

IHE Bachelor Performance Report

Lenoir-Rhyne College

2006 - 2007

Overview of the Institution

A small coeducational private college that sits in the pastoral setting of the Western Piedmont region of North Carolina, Lenoir-Rhyne College first opened its doors in 1891. A faith-based institution built on a liberal arts tradition, the college affiliates with the N.C. Synod of the Evangelical Lutheran Church in America. Currently, the college enrolls over 1500 students and offers more than forty fields of study leading to a bachelor's degree and four fields of study leading to a master's degree. A lifelong learning option provides evening classes to serve working professionals, including those majoring in Birth-Kindergarten, Child and Family Intervention, English-As-A-Second-Language (ESL), and School Counseling. With emphases in professional leadership and vocation, the college is committed to rigorous academics, engaged learning, personal mentoring, and a faith-centered experience for all. Grounded in reputable, solid academic standards, the college provides graduate and continuing education opportunities in marketable areas of study including the health sciences, technology, business, and education. Graduate programs in business, counseling, occupational therapy and education provide individuals the invitation to enhance their leadership skills and expand their professional competence. Varied study opportunities and support services enrich the Lenoir-Rhyne graduate experience, with the institutional expectation that graduate students will apply their knowledge in meaningful and practical ways through leadership and service to the world. The college provides options for internships, community service projects, and mentoring relationships, through intentional partnering of outstanding alumni with students to further engage their learning efforts. Lenoir-Rhyne College promotes a living college mission through administration, faculty, and staff who commit themselves to the personal development and guidance of all students as whole persons. The college provides paths to initial licensure in 17 areas and paths to advanced licensure in two areas (School Counseling and Birth-Kindergarten Education). For well over a century, the college has held the preparation of public school professionals as an integral part of its service to the community.

Special Characteristics

Public school preparation programs at Lenoir-Rhyne College embody the college mission of the holistic development in "Mind, Body, and Spirit". This mission is also found in the conceptual framework of the Reflective Practitioner for the teacher/counselor preparation program. Teacher and counseling candidates in any of the 17 initial or two advanced teacher licensure areas, who complete a program at Lenoir-Rhyne are expected to know their content, know how to teach/counsel, be successful with diverse populations, be leaders, be reflective about their

practice for effective change, and be respectful and caring. School counselors who complete a program at Lenoir-Rhyne are expected to demonstrate a strong theoretical foundation, mastery of clinical skills, and possess the ability to practice as reflective counselors with diverse populations in the public schools. These competencies are demonstrated and assessed through performance-based projects required by candidates across the licensure programs, which are also heavily field-based. Varied clinical experiences begin early with teacher candidates working in school settings during their sophomore year. These field experiences continue throughout each candidate's preparatory program culminating in a clinical placement during the senior year that includes 15 weeks of student teaching with a preliminary part-time internship during the semester just prior to the full-time practicum. Graduate candidates refine their advanced skills and knowledge through extensive internships in field-based settings that allow them to apply and refine their teaching/counseling expertise and leadership skills.

Program Areas and Levels Offered

Lenoir-Rhyne College offers bachelor's degree programs leading to initial licensure (Standard Professional I) in Birth-Kindergarten, Elementary Education, Middle Grades Education, and Deaf and Hard-of-Hearing Education; Secondary (9-12) Licensure in Biology, Business Education, English, Mathematics, Comprehensive Science, and Comprehensive Social Studies; and K-12 Special Area Licensure in Reading, Art, ESL, Music, Physical Education, and Spanish. Students may also minor one of the following areas: Birth-Kindergarten Education, ESL, and/or Reading Education. Advanced licensure degree programs are offered in Birth-Kindergarten Education and School Counseling.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

