

# **IHE Bachelor Performance Report**

## **Southeastern College at Wake Forest**

**2005 - 2006**

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### **Overview of the Institution**

The purpose of the Christian Teacher Education program at Southeastern College at Wake Forest is to prepare men and women for professional service as teachers. The College seeks to develop teachers who meet all requirements for North Carolina State Licensure, who are committed to seeing that each student learns, who are compassionate in helping meet each student's needs, and who are competent to lead classroom instruction successfully in their chosen specialty area. As part of the conceptual framework of the program, these elements are integrated throughout to ensure that candidates develop and exhibit the knowledge, skills, and dispositions which are identified by national and state best practice standards.

### **Special Characteristics**

The curriculum at Southeastern College at Wake Forest richly integrates both liberal arts and biblical studies. The liberal arts component of the "core curriculum" centers on the History of Ideas where students engage the great books and great ideas of civilization. It further develops students' ability to think, to read, and to write through classes in literature, history, and composition. In the biblical studies component students learn Scripture, interpretation, theology, and original languages. Integrating these core components aims at deliberate worldview development and producing lifelong learners. Together they lay a foundation for preparing content teachers of English, Social Studies, and Humanities.

### **Program Areas and Levels Offered**

Southeastern College at Wake Forest offers a Bachelor of Arts in Biblical Studies and English with a minor in Christian Teacher Education (high school 9-12) and a Bachelor of Arts in Biblical Studies and Social Studies with a minor in Christian Teacher Education (high school 9-12).

## **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 program has continued its relationship with the Franklin County Public Schools. During the 2005-2006 school year a formal agreement was entered into by Southeastern College at Wake Forest and the Franklin County Public Schools. That agreement is on file in the Administration Office in Louisburg, NC and in the teacher education office on campus. This agreement was recommended by and approved by the program Teacher Education Committee. Also, during the period covered by the report, contacts were made in order to develop collaborative arrangements with the Wake County Public School System. The program director met with the superintendent during fall, 2005. Subsequent meetings were held with appropriate administrators during spring, 2006. These contacts led to a formal, documented partnership with WCPSS. Students and faculty have been actively involved at all three Franklin County High Schools: Bunn High School, Louisburg High School, and Franklinton High School. One school in Wake County was used as a field site, Wakefield High School. The College sustained and expanded its relationship with the Dubois Community Center in Wake Forest. Other, more limited field sites included Ravenscroft School, Franklin Academy, and Smithfield Selma Senior High School. Education students begin their field experiences by observing, generally in one of the three Franklin County high schools. During the sophomore and junior years in the program students take on additional roles including tutoring and teaching brief lessons. Senior level classes require more extensive teaching which culminates with a ten-week student teaching placement.

<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>
<p>Franklin County Public Schools: Franklinton High School, Louisburg High School, Bunn High School and Franklinton Elementary School. Service was also provided to support Exceptional Educational programs in the Franklin County Public School.</p>	<p>Franklin County Public Schools: The new program director at Southeastern College at Wake Forest arranged to meet with central office administrators and then later with the high school principals in Franklin County. It became apparent that although the school district and college had collaborated extensively since the inception of the program at SECWF, no formal agreement and plan had been established to guide collaborative efforts. The Franklin County Superintendent and the SECWF program director developed a document to support our partnership and it was signed in early November, 2005. The agreement is on file at the Franklin County Administrative office in Louisburg and in the secondary education office at</p>	<p>Franklin County Public Schools: a) Students enrolled in EDU 305 Foundations of Education, and EDU 405 Teaching Methods for Secondary School Instruction were placed in Franklin Country schools to provide tutoring and other instructional services. b) The students enrolled in EDU 408 Exceptional Children were placed in special education settings including mainstreamed students and inclusion students. In these settings they assisted the teacher and helped implement the Individualized Education Program (IEP) Students and faculty will be involved with Special Olympics coordinated through the Franklin County Public Schools. c) The program director, Dr. Alan O'Dell, has been asked to make presentations during the fall, 2006 new teacher orientation</p>	<p>Although the primary thrust of the partnerships with Franklin County and Wake County during the 2005-2006 school year was organizational and developmental, a number of activities did take place within the context of priorities that were agreed to between the public schools and SECWF. Assessments of direct involvements in public schools are noted below. It should also be noted the some of these involvements have continued for several years, suggesting that some of the collaboration that has occurred between SECWF and the Franklin County Public Schools has been ongoing. Southeastern College at Wake Forest developed an additional partnership during 2005-2006. It is the intention of the college to pursue another partnership with Durham County during the 2006-2007 school year. The program director found that it was not easy to get opportunities for direct and ongoing involvement with our original partner. For that reason it is felt that broadening our</p>

