

# IHE Bachelor Performance Report

## Catawba College

2006 - 2007

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### Overview of the Institution

Established in 1851, Catawba College is a small liberal arts institution affiliated with the United Church of Christ. The College is located in the southern piedmont region of North Carolina. Undergraduate education is the primary focus of the college, with majors in the arts and sciences, as well as some specialized fields. In addition, Catawba College operates a small graduate program that serves local educators in Elementary Education. Utilizing the skills of more than 86 full- and part-time faculty, Catawba College provides instruction to approximately 1300 students representing 22 states and seven foreign countries.

### Special Characteristics

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

Instruction's Competencies for Advanced Licensure and the five propositions of the National Board for Professional Teaching Standards (NBPTS). Based on these standards and guidelines, the M.Ed. program strives to help experienced teachers 1) examine their own practices, 2) systematically raise and pursue questions, and 3) collaborate with others beyond their own classrooms. In order to better provide for continuous program improvement, teacher education faculty recently adopted the Catawba College Teacher Education Unit Assessment System.

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

Catawba College offers fifteen undergraduate licensure programs and one graduate licensure program in Elementary Education. Approved undergraduate programs include Elementary Education (K-6), Middle School Education (6-9, with concentrations in Language Arts, Mathematics, Science, and Social Studies), Secondary Education (9-12 in English, Mathematics, Comprehensive Social Studies, Comprehensive Science, Biology, and Chemistry), and Special Subject Areas (K-12 in Physical Education and Music). A second field license program in Reading Education is also offered. A new Birth-Kindergarten program was established in fall 2006 and has been granted temporary authorization. Graduate study leading to a Master's Degree is available in Elementary Education (K-6).

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

### A. Direct and Ongoing Involvement with/Service to Public Schools

<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>
Overton Elementary School (Rowan-Salisbury Schools)	To assist students who are having difficulty mastering mathematical concepts.	Mathematics tutoring was provided for students in grades 3, 4, and 5; supported by three-year SCALE grant.	Evaluation forms returned by classroom teachers indicate satisfaction with tutoring; funding approved for two additional years.
North Rowan Elementary School Hurley Elementary School (Rowan-Salisbury Schools)	To assist students who are having difficulty mastering reading and literacy.	<ol style="list-style-type: none"> <li>1. Students tutored in reading and literacy skills.</li> <li>2. Puppet show performed at North Rowan.</li> <li>3. Supported by three-year SCALE grant.</li> </ol>	Evaluation forms returned by classroom teachers indicate satisfaction with tutoring; funding approved for two additional years
Overton Elementary School (Rowan-Salisbury Schools)	<p>Goals: 1. To improve the quality of a teacher preparation program through rigorous entry and program standards and a relevant array of “real world” application experiences.</p> <p>2. To create more powerful and effective models to strengthen the profession of teaching including school leadership, from the initial</p>	<p>1. Pre-service teachers enrolled in Elementary Methods I and II engaged in a year-long junior internship at Overton Elementary. Experiences included-</p> <ul style="list-style-type: none"> <li>• Classroom observations (Goals 1-3, 5)</li> <li>• Organization of a “science day” (1, 3, 5)</li> <li>• Teaching lessons in reading, mathematics, social studies/ integrated arts. (1, 3,5,6)</li> </ul>	<ol style="list-style-type: none"> <li>1. Internship evaluation forms were completed by mentor teachers. All candidates were recommended for admission to student teaching. (Goals 1, 3,5)</li> <li>2. College faculty completed survey forms and indicated the belief that program goals</li> </ol>