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

| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | Priorities Identified in Collaboration with LEAs/Schools | Activities and/or Programs Implemented to Address the Priorities | Summary of the Outcome of the Activities and/or Programs |
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| <p>Hickory Public Schools (HPS); Newton-Conover Schools (NCCS); Alexander County Schools (ACS)</p> | <p>HPS, NCCS, and ACS requested the development and implementation of a more integrated partnership to strengthen the preparation and promote the retention of public school personnel.</p> | <p>1. Meetings and focus groups with LEA principals, teachers, and LRC Education faculty revealed the need for an increase in early direct exposure in schools by teacher candidates, particularly in the area of elementary mathematics, and content area reading. 2. Stakeholders from the LEAs and Lenoir-Rhyne College indicated a need for an enhanced system of ongoing assessment and evaluation of sites and candidates. 3. The LEAs and Lenoir-Rhyne College partners expressed a desire for increased scholarship opportunities for beginning teachers of high academic quality.</p> | <p>Summary: During 2006-07, the LRC Education program implemented an additional 10 hours of field-based clinical experience in elementary mathematics for 27 candidates, and 15 hours for 12 candidates in secondary content area reading. The LEA-IHE partners implemented an early collaborative interview protocol for matching 25 elementary education candidates to 6 mentoring schools at the beginning of the junior year ('06-07'). Assessment tools were piloted during '06-'07 at the elementary sites with an ongoing feedback loop provided at all 6 sites. Assessment is ongoing as LEA sites have not released EOG or EOC data from 2006-2007. During '06-'07, LRC (with significant support from LEAs and community agencies) submitted a proposal and was selected as a NC Teaching Fellows</p> |

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| | | | site. Sixteen (16) Teaching Fellows were recruited to begin at Lenoir-Rhyne during the '07-'08 academic year. |
| Hickory Public Schools (HPS); Newton-Conover Schools (NCCS); Catawba County Schools (CCS) | The three LEAS (HPS, NCCS, CCS) requested collaboration with LRC in the development and implementation of additional community-linked programs to support high student performance and reduce dropout rates. | 1. Lenoir-Rhyne College, 3 LEAs in Catawba County, and community partners collaboratively developed and implemented "The Little Read", part of the college "Writer's Series" which hosts an award-winning children's author-in-residence, provides staff development and materials to teachers and teacher candidates, and provides personal copies of the selected author's books to public school students;. 2. LRC and the 3 LEAs in Catawba County collaboratively created a High School Scholars Academy to begin Fall 2007; 3. Three partners (HPS, LRC School of Education, First Baptist Church of Hickory) collaboratively planned and staffed a "Children Defense Fund (CDF) Freedom | During '06-'07, author Christopher Paul Curtis was author-in-residence, visited 5 HPS Elementary Schools, held public reading and book signing attended by approximately 700; Fifty (50) teachers and administrators received direct in-service from college faculty and 40 teachers (4th and 5th grades) received printed and electronic resources with posting on the web for access by all area LEA and IHE faculty and staff; 23 teacher candidates designed and implemented integrated curriculum support materials, 10 of whom presented at the '06-'07 NCCSS state conference in February; 650 students (4th and 5th graders) received books; High School Scholar's Academy enrolled 30 high school students from Catawba County to take 7 classes at LRC during 2007-08; Thirty-nine (39) |

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| | | <p>School”, a nationally recognized summer enrichment program for low-income students and their families; 4. The LRC School of Education and NCCS collaboratively planned a 15 hour “literacy lab” for on-site tutoring by secondary education teacher candidates one-on-one to students at the Newton Conover School of Health Sciences and collaboratively planned a series of health science rotations for high school interns; 5. The LRC School of Education with local LEA support expanded (doubled the enrollment and extended the grade range) the two-week summer enrichment program, “Kids In College”, with sessions for advanced and AIG children in grades K-5.</p> | <p>public school K-5 students enrolled during summer 2007 in the five-week CDF Freedom School with 6 LRC teacher candidates trained as CDF Servant Leaders; 12 teacher candidates tutored 12 high school students for 15 hours each to support improvement in reading comprehension. NCSHS EOC scores have not yet been released for 2006-07. 10 high school interns completed 2-week rotations in nursing, occupational therapy, athletic training, health and exercise science; 100 area public school children attended the two-week KIC program during summer 2007 staffed by 7 teachers from area LEAS and 5 IHE faculty and elementary education 4 teacher candidates.</p> |
| <p>Hickory Public Schools (HPS); Newton-Conover Schools (NCCS); Catawba County Schools (CCS); Iredell-Statesville Schools</p> | <p>Eight (8) LEAs and LRC identified the need for increased support to increase student performance and reduce dropout rates of ELLs</p> | <p>Lenoir-Rhyne College and the eight (8) LEAS continued participation in federally-funded Project RIPPELL (Reaching to Improve Professional Practice</p> | <p>Through Project RIPPELL, LRC held six workshops/courses (4 at the college site and 2 at an LEA site) and a summer enrichment program (2006) to support ELL learners.</p> |

