courses in the evening both on campus and at area community colleges. Faculty respond quickly to many calls about lateral entry, provide programs of study promptly for prospective lateral entry teachers, and refer students to Colleges providing areas of licensure not offered at Wesleyan. In addition, information and tutoring related to the Praxis II exams have been provided to lateral entry teachers. A collaborative grant with Nash and Franklin County schools has provided several courses for middle school teachers in math and science, coaches to support their work with students, and other services. Despite our small size and our few areas of licensure programs, we also serve lateral entry teachers through the NC Model Teacher Education Consortium. Wesleyan helped found the Consortium in 1989 and has provided courses ever since for lateral entry teachers, provisionally licensed teachers, and persons desiring to be teachers. Wesleyan charges a reduced tuition for Consortium classes and students are not charged an admission fee or student fees, a savings of over \$400 to the teacher and Consortium per enrollee. From Fall 2005-Summer of 2006 Wesleyan offered 32 courses for the Consortium either on-campus, at Nash Community College, in Louisburg or in Goldsboro serving mainly lateral entry teachers. Faculty participated in off-campus transcript evaluation and registration days to make it easier for lateral entry teachers to acquire programs of study and to register for classes. Nash-Rocky Mount and Edgecombe districts frequently refer potential teachers for transcript reviews. Over 15 individual plans were developed.

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

Workshops and demonstration lessons are the two primary ways we support career teachers. Faculty offered several literacy workshops for area teachers to provide renewal credit in reading as required by the state. Ten-hour workshops offered included one on reading fluency, one on science and reading, and one on vocabulary. One for teachers at a local Catholic school on content area reading and vocabulary was also offered. One faculty member (Perry-Sheldon) worked with a former graduate who teaches in Minnesota as she was submitting requirements for National Board Certification. Math professor Stafford taught 11 problem solving, demonstration lessons for area teachers. Dr. Brooks presented science workshops for an area teacher. Several career teachers along with lateral entry teachers participated in the week-long math and science institutes offered in the summer of 2005 at Wesleyan.

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

Faculty in education and others on campus are involved in efforts to support priority schools. Dr. Perry-Sheldon serves on the "Closing the Achievement Gap" Committee for Edgecombe County. Wesleyan's work with the NC Model Teacher Education Consortium is a service to low-performing schools since many of the area schools have teachers who are out-of-field or who are lateral entry teachers. Providing courses for them helps the schools. Many of the tutoring activities performed by faculty (Perry-Sheldon, Stafford), staff, coaches, and students were with students needing extra help. Students and Dr. Perry-Sheldon tutored students in the AVID program at Parker Middle School. Drs. Perry-Sheldon and Brooks presented a science and reading workshop at the Closing the Gap Conference in March, and Dr. Perry-Sheldon attended the Closing the Gap session conducted for deans and directors of education as part of the Gap conference. Dr. Brewer also attended the conference. In addition, educators employed in the Closing the Gap section at DPI presented two workshops for lateral entry teachers and/or Wesleyan students on diversity. The parent workshop on reading to children conducted by Dr. Nicholson was to a Title I school.

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

Priority 1--High Student Performance. The support provided low performing schools--tutoring, grant activities, workshops, work with lateral entry teachers and beginning teachers--are all examples of activities to promote student learning. These are described in other sections. We responded to personnel in the Closing the Gap section at DPI, meeting with them and asking them to come to campus for workshops. Priority 2--Safe, Orderly, and Caring Schools. Many of the skills developed by and dispositions instilled in the teachers who complete their programs at Wesleyan focus on behaviors who promote a caring, inclusive classroom. A Wesleyan faculty member serves as the advisor to a local "Teen Court" project through a local mediation center. The workshop on school violence presented to recent graduates addressed this priority. Education professor Brewer serves in the Guardian Ad Litem program for students who are having legal difficulties. Priority 3--Quality Teachers, Administrators, and Staff. Our work with the Model Teacher Education Consortium, career teachers, and beginning teachers addresses this priority. The reading workshop project provided for renewal credit is one effort to help teachers meet a state board mandate regarding reading renewal credits. We have also worked to improve our own teacher education program so our graduates are ready for the classroom. Priority 4--Strong Family, Community, and Business Support. Wesleyan participates in local business initiatives that support education and build partnerships. One example is the support of the Communities in School project conducted by staff. Many of the internships completed by Wesleyan students in various majors are in social service agencies and area schools. The education program incorporates a specific focus on preparing graduates to work successfully with parents by including reading and role-play activities and by requiring that student teachers document communication and work with parents. The student education organization (SNCAE) and some class projects support community projects to aid children. The social studies methods class annually develops a booth for the county fair and uses its winnings to support school projects. Dr. Brewer presented several workshops to parent groups in Goldsboro on school related topics. Dr. Nicholson provided a parent workshop on reading. Priority 5--