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	<p>SECWF. In consultation with Dr. Bert L'Homme, superintendent, Dr. Eddie Ingram, Assistant Superintendent and the three high school principals a list of priorities for SECWF involvement was established. The program director also consulted with Mr. Todd Thornton, Assistant Director for Exceptional Education in order to determine possible involvement of the college in that area. These are listed below with some explanatory narrative when necessary. -- a) Placement of pre-student teaching field experience observers and tutors in Franklin County high schools: Input from district personnel indicate that these services, including tutoring have proven to be a significant and positive involvement and helpful to the schools. These activities have been ongoing since the</p>	<p>sessions. He will meet with first year teachers on September 12, 2006 and with second year teachers on September 13, 2006. d) As a result of the noted priority of providing courses for lateral entry teachers seeking standard licensure, SECWF has revised the fall schedule so that at least one section of all courses leading to licensure will be offered as an evening course. e) Dr. Michael Travers who holds a Ph.D in English literature and who is a grader for the AP English exam, conducted a workshop for the AP English students at Franklinton High School on May 1, 2005. Dr. Travers is a fulltime faculty member in the English Department at SECWF. f) The Franklin County spring 2005 student teachers participated in Read Across America Day at Franklinton Elementary School. g) The college hosted</p>	<p>partner base will provide us with more opportunities to be of service to the schools surrounding SECWF. -- a) Ratings of students who tutored at the Dubois Center both in the in-school suspension program and the after school program were generally quite positive. An exit conference with the center director and the in-school suspension program director were also positive. Review of the student reflective journals would indicate that students perceived the experience in a generally positive manner. The tutors did note that the consistency of their experience was lacking. Apparently, on many occasions the students did not have homework materials with them or the schedule had been changed and students were not available to be tutored. SECWF is reviewing this relationship or order to restructure it or move tutoring experiences to actual school settings where predictability and structure might be improved. b) Mr. Todd Thornton rated the three students who assisted</p>

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	<p>inception of the program and will continue. b) Tutoring services for inclusion classes to support the exceptional education program in Franklin County. c) Assistance with new teacher retention and growth. d) Provision of licensure courses for lateral entry teachers. e) Content based (English and Social Studies) support by college faculty to both high school students and faculty.</p>	<p>an Educator Appreciation Reception for Franklin County Educators on May 11, 2005. At that time the LEA cooperating teachers for 2005 were recognized and received a small token of appreciation from SECWF.</p>	<p>him with the exceptional education program in Franklin County as exceeding expectations. The three students received a grade of “A” in the course in which this involvement was an assignment. c) A follow-up conversation with the AP English teacher at Franklinton High School left no doubt that she felt that Dr. Travers’ presentation on AP English Test taking was both appreciated and helpful. She followed up this conversation with an email reemphasizing her appreciation for our direct involvement through this presentation/discussion. d) Follow-up discussions with the principal of Wakefield Middle School indicated that the program presented by Dr. Travers on The Lion, The Witch, and The Wardrobe was well received and appreciated. e) Dr. Travers’ class presentation at Wakefield High School centering on the writings of John Milton was responded to positively by the students. This assessment was made by the English teacher of that group of students.</p>