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| (ISS); Caldwell County Schools (CalCS); Alexander County Schools (ACS); Burke County Schools BCS); Lincoln County Schools (LCS) | by strengthening the preparation and promoting the retention of educators in working with English Language Learners and their families. | with English Language Learners); LRC submitted an grant application to extend the first RIPPELL grant into 2007-08, and submitted a second RIPPELL grant that targets middle and secondary level teachers of ELL students. | These workshops/courses were tuition free with stipend incentives during 2006-07; In grant year four, ACS increased LEP subgroup proficiency in reading for grades 3-8 from 72.7% to 74%; CCS: 71. 2% to 73.5%; HPS: 69.0% to 71.5%; ISS: 48.0% to 63.5%; the number of teachers completing the “local endorsement” option increased by 174% from year three to year four of the grant. Overall, during the four year span of Project RIPPELL forty-eight (48) teachers have completed ESL licensure with sixteen (16) teachers completing all coursework for ESL licensure in 2006 and eleven (11) accepted into the program in 2006-07; Fifty-one (51) participants (11 Administrators, 6 ESL Teachers, and 34 teachers across the content areas) at the secondary level representing 13 different schools attended 2-day high school ESL-SIOP workshop in June 2006 (CEU credits and stipends were provided); During June 2006, a summer |

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| | | | enrichment program attended by over 300 ESL children was held at an HPS Elementary School. |

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

Lenoir-Rhyne faculty are a vibrant presence in the life of NC public schools, particularly schools in the Catawba Valley. The School of Education and related programs participate in targeted collaboration with five LEAs: Hickory Public Schools (HPS), the Newton-Conover Public Schools (NCCS), Alexander County Schools (ACS), the western North Carolina School for the Deaf (NCSD), and the Catawba County Schools (CCS). During 2006-2007, faculty provided support/instructional services to the following: all schools in HPS, ACS (Bethlehem, Ellendale, East Alexander), CCS (Balls Creek, Startown, Clyde Campbell, St. Stephens, Claremont, Lyle Creek, and Oxford; River Bend; Arndt; St. Stephens, Maiden, and Fred T. Foard); NCSD, and NCCS (Conover School; the Newton-Conover School of Health Sciences; N-C Middle; Shuford). Additional activities occurred during 2006-07 in the school districts of Burke (East Burke; E.B. Alternative; and Freedom; Ray Childress; Icard Elem.); Cabarrus (Pitt School Elem.), Caldwell (Baton; Wm. Lenoir; South Caldwell; Hibriten), Gaston (Head Start), Lincoln (Lincolnton Middle), Iredell-Statesville (W. Iredell High; Third Creek Elem.), Forsyth (N. Forsyth High), Moore County and Davie (Davie High). School of Education (SOE) faculty acted as consultants (SACS), staff developers (curriculum integration), grant collaborators (literacy, technology), and resource experts (music, education, school counseling). In addition to annual events (L-R Language Festival, L-R Youth Chorus) and music festivals, during 2006-07 Fine Arts and Second Language faculty were involved both as hosts for events (CCS Honors Band, NCMEA Jazz West Div. Clinic, German Educators Conference) and as guests to schools sharing their expertise in master classes, sectionals, clinics, and through school performances (West African Drumming/Dance group "Gahu" and L-R Percussion Ensemble). Music faculty served as facilitators and adjudicators for district band festivals (N.W. and S. Central Districts) and scholarship selections (Lenoir Music Club). The Visual Arts Department co-sponsored the "See It With Words" exhibition that traveled to area high schools inviting students to view and write interpretations of the works, and to participate in a writing contest. Health Sciences faculty hosted student interns from N-C Health Sciences High who observed and participated in college classes in the health sciences as part of a rotating internship in nursing, occupational therapy, athletic training, and health/exercise science. L-R faculty and staff held leadership positions with state and local advisory boards for non-profits like the Champions in Education, Catawba County Council on Adolescents, B-K Consortium; LEA projects like the New Schools Project, the NCSD's Human Rights Committee, and Beginnings. Faculty volunteered as tutors and readers (Oakwood), at career days (S. Caldwell, Mountain View), and provided resources (on-site ESL workshops). Reaching out to families, L-R students and faculty supported Centro Latino, United Hmong Association, and facilitated the collaborative "Project Create A Smile", a program linking Claremont 3rd graders and U.S. Soldiers stationed in Iraq through an interactive web site.