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	<p>stages of preparation through the socialization, induction and continuous renewal of educators.</p> <p>3. To close the gap between educational theory and the wisdom of practice.</p> <p>4. To redefine the professional roles of school-based and college-based educators consistent with the demands of the 21st century.</p> <p>5. To improve an elementary school through the development of better-prepared educators who contribute to a school culture focused on learning outcomes.</p> <p>6. To produce measurable improvements in classroom learning for all students who contribute to a school culture focused on learning.</p>	<p>2. Seminars for junior interns were conducted on and off campus by the COPE Director (an Overton teacher). This person receives a stipend for her services and serves on the Teacher Education Council. (Goal 4)</p> <p>3. The Overton principal serves on the Teacher Education Council.</p> <p>4. A COPE Advisory Council consisting of college and school faculty oversees program governance.</p> <p>5. Free graduate tuition was provided for Overton mentor teachers who enrolled in the M.Ed. program.</p> <p>6. Junior interns conducted reading diagnoses for Overton students. (Goals 1,5) (Goals 1,3,5,6)</p> <p>7. One hundred percent of full time Teacher Education faculty participated, including planning with Overton faculty. (Goal 4)</p> <p>8. Presentation arranged for fourth graders by the Carolina Raptor Center.</p>	<p>were being met. (Goals 1-6)</p> <p>3. Three Overton teachers graduate with M.Ed. degrees enrolled in graduate courses and received tuition waivers.</p> <p>4. Results of the effectiveness of mathematics tutoring for 2006-2007 are inconclusive at this time (Goal 6)</p>

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Salisbury High School (Rowan Salisbury Schools)	<p>Goals:</p> <ol style="list-style-type: none"> <li>1. To improve the quality of teacher preparation for 9-12 teachers through rigorous entry and program standards and a relevant array of “real world” application experiences.</li> <li>2. To strengthen the profession of teaching including school leadership, from the initial stages of preparation through the socialization, induction, and continuing renewal of educators.</li> <li>3. To close the gap between educational theory and the wisdom of practice.</li> <li>4. To redefine the professional roles of school-based and college-based educators consistent with the demands of the 21st century through an exchange of ideas between college-based educators, school-based educators, and interns.</li> </ol>	<p>9. Science fair held</p> <ol style="list-style-type: none"> <li>1. Junior interns enrolled in methods classes were assigned field placements. These junior interns made observations and taught three formal and sequential lessons. Formal three-way pre-and post-conferences were held among the interns, school-based and college-based educators.</li> <li>2. A college faculty member (a former teacher of mathematics at SHS) was assigned as college coordinator of the project.</li> <li>3. A high school teacher was assigned as high school coordinator and given rank as Clinical Adjunct Instructor with a stipend. She is also a member of the Teacher Education Council. She attended training to become a member of the Board of Examiners for NCATE.</li> <li>4. The Catawba College/ Salisbury High School Partnership for Excellence Handbook was revised.</li> <li>5. The SHS principal serves on the</li> </ol>	<ol style="list-style-type: none"> <li>1. Internship evaluation forms were completed by mentor teachers. All candidates were recommended for admission to student teaching (Goals 1, 2 3, 5)</li> <li>2. Meetings with college and school-based faculty indicate the belief the partnership is mutually beneficial.</li> <li>3. High school students who attended the Teacher Education Day recruitment activity were surveyed and indicated a high level of satisfaction with the event (goal 2).</li> <li>4. The SHS principal and the Clinical Adjunct Professor attended all meetings of the Teacher Education Council.</li> <li>5. High School Task force</li> </ol>

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	<p>5. To improve SHS and the learning experience of its students through the development of better-prepared educators who contribute to a school culture focused on learning outcomes.</p> <p>6. To produce improvements in classroom learning for all students at all levels through the collective talents, knowledge, energies, and resources of the partners.</p> <p>7. To provide teachers-in-training opportunities for reflection on their own experiences and to encourage re-examination and reflection among the school-based and college-based educators.</p>	<p>Teacher Education Council</p> <p>6. Pre-service teachers in EDUC 2101 Introduction to Teaching made classroom observations.</p> <p>7. Teacher Education Day (designed to recruit prospective teachers) was held in conjunction with SHS and four other high schools. One hundred students, including 20 from SHS, attended. 8. Pi Day held in collaboration with the Catawba College Math Club and Math Dept.</p> <p>9. The Chair of Teacher Education, SHS principal, and a teacher were assigned to a county-wide high school reform task force (Goal 4).</p>	<p>meetings held and report issued) (Goals 4, 6).</p> <p>6. Successful Completion of NCATE BOE training.</p>
Rowan-Salisbury Schools (Teacher Cadet Programs at North Rowan High School and Salisbury High School)	To encourage mature, responsible and capable students to consider teaching as a career.	Collaborative meetings held between Teacher Cadet faculty and Catawba Teacher Education faculty.	Teacher Cadets attended Teacher Education Day and met NC Teacher of the Year, Presentation made at NRHS by Catawba faculty.
Rowan Salisbury Schools	To provide academic enrichment activities to students who have not met state proficiency standards.	Grant application written to establish 21st Century Community Learning Centers.	Grant application submitted