Effective/Efficient Operation. Our work with the Consortium means that local districts that support the Consortium have a good return for their investment.

**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 ongoing implementation of the grant for middle school science and math teachers continued to be a special focus this year. Working with two school districts and Nash Community, Wesleyan offered several courses and two summer institutes; two institutes are planned for 2006; the grant also provides three coaches to work with the participants and their 6-8 students. Efforts to begin working more closely with area community colleges through a 2x2 program were continued. Students who transfer from Nash Community and other area community colleges will enter Wesleyan ready for upper level methods classes. This will enable them to graduate in two years with a degree in elementary education. Several meetings with personnel and students at Lenoir CC were held to determine the feasibility of a 2 by 2 program in Kinston; this effort will continue since too few applied to begin this fall. A continuing emphasis this year was providing reading workshops for teachers; a new workshop on science and reading was developed and offered to 15 teachers. The education department continued to offer an online course and has developed two new courses for online delivery. Dr. Nicholson helped begin work with private schools; a 10-hour reading workshop for teachers from the local Catholic school resulted.

**Supplemental Information (Optional)**

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

Various preparation materials are provided to students. Print materials related to Praxis exams are sold in the bookstore, and materials are placed on library reserve so students have access to available training materials. Study guides from ETS are made available to students for independent study. In addition, the College has encouraged Consortium students to take workshops sponsored by the Consortium. Registration materials are distributed on campus and mailed to persons requesting them. Praxis I workshops and specialty area workshops are offered free to students. The coordinator of the writing center provided workshops in reading and writing and a math instructor provided workshops on mathematics for all students enrolled in EDU 205 Intro to Education. Feedback from the students indicated the workshops were helpful. Workshops were provided to the student teachers to help prepare them for the specialty exams. The college works with Nash Community College to encourage transfers and others to take the workshops provided by Nash. The Wesleyan library website has links to a testing site with practice PRAXIS exams and tutorial materials in reading, writing, and mathematics. Several students reported the site was helpful to them.

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

On campus recruitment activities include calling prospective students who indicate interest in teaching, responding quickly to inquiries received by phone or e-mail, and meeting with students at open houses and parent day events. Leaflets about teacher education are distributed at open houses/recruitment events to encourage current secondary and college students to consider teaching as a career. Students who show only slight interest in teaching are allowed and encouraged to enroll in classes such as EDU 205 Introduction to Teaching, EDU 210 Books for Children, and SPE 300 Exceptional Children. Prospective majors are encouraged to join NCAE and to participate in its projects. A bulletin board displays information about careers in teaching. Education professors meet periodically with admissions counselors and the first year advisors to keep them updated about the education program. Information about scholarships is shared with students. Off campus recruitment is centered in efforts to enroll teacher assistants and other school staff in our courses. Many teacher assistants enroll in Wesleyan's Consortium courses and other evening courses. To be more financially accessible, Wesleyan has allowed teacher assistants to enroll in Consortium courses at reduced tuition rates, a savings of about \$400 per course. At advising sessions students are encouraged to take courses both on campus and at community colleges to encourage them to pursue teaching and to make access more local and affordable. Offering courses in the evening has also allowed those who change careers and licensure-only persons to begin taking the professional education courses. Since we work with lateral entry teachers, other interested persons with degrees call for information. We provide programs of study and information. Plan sheets are provided to assist community college transfers in making the transition from there to NCWC. Also, faculty have met with community college personnel to consider 2x2 programs and to align our course requirements with courses offered at the community college. Two faculty participated in a recruitment activity at Edgecombe Community College. While we don't deliver a 2x2 program at the community college, the transfer students do take courses there and transfer as juniors into our elementary program that can be completed in two years. The Dean of the College and Dr. Perry-Sheldon met several times with personnel at Lenoir Community College to consider a program there; the effort is ongoing. Those in middle and secondary education also take many courses at the community college to transfer to Wesleyan. Wesleyan has offered courses in Goldsboro at our adult degree site to encourage persons to consider teaching as a career or career change. A grant for education scholarships was submitted to the Wachovia Foundation; final outcome is pending. Dr. Nicholson serves on the college transfer committee at Edgecombe Community College. A recruitment activity was planned in conjunction with Nash-Rocky Mount's High School Teacher Academy and work with the director will continue.