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

Maintaining relationships with beginning teachers is a priority, with faculty supporting program completers across the P-12 grade range via e-mail, phone and on-site visits. Also faculty in K-6 provided beginning teachers materials to assist them in setting up their classrooms (books, media, manipulatives, consumables). Beginning teachers were encouraged to continue their professional development through written recommendations for scholarships, graduate study, and other professional development opportunities (conferences, workshops, etc.). L-R's NCTEACH program utilizes retired master teachers to coach and mentor new teachers. Each year, beginning teachers who are recent alumni return to campus to participate in a panel discussion with student teachers about their first-year experiences. Also in 2006, the NC Teacher of the Year, Diana Beasley, provided motivation and support to L-R's NCTEACH lateral entry teachers preparing to begin their first year. Teacher and counselor candidates continue to have access to the campus curriculum lab and the library for one year after their program completion. While these specific efforts were focused on beginning teachers, the activities listed under sections A and B of this report also were provided to beginning teachers in the LEAs involved.

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

Lenoir-Rhyne prepares lateral entry personnel through both traditional post-baccalaureate "licensure-only" programs and accelerated alternative programs. Lenoir-Rhyne is only private college that is a host site to NCTEACH, a rigorous alternative program for lateral entry teachers. Seventeen (17) licensure areas are available through "licensure-only", and middle grades and secondary English, Mathematics, Comprehensive Science, Social Studies and Spanish are available through NCTEACH. There is an emphasis on greater flexibility in designing programs of study for lateral entry teachers through intense analysis of transcripts and the opportunity for the candidate to provide alternative means of competence. Three licensure programs (School Counseling, ESL, B-K) are available during evening hours for candidates, as are various content area courses which rotate as part of an evening college program. These offerings are helpful for lateral entry teachers who may need to earn content area credits. Faculty both from the School of Education, and the Schools of Arts and Sciences serve the lateral entry population. During 2006-2007, college faculty specializing in the middle grades and secondary content areas (and specifically in the content areas of mathematics, history/social studies, English, Spanish, and physical education) worked on a directed study basis with lateral entry teachers who are not available to attend day time classes. In Spanish, modern language faculty offer content testing to allow lateral entry teachers to demonstrate competence in the foreign language as a part of licensure. Whenever possible, classes were scheduled to meet the needs of practicing teachers. For example, with the knowledge of the June 30 deadline for many teachers on provisional licenses to complete vital coursework, the School of Education has scheduled courses in late May and June during the first summer session in the afternoon and evening. The Director of Teacher Education and NCTEACH coordinator are in contact with school districts and the local RALC director to discuss needs, encourage enrollment, and to facilitate plans of study, transcript reviews, and provide course descriptions and syllabi as needed to the RALC or districts. On a regular

basis, L-R offers professional education courses during the summer for lateral entry teachers such as courses in teaching exceptional children, content area literacy, educational technology, and methods for secondary teachers. The on-site NCTEACH program has enrolled over one hundred (100) students in the program over the past 5 years. To motivate these entering teachers, L-R invited the NC Teacher of the Year, Diana Beasley, to speak to the NCTEACHERs. At area employment fairs, L-R promotes NCTEACH as a path to teaching for those qualified for lateral entry. In addition to all the activities already listed as collaborative or service (sections A and B), faculty also support lateral entry teachers by providing PRAXIS I and II study materials, PRAXIS I workshops and through individual mentoring.