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

The public schools provide Catawba with many students, and many of the children of the faculty attend our public schools. Many faculty members are graduates of the North Carolina public schools. Therefore, it is not surprising that College faculty were deeply involved with area public schools. Evidence for faculty involvement is documented through Outreach Catawba: Survey of Faculty Involvement with the Public Schools. Surveys were sent to 86 faculty with a response rate of 74.4% (64 of 86). Of the respondents, 67.2% (43 of 64) indicated significant involvement with public education, including 100% of Education faculty. In the Catawba-Overton Partnership for Excellence, (COPE) Teacher Education faculty volunteered time in tutoring as well as diagnosing reading difficulties. Education faculty met with Teacher Cadet faculty from two high schools and developed collaborative plans for; faculty made presentations at these schools and cadets visited the campus. The department chair served on a task force that made recommendations for high school improvement to the local board of Education. A former North Carolina Teacher of the Year helped organize a Teacher Education Day designed to recruit students into the profession, while two other faculty participated in a recruitment fair hosted by the Rowan-Salisbury Schools. Another Education faculty member served on the Rowan-Salisbury's Teacher of the Year Selection Committee. An Education faculty member co-authored a successful \$181,000 Robertson grant to build a new athletic track at North Rowan High School. Educators' Dinners allow public school personnel, Education faculty and students to discuss educational issues; these dinners are organized in part by volunteer efforts by the faculty. Arts and Sciences faculty freely participated in a variety of interactions, including classroom presentations, conducting workshops, judging contests, providing PTA leadership and participation, helping with field days, tutoring, hosting camps, and supervising trips for academics or athletics. An English professor serves on the NC Poetry Council which supports a state-wide contest. A music professor provided assistance to area concert and marching bands and judged band competitions. The Department of Mathematics continued to sponsor a state level NCCTM mathematics contest for middle and high school students; more than 240 students attended. Theatre Arts faculty assisted in the establishment of a public performing arts program at a nearby high school, took College students to perform in area schools and one served as a judge at the State Thespian Festival. Faculty from Physical Education coordinated efforts for Special Olympics. Science faculty were involved with the public schools, including the presentation of science shows and the judging of science fairs. The Center for the Environment sponsored an Enviro-thon, hosted a number of school tour groups. An environmental science professor made a presentation at a statewide convention of the North Carolina Association of Student Councils. Furthermore, College facilities were offered to public schools at no charge. As all of these volunteer efforts make clear, Catawba College is strongly committed to North Carolina's public schools.

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

The Department of Teacher Education has an ILT agreement with the Rowan-Salisbury Schools by which College faculty members make professional services available to beginning teachers. Discussions were held between the department chair and the ILT Coordinator for the Rowan-

Salisbury Schools about the needs of beginning teachers, particularly lateral entry teachers. As a result, the department continued to sponsor a summer professional development workshop for lateral entry teachers. A language arts methods course and content area literacy were offered in the late afternoon. Further efforts included "Educators' Dinners" sponsored by the Lilly Center for Vocation and Values and often attended by beginning teachers. Conversations with prospective and career educators allowed beginning teachers to gain and share insight into the values and issues of the profession. More informal opportunities to support beginning teachers included electronic mail correspondence and phone calls between departmental faculty and former students regarding their novice teacher roles.

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

The Department of Teacher Education continued to offer programs for lateral entry teachers in twelve areas of licensure. During summer 2006, faculty from Catawba College cooperated with faculty from the Rowan-Salisbury Schools and presented a four-day professional development workshop to first-year lateral entry teachers. The Coordinator of Alternative Licensure serves as an advisor to teachers enrolled in a cooperative program with Pfeiffer University. The department head has met with the Director of the Charlotte Regional Area Licensure Center to discuss ways that Catawba might better serve the needs of lateral entry teachers. The department head is in frequent contact with the ILT Coordinator for the Rowan-Salisbury Schools and addresses the needs of lateral entry teachers. Late afternoon classes were made available, as well as internships for lateral entry teachers with supervision by College faculty. Reduced tuition was available through Catawba's post-baccalaureate teacher licensure program.