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			Note: In the future, SECWF intends to provide all recipients of services to schools by SECWF faculty and students with assessment forms to rate quality and value of services provided.
Wake County Public School System: Wakefield High School, Wake Forest/Rolesville High School, Wakefield Middle School. Wake County Public School System In-School Suspension site at the Dubois Center in Wake Forest.	Wake County Public School System: Almost immediately after reaching a formal agreement with Franklin County the program director at SECWF was able to meet with the superintendent of the Wake County Public School System, Mr. Bill McNeal. It appeared reasonable for SECWF to reach out to WCPSS partly because the college is located in Wake County and two of the County high schools are very close to the college. Since the college arranges field experiences as part of the course requirements for every education course, it has become difficult to find enough placements in Franklin	Wake County Public School System: Although a formal partnership agreement was not signed until May, 2006, a number of direct involvements took place during the 2005-2006 school year and structures have been implemented in order to institute such involvement in an ongoing manner. -- a) More than a dozen students enrolled in EDU 307 Teaching Reading in Content Areas, EDU 310 Educational Psychology and PSY 301 Child and Adolescent Development worked with at-risk students through the Wake County Public School System in-school suspension program located at the Dubois Center in Wake Forest. These student	No data provided by institution.

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	<p>County. Supt. McNeal expressed a high level of interest in partnering with SECWF. He arranged for the program director to meet with his Associate Supt. Josephine Baker and several assistant superintendents. At that meeting it was established what kinds of services the two entities might be able to provide for each other. A final planning meeting held on the SECWF campus included Dr. Donna Hargens, Assistant Supt for Curriculum and Instruction and three of her assistants responsible for English content instruction, social studies content instruction, and faculty development. That meeting yielded a set of partnership priorities and a commitment to formalize a collaborative agreement. Although some involvement between WCPSS and SECWF took place during</p>	<p>helped students with home work and served in mentoring roles. Other students in these courses continued the long standing program of tutoring students in the after school program at the Dubois Center. b) Dr. Michael Travers conducted a parent/student night at Wakefield Middle School the week prior to the opening of the film The Lion, the Witch and The Wardrobe based on the book by C.S. Lewis. He led a discussion and fielded questions from both parents and students, in order to help them better understand the message of the movie. Dr. Travers also taught a class for the English department at Wakefield High School focusing on the literature of John Milton. Dr. Travers has been asked to prepare additional content based faculty development workshops for Wake County in</p>	

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	<p>the 2005-2006 school year the final draft of the agreement was received and signed on May 22, 2005. A list of potential collaborations is noted below. -- a) Continuation of tutoring services, as needed and requested for high school students in order to improve reading comprehension. b) Continuation of mentoring and tutoring for students assigned to in-school suspension through a contract with the Dubois Center. c) Participation in the professional development program at WCPSS in the areas of English and Social Studies content and pedagogy. d) College faculty participation on school site-based management teams as well as district level curriculum committees. e) Being available as a mentor/counselor as needed to</p>	<p>the 2006-2007 school year. c) Dr. Brent Aucoin, Ph.D. in American History will be presenting content workshops for Wake County teachers on September 21 and October 5 and 19, 2006. Teachers will be receiving 1.0 CEU credit. His topics are (1) Civil War (2) Civil War post-bellum politics and (3) Civil War post-bellum race relations. d) As noted earlier, because of the realignment of the course schedule at SECWF, Wake County lateral entry teachers would also have better access to licensure coursework.</p>	

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	support beginning teachers who may be struggling and in need of an “outside” ear.		
Durham Public Schools	Durham County Public Schools: Initial contacts have been conducted with the superintendent’s office in Durham County. A process similar to the plan carried out in Wake County will be pursued in Durham County during the 2006-2007 school year. We intend to determine if another partnership agreement could be helpful to SECWF and Durham County Public Schools.	Franklin County Public Schools: a) Students enrolled in EDU 305 Foundations of Education, and EDU 405 Teaching Methods for Secondary School Instruction were placed in Franklin Country schools to provide tutoring and other instructional services. b) The students enrolled in EDU 408 Exceptional Children were placed in special education settings including mainstreamed students and inclusion students. In these settings they assisted the teacher and helped implement the Individualized Education Program (IEP) Students and faculty will be involved with Special Olympics coordinated through the Franklin County Public Schools. c) The program director, Dr. Alan O’Dell, has	No data provided by institution.