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

During 2006-07, L-R collaborated with community and school partners to provide a number of professional development opportunities for career teachers. In September of 2006 on the L-R campus, noted author, educator, and physician Dr. Mel Levine (Schools Attuned, All Kinds of Minds), led a day-long workshop for educators. Also in 2006-07, career teachers throughout the area participated in the first year of “The Little Read”, a community-wide reading project for children, similar to the program “The Big Read” for adults. In this inaugural year, “The Little Read” provided several career teachers with the opportunity to serve on planning and curriculum committees, and to facilitate and participate in the reading of books by Newberry award-winning author Christopher Paul Curtis, who completed a week-long residency in March, visiting and reading in five Hickory Public Elementary Schools and providing a public reading and book signing. Career teachers also participated in a Family Fun Fest held on the campus on the day of the public reading. During 2006-07, L-R continued to support career teachers in improving their skills to provide more effective instruction for English Language Learners (ELLs), L-R provided an on-site workshop for eleven (11) teams of high school “trainers” (45 teachers) to learn ESL strategies which they, in turn, would take back to their schools and teach other teachers. Also thirty-four (34) Pre-K career teachers from five (5) school systems attended a one-day workshop on emergent literacy and developing oral language. Each career teacher or counselor who works with L-R candidates as a cooperating mentor during the candidate’s full time teaching practicum or counseling internship receives a small remuneration as well as one tuition-free course for each candidate with whom they work. Also, L-R offers continuing education opportunities for career teachers through special programs such as participation in the L-R Concert band, service as an NCTEACH Master Teacher, or teaching in the Kids in College summer program for exemplary and/or AIG students from area schools in grades K-5. Career teachers are invited to serve on Teacher Education advisory committees and to participate in student teacher interviews. L-R also regularly employs retired career master teachers as adjunct faculty to teach both pre-service and in-service candidates. Feedback from career teachers is valued and those that serve as cooperating teachers often provide letters of recommendation to support student teaching award nominations. All school personnel have access to the college library, including the curriculum lab through interlibrary loan.

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

During 2006-2007, L-R education students spent significant time in field placements working with “at-risk” students, including those with racial, socioeconomic, and language differences as well as those simply performing below grade level. Lenoir-Rhyne intentionally selects schools for field placements within the partner LEAs that have a higher percentage of racial, ethnic, or other diversity among students as well as a higher percentage of students receiving free and reduced lunches. The field assignments range in activity from assisting, tutoring, and interning to full-time student teaching. The one-on-one time L-R candidates spend with the children, under the guidance of the classroom teacher, tutorial director, and/or college supervisor, increases opportunities for success for these P-12 students. For example, during the 2006-2007 academic year, prospective middle, secondary, and teachers of special K-12 subjects served high school students at the Newton Conover High School of Health Sciences as part of their preparation in content literacy, providing strategies to increase comprehension and enhance study skills. Also as noted in section A, collaboration between a pre-service student teacher and an outstanding classroom mentor at a low-performing HPS K-6 school resulted in an action research project that positively impacted the reading scores of the 2nd graders in the class, and has now been adopted for school-wide use. Another effort targets assistance to both pre-service and in-service teachers of English language learners through the resources and instruction of the RIPPELL program. During the past year, Burke county was identified by the RIPPELL Advisory Committee as a county in need of additional ESL services. The result was an additional two-day ESL SIOP workshop provided on-site for faculty and staff in Burke County. To help address the achievement gap that affects ESL students, particularly while in secondary grades, all LEAs partnering as part of the RIPPELL project were invited and encouraged to send teams of "trainers" for SIOP training so that they could return and teach additional staff. Eleven teams from five LEAs participated in the training (also referenced in Sections A and E).

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

Lenoir-Rhyne College supports all of the State Board of Education priorities (and new 21st Century goals). During 2006-07, two areas have received particular emphasis. The first involves the quality and leadership of school professionals ("Recruiting and Retaining Quality Teachers, Administrators, and Staff" - SBE Priority #2, and the goal of having "NC Public Schools led by 21st Century Professionals"). Because of the college's commitment to the preparation of the educational leaders of the highest quality, during the fall of 2006 the college presented a proposal to the NC Teaching Fellows Commission to become a NC Teaching Fellows campus. Lenoir-Rhyne College was selected in 2006-07 as one of only four new sites to be added to this prestigious program in 2007-08. At this time, sixteen (16) Teaching Fellows have been recruited into the inaugural cohort to begin in the fall of 2007. The design of the L-R Teaching Fellows Program supports the goals of the SBE with targeted areas for skill building – in leadership, global understanding, multiple language acquisition, and a holistic understanding of the systems that support public schooling. In addition to the scholarship money from the state, the college and the Hickory Public Schools are supporting the program through financial commitments of matching and scholarship