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

Supporting the continuum of professional development and learning for career teachers is important to Catawba College. The College supports only one area of graduate study, programs that serve experienced teachers. Further illustrating its commitment to career teachers, the College offers the Graduate Program with tuition comparable to state institutions. Career teachers serve in a variety of advisory capacities, serving on the Graduate Advisory Committee, the undergraduate Teacher Education Council, and Catawba-Overton Partnership for Excellence Advisory Committee. In 2006-2007, a faculty member and a local career teacher made a presentation at the North Carolina Council of Teachers of Mathematics Regional Convention. Another faculty member and three career teachers made a presentation at the North Carolina Association of Supervision and Curriculum Development Conference, while a third faculty member and three graduate students made a presentation at a reading conference. Teacher Education faculty taught demonstration lessons in a partnership school. The College-sponsored Educators' Dinners provide additional support and opportunities for discussion regarding current issues and trends. Catawba's graduate students, who are all licensed teachers, are given unique opportunities to challenge themselves through the planning and implementation of projects with the support and guidance of Catawba's graduate faculty. During 2006-2007 career teachers, who were pursuing certification by the National Board for Professional Teaching Standards, conferred with professors and utilized the College's Curriculum Materials Center in preparation for their assessments. The Shirley Peeler Ritchie Academy for Teaching was established in spring 2007

and in the upcoming 2007-2008 academic year will offer a number of programs of interest to career teachers. In spring 2007 the Academy sponsored a meeting with the North Carolina Teacher of the Year, as well as a reception for Phil Kirk (Chair Emeritus of the State Board of Education) which was attended by former Governor Jim Holshouser and current Board Chair Howard Lee.

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

No school in the Rowan-Salisbury system was designated as low-performing. However, Catawba College participated in four programs designed to reach low performing students at various stages in their development. First, discussions regarding the formation of a public school-College partnership with Overton Elementary School began when the school was in jeopardy of being designated as low-performing. Hence, this collaboration, known as the Catawba-Overton Partnership for Excellence (COPE) was initiated because of the College's desire to assist the school, which has a majority of students from lower socio-economic backgrounds as well as a significant number of special needs and exceptional students. During 2006-2007, tutorials were continued to address the needs of low performing students in reading and mathematics. Elementary education majors tutored low performing students in reading and mathematics in a program known as "Overton Overtime." COPE has been successful in obtaining grant funds to support the partnership, and a Proctor Foundation grant continued to provide instructional materials. Students were tutored in reading and literacy at North Rowan Elementary School, which was designated as a priority school; support was provided through a SCALE (Student Coalition for Action in Literacy Education) grant. Student teachers were also placed at two other elementary schools designated as priority schools. An Education faculty member co-authored a successful \$181,000 grant application that will allow North Rowan High School to build a new athletic track; the belief is that such facilities will encourage at-risk students to remain in school. At the end of the 2006-2007 academic year, the Department of Teacher Education signed a Memorandum of Agreement with the Rowan Salisbury Schools on a grant application to develop community learning centers that will provide services to students who have not met state proficiency standards.

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

When the State Board of Education adopted "Future Ready Students for the 21st Century" as the new set of priorities, the Teacher Education program re-examined the conceptual framework and unit mission and placed more attention on globalization. Education students interacted with a diverse set of presenters, including two Afghani Educators. The priority to produce globally competitive students (high student performance) was addressed through tutoring projects at Overton in reading and mathematics and North Rowan Elementary in reading and literacy; funding was provided through a SCALE literacy grant. The majority of those tutored have been from demographic subgroups "at risk" for failure and so both the College and the school were both involved in "closing the achievement gap." The need for 21st Century Professionals (quality teachers) was addressed as faculty attended presentations on "Future Ready Students" given by NCDPI personnel at statewide meetings and conferences. Service learning was emphasized through participation in a SCALE grant focused on tutoring in mathematics, reading, and

literacy. Further emphasis was placed on teacher interaction with families in the professional course sequence. Teacher candidates also continued to produce professional portfolios centered upon the INTASC Standards and evaluated by cooperating teachers and College faculty.