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

Recruitment efforts focus on teacher assistants and the many African-American adults who are employed in education and who have the potential to become teachers and a commitment to our region. Professors have met with assistants and also a number of lateral entry individuals to provide special advising sessions and to explore financial aid options. In addition, our involvement with the Consortium has enabled us to recruit persons of diverse backgrounds

(Latino, Native American, Asian, and others) to becoming teachers. Professors and staff collaborate with persons at area community colleges to assist students in making the transition to Wesleyan. Wesleyan has been successful in recruiting a diverse student population, but even some students with high grade point averages have had trouble passing the Praxis I exams. The writing center's director and other faculty have provided workshops for education students. Faculty have worked collaboratively with school districts to provide student teaching opportunities in modified formats to enable school employees to maintain benefits and yet fulfill degree requirements.

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

Wesleyan has advertised its new major in special education and hopes to begin enrolling students in this major this coming year.

## 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	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	8
	Other	0	Other	0
	<b>Total</b>	<b>5</b>	<b>Total</b>	<b>9</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	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</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	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	2
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>3</b>
<b>Total</b>	<b>0</b>	<b>Total</b>	<b>3</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	0	White, Not Hispanic Origin	1
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>1</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)	8	4
Middle Grades (6-9)	5	1
Secondary (9-12)	2	2
Special Subject Areas (K-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
<b>Total</b>	<b>15</b>	<b>7</b>
<b>Comment or Explanation</b>		
<p>Three lateral entry teachers finished via Wesleyan this year. Education faculty are responsive to requests for programs of study by persons who are officially lateral entry and by others being considered by area school districts. Since one of the regional alternative centers is in Nash County, fewer persons are seeking programs of study directly from the college, but teachers from many area districts take courses at Wesleyan to meet their requirements. Many take courses at other campuses as part of our Consortium. In addition, many more lateral entry teachers than those shown in this chart took courses at Wesleyan. Some of these were in licensure areas we do not offer and who are affiliated with other colleges. In the 2005-2006 school year, Wesleyan provided 32 courses (enrolling some 250 persons) at night in Nash County, Goldsboro, and Franklin County to serve employees of area schools; the majority of the enrollees were lateral entry teachers. In addition, six courses were offered by the Nash/Franklin Grant.</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	180
MEAN PPST-W	177
MEAN PPST-M	180
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.53
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)	5	5	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	2	2	0	0
Special Subject Areas (K-12)	0	0	0	0
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	7	7	0	0
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	13	100
Institution Summary	13	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.**

<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	3	1	3			
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						
Comment or Explanation						

**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	14	93	79
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>
Nash-Rocky Mount Schools	148
Halifax County Schools	43
Wayne County Public Schools	34
Wake County Schools	32
Edgecombe County Schools	31
Roanoke Rapids City Schools	23
Lenoir County Public Schools	17
Wilson County Schools	14
Franklin County Schools	11
Northampton County Schools	11

**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.	3.82	3.33	3.67
preparation to effectively manage the classroom.	3.33	3.00	3.33
preparation to use technology to enhance learning.	3.33	3.17	3.33
preparation to address the needs of diverse learners.	3.25	3.17	3.42
preparation to deliver curriculum content through a variety of instructional approaches.	3.75	3.17	3.75
Number of Surveys Received	≈ 12	≈ 6	≈ 12
Number of Surveys Mailed	18	18	18

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

**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	2	8