funds and travel monies. The second area of emphasis in 2006-07 involves strong family, community, and business support (SBE Priority #5 and the SBE goals of having globally competitive students in schools supported by 21st Century systems). This area of emphasis in 2006-07 is evidenced by the collaborative participation of the college and community in three projects: 1) "The Little Read", a community-wide reading project that brings award-winning children's authors into schools and provides free books and curriculum materials to teachers. Newberry award-winning author Christopher Paul Curtis was the first author hosted by the project in March of 2007, and he completed a week-long residency visiting five elementary schools and holding a public reading and book signing; 2) "High Schools Scholar Academy", a collaboration with the Catawba County public districts to enroll up to thirty (30) high school seniors from the county's three school districts beginning in the fall of 2007 to take seven classes for college credit during their senior year of high school for a fee of \$1000 and the cost of books. The fee allows students access to the classes, as well as to the college's library, technology labs, fitness areas, cultural and athletic events; 3) continuation of the federally-funded RIPPELL program, a program that has continued to provide support for P-12 teachers of English language learners across the region through both campus-based and school-based instruction in ESL strategies.

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

During 2006-07, there were special emphases in two areas: 1) providing a global context and 2) supporting leadership in teacher education. A key activity that supported these emphases during 2006-07 was the development and approval of a NC Teaching Fellows program that includes an enhanced foreign language requirement beyond the minimum college requirement, required travel abroad, leadership development seminars, and mentoring through a triad of faculty and peer support for each Fellow. Another vital activity was the extension of the ESL-RIPPELL teacher preparation programs into providing ESL leadership training for teacher "trainers" at area high schools for the purpose of reaching a greater number of ELL students by having on-site faculty trainers who can facilitate groups on the campuses within their own districts. A third activity supporting these emphases was teacher education faculty development in the area of global education through faculty participation in two conferences during 2006-07 sponsored by WorldView as well as participation with other organizations with global or international foci.

Supplemental Information (Optional)

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

Lenoir-Rhyne faculty hosted a free PRAXIS I Saturday workshop on campus for prospective teachers. Materials for self-study as well as modeling and practice tests were provided. In addition, individual faculty tutored students needing more intensive support over time in mathematics, reading, and writing. Learning Plus and on-line PRAXIS practice programs continue to be available free to candidates to participate in self-assessments and tutorials in preparation for PRAXIS I. At least three credit hours of college level math is required of all

majors, and seven credit hours of conceptual foundations mathematics is required of elementary education majors. The college hosts a Writing Center on campus as well as the opportunity for students to request student tutors in various content areas. To better prepare teacher candidates for PRAXIS II, the college continues to offer a physical science course for K-6 licensure students that more closely aligns with the K-6 science curricula. Additionally, our student education organization, SNCAE, sponsors PRAXIS I workshops when demand is sufficient. ETS study guides, case studies and reflective writing in courses are used to support candidates' thinking through application of course content to real situations such as those found on PRAXIS II. Test-At-A-Glance (TAAG) booklets as well as PRAXIS workbooks are available through the Internet and also ETS PRAXIS practice tests and additional workbooks are on permanent reserve in the library for use by teacher candidates. PRAXIS supports are offered to all L-R teacher candidates, whether traditional undergraduates, graduates, licensure only, or lateral entry.

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

To encourage enrollment during 2006-07, unit faculty participated in freshman previews and recruitment fairs, known as "Southern Fried Fridays", and "JumpStart". Graduate faculty also participated in Open Houses targeting prospective graduate students. Faculty members regularly attended open house lunches that targeted prospective Deaf and Hard of Hearing students and high school juniors that are interested in education at a career. Faculty were provided contacts by the Admissions office to personally call and email high school seniors who have shown an interest in the college and the Teacher Education or Counselor Education programs. A Teaching Fellows Recruitment Day was held in January to recruit scholarship finalists to the new L-R program. Prospective students visited classes, and notices of scholarships, grants, and awards were posted and emailed to students and their advisors. A local chapter of an international professional educational organization (Delta Kappa Gamma) continued to sponsor a scholarship that was awarded to a prospective teacher. Once enrolled in the college, School of Education faculty serve as advisors to students expressing an interest in teaching and volunteer to advise undeclared majors in efforts to plant seeds for the teaching profession. During 2006-2007, professional education faculty volunteered to teach sections of LRC 101, the college orientation course. "Interest" meetings were held in the fall for both day and evening students interested in pursuing licensure. Undeclared students were recruited through their enrollment in introductory education classes, which frequently resulted in declarations of majors in education or licensure programs. To recruit career changers and adult learners into teaching, the NCTEACH program was advertised in the local newspaper, through the college webpage and through links on school district pages. The NCTEACH Coordinator attended job fairs, and hosted informational sessions, informing and facilitating the admission process for prospective participants into the NCTEACH Program. During 2006-2007, the Director of Teacher Education and the Elementary Education program Coordinator attended a college fair to recruit students from the Homegrown Teaching Scholars program, sponsored by the local community college and Higher Education Center in Hickory, NC. As a result, several "Homegrown Teachers" came for advising in anticipation of transition into L-R licensure programs. Two Education honor societies: one for educators (Kappa Delta Pi) and one for counselors (Chi Sigma Iota) continued to host a