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

The mission of the Department of Teacher Education at Catawba College is to prepare reflective teachers who possess the professional knowledge, skills, and dispositions necessary for effectively teaching students in a diverse and global society. A special emphasis was placed on the priority of 21st Century professionals, specifically with regard to “preparation in the interconnectedness of the world with knowledge and skills, including language study.” All Catawba College graduates are required to demonstrate intermediate foreign language proficiency, and so most students engage in four semesters of study. In addition, the unit head traveled to Japan in the summer and visited several schools; in the spring a presentation on Japanese schools was given in his Capstone Seminar by an American currently teaching in Japan in the JET program. Two Afghani educators spoke to the Theory and Design class. In order to attract prospective teachers of the highest caliber, the Martha K. West Teaching Scholars program was launched. Administered by the newly established Ritchie Academy for Teaching, the department will offer up to fifteen scholarships which are each worth \$15,000 a year for North Carolina residents (\$13,000 for out of state residents.) The first cohort of scholars will arrive on campus in fall 2007.

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

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

During 2006-2007, specific efforts were again channeled toward improving PRAXIS scores, targeting students at various stages in the Teacher Education Program. The department provided test preparation materials for PRAXIS I and II in the Curriculum Materials Center. Individualized tutoring and guidance for candidates was provided by Teacher Education faculty; students were made aware of this opportunity through announcements in classes and in meetings of the Student North Carolina Association of Educators. In order to prepare Elementary Education students for PRAXIS II, faculty presented small group workshops and provided individualized tutoring. Additionally, unit faculty continued to collaborate in teaching EDUC 3000-3001, the Curriculum and Instructional Theory and Design course sequence and preliminary portfolio development that includes much of the PRAXIS II content. Thus, efforts were made to improve PRAXIS scores by utilizing resources and collaborating with colleagues both outside and inside the College community.

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

Catawba College faculty collaborated with educators from the Rowan-Salisbury Schools and engaged in a number of recruitment activities throughout 2006-2007. The most significant development was the establishment of the Martha K. West Teaching Scholars, a program which provides fifteen scholarships per year of up to \$15,000 each to prospective teachers. The first cohort of West Scholars will arrive in fall 2007, and so by fall 2010 there may be up to 60 new prospective teachers on campus. This scholarship, funded by a generous gift from an anonymous donor, demonstrates the deep commitment the college has to the preparation of future teachers. The college and educators from the Rowan-Salisbury Schools again hosted a "Rowan-Salisbury Teacher Education Day;" with presentations made by local teachers including a former North Carolina Teacher of the Year. In addition to the regular recruitment events such as meetings with incoming freshmen and participation in college recruitment fairs, Catawba Teacher Education faculty attended campus events such as periodic "Open Houses," which are special visitation days at Catawba targeting prospective students. Peer recruitment efforts were utilized with current teacher candidates encouraged to share their experiences with other students and by informal invitations to Student North Carolina Association of Educators meetings, and by serving as campus guides in the Alpha program.

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

During the 2006-2007 academic year there were no minorities admitted to and enrolled in any program. However, the Teacher Education Department operated a number of initiatives that illustrate its commitment to diversity and desire to increase minority enrollment. These initiatives addressed three areas of concern: the need for diverse faculty, the necessity of providing support to minority candidates, and the desire for opportunities to increase multicultural understandings. In fall 2006 a Native American was employed as a full-time, tenure-track faculty member in Teacher Education, and in spring 2007 an African American male was hired to team-teach in a senior Capstone Seminar. These significant actions allowed the small Teacher Education Program at Catawba to attain its greatest diversity to date in the Teacher Education faculty. In spring 2007 the Martha K. West Teaching Scholars program was established, and so minorities will be able to apply for one of fifteen scholarships worth up to \$15,000 per year for four years. The belief remains that a diverse and more aware faculty, combined with a Teacher Education Scholarship program, will help recruit a more diverse group of students to pursue teacher licensure. Another initiative led to an increased emphasis on multiculturalism in the Instructional Theory and Design course sequence taken by all juniors. They listened to a diverse set of speakers, including two Afghani Educators and a diverse parent panel. They engaged in a cultural diversity assignment and wrote reflective essays. There is promise for increased minority enrollment in the future. At least two minority candidates are fully admissible for the 2007-2008 academic year. In fall 2006 the College was granted temporary authorization for a new Birth-Kindergarten program, and two of the ten candidates in the first cohort are minorities. The music education program is experiencing growth, and two of the ten first and second year students are minorities.