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		<p>been asked to make presentations during the fall, 2006 new teacher orientation sessions. He will meet with first year teachers on September 12, 2006 and with second year teachers on September 13, 2006. d) As a result of the noted priority of providing courses for lateral entry teachers seeking standard licensure, SECWF has revised the fall schedule so that at least one section of all courses leading to licensure will be offered as an evening course. e) Dr. Michael Travers who holds a Ph.D in English literature and who is a grader for the AP English exam, conducted a workshop for the AP English students at Franklinton High School on May 1, 2005. Dr. Travers is a fulltime faculty member in the English Department at SECWF. f) The Franklin County spring 2005 student teachers participated in</p>	

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		<p>Read Across America Day at Franklinton Elementary School. g) The college hosted an Educator Appreciation Reception for Franklin County Educators on May 11, 2005. At that time the LEA cooperating teachers for 2005 were recognized and received a small token of appreciation from SECWF.</p>	

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

Dr. Alan O'Dell became program director on August 1, 2005. He has been highly involved with personnel in Franklin County since the fall. He has met with Dr. Bert L'Homme, Franklin County Superintendent and the Associate Superintendent, Dr. Eddie Ingram. Those contacts along with extended sessions with the three high school principals in Franklin County led to a formal, signed agreement between Southeastern College and Franklin County Public Schools. A list of faculty service opportunities has been generated. Dr. Kenneth Coley continues to make himself available for workshops in the areas of reading and writing at the high school level. Dr. Michael Travers has met with AP teachers and students to provide practical preparation assistance for those who would be taking the high school English AP examination. Dr. O'Dell also initiated contact with Wake County Schools in order to partner with some Wake County High Schools. During spring 2006, Dr. Michael Travers, representing English content, Dr. Brent Aucoin, representing social studies content along with Dr. O'Dell met with assistant superintendents from Wake County to structure a partnership between the county schools and Southeastern. That partnership has been formalized and approved by Wake County. Several faculty involvements were recorded in Wake County during the 2005-2006 school year prior to actually formalizing a collaborative effort.

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

Because of the age of the program at Southeastern College at Wake Forest, only six graduates are in the field. We follow up with these students through telephone interviews and email follow up. The first round of follow up contacts indicates that these graduates are adjusting to the challenges of teaching through the first or second year. We have made it clear that the faculty here at Southeastern continues to be available for whatever support will best assist them as they transition into the profession. Dr. O'Dell will be meeting with first and second year teachers during fall orientation for Franklin County Public Schools. He will address survival and resources questions of beginning teachers.

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

Planning sessions with Franklin County and Wake County school leaders indicated that a very high priority is the availability of licensure coursework for lateral entry teachers. Since the inception of the program some education courses have been offered in the evening. All courses that make up the program are now offered in the evening in order to facilitate the licensure needs of lateral entry teachers. It is also possible for students to petition the Teacher Education Committee to recognize that they have met certain competencies.

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

Training seminars are held each spring for career teachers who plan to mentor a student teacher during the spring student teaching block. Additionally, content faculty provide content based

professional development modules for career teachers in English and social studies. Some of these efforts are described later in this report.

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

Tutors enrolled in Educational Psychology or Teaching Reading in Content Areas have been active in the Wake County Public Schools in-school suspension program which is housed at the Dubois Center in Wake Forest. Southeastern College students have assisted these at-risk students with homework while these students have been suspended from their assigned high school. The in-school suspension coordinator has rated the tutors as dependable and helpful. Southeastern College students continue to participate in the after school tutor/mentor program for at-risk youth at the Dubois Center. The program continues to make tutors available, when requested, to Wakefield High School and Wake Forest/Rolesville in order to assist students who have not passed the NC Competency Test in Reading and Mathematics.