variety of workshops, interest sessions, and professional development activities for students and faculty. During 2006-2007 for example, school counselors were encouraged to attend workshops on counseling troubled adolescents and their families. A third organization for student educators, SNCAE (North Carolina Association of Educators Student Program) hosts meetings, provides benefits information, and shares information through public bulletin boards in the main classroom building on campus.

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

Minority recruitment has been positively impacted at Lenoir-Rhyne through in actions in several key areas. One of significant influence is the intentional visible focus on diversity through the variety of faculty-student encounters, such as diverse faculty (in 2006-07, this included gender and ethnic diversity, as well as education classes taught by faculty with physical differences such as an instructor who is hearing impaired and another who is wheelchair-bound). A second area involves the action of placing prospective teachers in schools for field experiences where there are populations of ethnically, linguistically, and socio-economic diverse children and families, and providing opportunities for professional development for teacher candidates with programs that have diverse themes. In 2006-07, a range of schools were selected for placements, and early field experiences included diverse settings. For example, teacher candidates observed exceptional students in residential and inclusive settings. They visited the NC School for the Deaf, Conover School, Liberty Middle School, and the Enola Road school on the campus of Broughton Hospital. Candidates observed in low SES schools, as well as in affluent schools, and were required to tutor in school-based programs (HOSTS, SweetHEARTs) or agency-based tutoring programs (Centro Latino, United Hmong Association), most of which focus on ESL/ELL or SES diverse students. The understanding that these diverse settings are encouraged at Lenoir-Rhyne is an attraction to diverse students. Professional development for teacher candidates in 2006-07 included sending groups of candidates and faculty together to the 11th International Conference on Cochlear Implants in Children that took place in Charlotte in April of 2007, and to the NC Council for the Social Studies Conference (as presenters) in Greensboro in February of 2007. A third area reflects the continuation and establishment of programs that have a strong focus on viewing diversity as a strength and desirable in the teaching population. During 2006-07, Lenoir-Rhyne hosted twenty (20) high school students in the CIMAS Program (Carolina Institute for a Multicultural Approach to Science), a program that encourages talented minority students to consider a college major in science or math (including teaching), and whose participants are chosen from throughout North Carolina. Another program that affirms and encourages a diverse teaching population is RIPPELL, a grant-funded ESL teacher preparation program. During 2006-07 there was an increase in the number of pre-service and in-service teachers who had diverse backgrounds (multi-lingual candidates, Latino/a candidates, and Hmong candidates), largely due to the appeal of the RIPPELL program. Two new programs designed in 2006-07 which may also increase the level of diversity among teacher candidates are the North Carolina Teaching Fellows program which will enroll its first cohort in 2007-08, and the partnership of the School of Education with a newly established CDF Freedom School which will host L-R teacher interns as servant leader teachers during the summer of 2007. One of the goals of the NC

Teaching Fellows program is to recruit and retain male and minority teachers for schools in North Carolina.