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

In 2006-2007 Catawba College developed a number of initiatives designed to boost enrollment and raise quality in the teacher education programs. First, the position of Vice President for External Relations was created; Phil Kirk, Chair Emeritus of the North Carolina State Board of Education was hired for this position and given a mandate to focus on the Department of Teacher Education (as well as the School of Business). Second, the College received temporary authorization to offer a Birth-Kindergarten program. This program was designed as a “2+2” program in cooperation with Rowan Cabarrus Community College; students attend evening classes as part of the School of Graduate and Evening Studies. Third, faculty approved a new major in Environmental Education which will allow students to seek licensure in science while focusing on environmental issues. Fourth, the College established the Shirley Ritchie Peeler Academy for Teaching. This academy sponsors events in collaboration with public school educators for the advancement of teaching. The Academy Director oversees the Martha K. West Teaching Scholars; each year fifteen scholarships of \$13,000 each (\$15,000 for in-state residents) will be offered to prospective teachers. Fifth, an Education faculty member began working in late spring 2007 with the Rowan-Salisbury School system to develop three grants that support after school programs, a safe schools/healthy students project, and smaller learning communities in the larger high schools.

## II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	8	White, Not Hispanic Origin	22
	Other	0	Other	0
	<b>Total</b>	<b>8</b>	<b>Total</b>	<b>22</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	6
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>6</b>
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	18
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>18</b>

**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)		
Middle Grades (6-9)		2
Secondary (9-12)		
Special Subject Areas (K-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	0	2
Comment or Explanation		
With the advent of the Regional Alternative Licensure Center, lateral entry teachers sought plans of study through that office and elected to take courses through Catawba College. The number of lateral entry teachers enrolled refers to teachers enrolled in professional education courses at Catawba College who may or may not have a plan of study developed by the college. It does not include teachers who may have had a plan of study by Catawba developed in previous years and who enrolled in courses at other institutions during the 2006-2007 academic year.		

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

	Baccalaureate
MEAN SAT Total	1,168
MEAN SAT-Math	582
MEAN SAT-Verbal	570
MEAN ACT Composite	*
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-R	180
MEAN PPST-W	176
MEAN PPST-M	179
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.17
Comment or Explanation	
* Less than five items for calculation. Results not shown.	

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

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license <b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)	1	5	1	4
Middle Grades (6-9)				
Secondary (9-12)		3		
Special Subject Areas (K-12)		1		2
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>1</b>	<b>9</b>	<b>1</b>	<b>6</b>
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2005 - 2006 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	9	100
Institution Summary	9	100
* To protect confidentiality of student records, pass rates based on fewer than five 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	1	9				
U Licensure Only	4	1				
<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						2
Comment or Explanation						

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

<b>2005-2006</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	19	89	79
Bachelor	State	3,909	94	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 2006 – 2007**

<b>LEA</b>	<b>Number of Teachers</b>
Rowan-Salisbury Schools	275
Davidson County Schools	46
Davie County Schools	41
Forsyth County Schools	38
Iredell-Statesville Schools	35
Cabarrus County Schools	33
Charlotte-Mecklenburg Schools	32
Guilford County Schools	20
Catawba County Schools	16
Gaston County Schools	14
Stanly County Schools	14

**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.	3.50	3.43	3.67
preparation to effectively manage the classroom.	3.40	3.14	3.44
preparation to use technology to enhance learning.	3.10	3.36	3.56
preparation to address the needs of diverse learners.	3.30	3.36	3.44
preparation to deliver curriculum content through a variety of instructional approaches.	3.20	3.07	3.67
Number of Surveys Received	10	14	9
Number of Surveys Mailed	19	19	19

**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	3	