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

The Dubois Center, located in Wake Forest, provides tutoring and enrichment activities for at-risk students. Southeastern students have field assignments at the Dubois Center during three courses; EDU 307 Reading in Content Areas, EDU 310 Educational Psychology and PSY 301 Child and Adolescent Psychology. During spring 2006, the college began providing tutoring services at the Dubois Center in cooperation with the Wake County Public School System, during school hours, to support an in-school suspension program. A primary focus of the program conceptual framework stresses the development of caring teachers and the effect of caring teachers to effective schools. Student teaching assessments suggest that candidates convey caring dispositions into the classroom. Student teachers are expected to call parents and write notes to parents and whenever possible to participate in parent conferences in order to build strong bonds between school and family. Student teachers also attend meetings of parent-teacher organizations during the student teaching experience. Praxis II score analysis from spring 2006 student teachers suggests that the program is producing quality teachers. All student teachers scored well above NC state minimums on Praxis II tests.

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

An assessment of the 2004-2005 IHE Report noted that the college's direct and ongoing involvement with public schools was lacking. The special emphasis for 2005-2006 has been the development of effective and operational collaborative relationships between our partner district, Franklin County and the Wake County Public School System.

## **Supplemental Information (Optional)**

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

During the 2004-2005 reporting year the college purchased the computer assisted practice software PLATO. This was made available to students who had difficulties or who anticipated difficulties in passing Praxis I. Usage of the program were minimal and as a result the Teacher Education Committee decided not to renew the license. In its place, the program will make the Learning Plus materials available to students. Conversations are currently underway as to whether mandatory test preparation sessions should be developed and scheduled for entering students who present low SAT or ACT scores which suggest that the student will encounter problems passing one or more sections of Praxis I.

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

The President and Board of Trustees of the Institution have reorganized the administrative structure in such a way as to refocus recruitment efforts under a Vice President for Communication and Student Development. This refocused recruitment effort is now aimed at specific recruitment of more and better candidates for the Christian Teacher Education program. Focused recruitment materials are currently being developed. Student recruitment specialists will be in attendance at numerous school conventions and conferences. Articles are being prepared for inclusion in appropriate journals in order to tell the SECWF story. The college intends to attend high school college fairs and other venues in order to communicate the Christian Teacher Education program.

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

Four scholarships have been designated for minority students who are pursuing Christian Teacher Education. The scholarships cover full tuition for four years. In keeping with intensified recruiting efforts as noted above information has been prepared announcing and explaining this scholarship program and will be communicated to churches and other locations where significant minority populations are represented.

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

Two master's degree program models have been developed. The first model restructures the current programs into five year programs. Candidates in this model would complete a four year degree without licensure and would, upon finishing a fifth year which includes a professional internship, receive a master's degree and licensure. The second model has been designed as a fifth year program for licensed teachers to pursue advanced licensure and a master's degree. The college has also taken initial steps towards developing an elementary licensure program.

## II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	3
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>3</b>
	Other	0	Other	0
	<b>Total</b>	<b>2</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	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	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	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>

**B. Lateral Entry/Provisionally Licensed Teachers**

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

<b>Program Area</b>	<b>Number of Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)	0	0
Special Subject Areas (K-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	0	0
Comment or Explanation		

**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	181
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.68
Comment or Explanation	

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

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	N	NC	N	NC
Prekindergarten (B-K)	0	0	0	0
Elementary (K-6)	0	0	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	4	3	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	4	3	0	0
Comment or Explanation				

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

2004 - 2005 Student Teacher Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Institution Summary	Less than 4 Test Takers or Test Not Required.	

**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	3	1				
U Licensure Only						
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	4	75	50
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	8

**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.	*	*	*
preparation to effectively manage the classroom.	*	*	*
preparation to use technology to enhance learning.	*	*	*
preparation to address the needs of diverse learners.	*	*	*
preparation to deliver curriculum content through a variety of instructional approaches.	*	*	*
Number of Surveys Received	1	2	1
Number of Surveys Mailed	2	3	2

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

**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
1	1	3