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

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 | 2 |
| | Black, Not Hispanic Origin | 0 | Black, Not Hispanic Origin | 3 |
| | Hispanic | 1 | Hispanic | 1 |
| | White, Not Hispanic Origin | 14 | White, Not Hispanic Origin | 82 |
| | Other | 0 | Other | 0 |
| | Total | 15 | Total | 88 |
| 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 | 1 | White, Not Hispanic Origin | 7 |
| | Other | 0 | Other | 0 |
| | Total | 1 | Total | 7 |

| 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 | 1 | White, Not Hispanic Origin | 9 |
| | Other | 0 | Other | 0 |
| | Total | 1 | Total | 9 |
| 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 | 1 |
| | Hispanic | 0 | Hispanic | 4 |
| | White, Not Hispanic Origin | 15 | White, Not Hispanic Origin | 83 |
| | Other | 1 | Other | 0 |
| | Total | 16 | Total | 88 |

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) | 8 | 5 |
| Elementary (K-6) | 5 | 1 |
| Middle Grades (6-9) | 6 | 6 |
| Secondary (9-12) | 13 | 9 |
| Special Subject Areas (k-12) | 7 | 7 |
| Exceptional Children (K-12) | 2 | 2 |
| Vocational Education (7-12) | 1 | 1 |
| Special Service Personnel (K-12) | | |
| Other | | |
| Total | 42 | 31 |
| Comment or Explanation | | |

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

| | Baccalaureate |
|--|----------------------|
| MEAN SAT Total | 1,180 |
| MEAN SAT-Math | N/A |
| MEAN SAT-Verbal | N/A |
| MEAN ACT Composite | 25 |
| MEAN ACT-Math | N/A |
| MEAN ACT-English | N/A |
| MEAN PPST-R | 180 |
| MEAN PPST-W | 177 |
| MEAN PPST-M | 179 |
| MEAN CBT-R | * |
| MEAN CBT-W | * |
| MEAN CBT-M | * |
| MEAN GPA | 3.28 |
| 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 |
| PC Completed program but has not applied for or is not eligible to apply for a license | | | | |
| LC Completed program and applied for license | | | | |
| Prekindergarten (B-K) | | 1 | 1 | 3 |
| Elementary (K-6) | 1 | 19 | | 1 |
| Middle Grades (6-9) | 1 | 5 | | 4 |
| Secondary (9-12) | 1 | 4 | | 6 |
| Special Subject Areas (K-12) | 2 | 4 | 3 | 6 |
| Exceptional Children (K-12) | 1 | 1 | | |
| Vocational Education (7-12) | | | | |
| Special Service Personnel | | | | |
| Total | 6 | 34 | 4 | 20 |
| Comment or Explanation | | | | |

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

| 2005 - 2006 Student Teacher Licensure Pass Rate | | |
|--|--------------------|-----------------|
| Specialty Area/Professional Knowledge | Number Taking Test | Percent Passing |
| Elementary Education | 4 | * |
| Institution Summary | 4 | * |
| * 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.

| Full Time | | | | | | |
|------------------------|----------------------|-------------|-------------|-------------|-------------|-------------|
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | 13 | 12 | 8 | 5 | 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 | 3 | 5 | 6 | 1 | 4 | |
| Comment or Explanation | | | | | | |
| | | | | | | |

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

| 2005-2006 | | Student Teachers | Percent Licensed | Percent Employed |
|-----------|-------------|------------------|------------------|------------------|
| Bachelor | Institution | 27 | 96 | 56 |
| Bachelor | State | 3,909 | 94 | 68 |

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2006 - 2007

| LEA | Number of Teachers |
|-----------------------------|---------------------------|
| Catawba County Schools | 278 |
| Burke County Schools | 147 |
| Caldwell County Schools | 116 |
| Alexander County Schools | 82 |
| Hickory City Schools | 74 |
| Lincoln County Schools | 72 |
| Iredell-Statesville Schools | 70 |
| Gaston County Schools | 66 |
| Forsyth County Schools | 35 |
| Rowan-Salisbury Schools | 34 |

I. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

| Satisfaction with... | Program Completers | Employer | Mentor |
|--|---------------------------|-----------------|---------------|
| quality of teacher education program. | 3.40 | 4.00 | * |
| preparation to effectively manage the classroom. | 3.20 | 3.80 | * |
| preparation to use technology to enhance learning. | 4.00 | 3.60 | * |
| preparation to address the needs of diverse learners. | 3.80 | 3.80 | * |
| preparation to deliver curriculum content through a variety of instructional approaches. | 3.80 | 4.00 | * |
| | | | |
| Number of Surveys Received | 5 | 5 | 1 |
| Number of Surveys Mailed | 15 | 15 | 15 |

* Less than five survey responses received. Results will be added to next year's 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 |
|--|--|---|
| 5 | 8 | 17 |