

# IHE Bachelor Performance Report

## Meredith College

2006 - 2007

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### Overview of the Institution

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

### Special Characteristics

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

component in the elementary licensure area. Students interested in pursuing middle and secondary licensure, major in the academic area that is related to their teaching field and complement that major with the professional studies component. In addition, students pursuing middle grades licensure can now choose to have both a content major and a concentration in another area or pursue licensure in one area. Both choices require students to complete a reading/ESL component. The professional studies configuration at Meredith College allows every advisor to be an advisor of a potential teacher, and promotes continuous communication with the DOE campus-wide. Also, Meredith College is one of four private colleges in North Carolina selected to participate in the North Carolina Teaching Fellows Program. During the 2004-07 school years, the DOE was the only education program in North Carolina to offer Children's Choices, a reading and book program for elementary children. In addition, the DOE began a new project, Student Coalition for Action in Literacy Education (SCALE). During the 2006-07 school year, Meredith College underwent a reconfiguration of its schools and departments. Effective February 2007, the School of Education became the Department of Education under the School of Education, Health, and Human Sciences.

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

Meredith College provides twenty programs for initial licensure in the following areas: birth through kindergarten (BK); elementary education (K-6); middle grades (6-9) in English/language arts, social studies, science, and mathematics; secondary education (9-12) in English, mathematics, biology, chemistry, and social studies; family and consumer sciences (7-12); and, special subject areas K-12 (art, dance, French, Spanish, music, physical education, theatre, and ESL). The following programs are approved at the graduate level: English as a Second Language (ESL), Reading, and Elementary Education.

## I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (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
Wake County Public Schools: Hodge Road, Durant Road, and West Lake elementary schools in conjunction with the sociology department at Meredith	High Student Performance: Develop English language skills of elementary ESL students, i.e., Spanish speaking population.	During 2006-07, 35 students tutored in reading and mathematics instruction.	Second year of programs inception; administrators/teachers continue to indicate the following: Significant impact on ESL students/teachers and staff in partner schools.
(NORTHEAST MATH SCIENCE PARTNERSHIP) Warren, Vance, Granville, Caswell, Person, Northampton, Washington, Pasquotank counties Also includes partnership with Elizabeth City State University and North Carolina Central University (began fall 2006)	Quality Teachers, Administrators, and Staff: Develop highly qualified teachers in mathematics and science; and, improve the mathematics/science instruction in middle schools	A three-year grant to provide professional development in the teaching of mathematics and science at the middle school level. Math teachers have completed courses in data analysis, statistics & probability and geometry; science teachers completed courses in force & motion and earth science Summer 2007 - Teachers will be participating in two weeks of summer institutes to integrate	Post-test data will be available in fall 2007.

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		the use of calculators, CBLs and probeware in the math and science classrooms.	
Teaching Excellence in Mathematics (TEAM II)	Develop leaders in elementary schools in the teaching of mathematics.	Seminars/workshops for elementary teachers on mathematics and leadership.	TEAM II teachers who have completed the program have led professional development across the state. The workshops called “Math Matters” are led by teachers for their colleagues. During the summer 2007, an outreach and sustainability activity (Meredith Math Institutes) of TEAM II will be held at Meredith for over 300 teachers. Several of the institute sessions will be led by teachers from TEAM II. Many of the teachers from TEAM II have worked on state committees focusing on mathematics and have been elected officers in the NCCTM. <a href="http://www.meredith.edu/math/team2/">http://www.meredith.edu/math/team2/</a>
Science, Technology, and Math Partnership (STAMP) Roanoke Rapids, Asheboro City Schools	Quality Teachers, Administrators, and Staff, and Student Achievement: Develop highly qualified teachers in mathematics and science; improve mathematics/science/technology instruction, and	A three-year grant to provide professional development in the teaching of mathematics and science at the middle/high school level. During the year, professional development has been conducted in the teaching of	Outcomes will be measured at the end of the third year of the grant.

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	increase student scores on EOCs/EOGs in mathematics and science	mathematics and science, dynamic classroom assessment, and the effective use of technology at the middle and high school level.	
Maureen Joy Charter School	High Student Performance: Improve reading levels at the elementary level at Maureen Joy	The MeredithReads program at began in fall 2006. Reading partners included individuals from the Durham community, including graduates of Meredith College in the Durham community. Monies from the Student Coalition for Action in Literacy Education (SCALE) Grant have been requested to provide more materials.	Report from Maureen Joy: All students who worked with a Meredith Reads volunteer showed growth in their reading scores this year.
National Board for Professional Teaching Standards (NBPTS) workshops	Quality Teachers, Administrators, and Staff: Retention of quality teachers in North Carolina classrooms by encouraging teachers to complete National Board certification, and contracting with National Board certified	Monthly meetings of teachers with National Board certified teachers to develop portfolio for certification	Seventh year of workshops - Data from 2006-07 workshop participants: 26 participants - 62% - Wake County teachers 38% - Cumberland, Franklin, Johnston, Lee, Moore, and Wilson counties Comments from participants include: "support and knowledge of facilitators was ...beneficial"; "I wish more people could have had this!"; "Very helpful."

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	teachers to conduct the workshops		Results of pass rates will be available in fall 2007
<p>Programs for students under Center for Women in Science and Mathematics (CWSM): Girls of Track (math and science) (with NCSU); Math Week at Meredith for high school girls</p>	<p>High Student Performance - Girls on Track: Develop interest in mathematics and science to encourage them to continue in high school; Math Week at Meredith: Develop continued interest in mathematics for freshmen high school girls during a one-week summer residential camp on the campus.</p>	<p>Girls on Track: Girls work with a variety of common and state-of-the art computer applications to co-construct mathematics-based solutions to problems in their own urban environment. They explore patterns and functions, spatial reasoning, and probability and statistics by applying these concepts to such social problems in their own Raleigh-Durham area as the shortage of public schools and low-income housing, increased pollution and deforestation, insufficient mass transit systems, and the shortage of qualified persons for the many mathematics-related technician and professional careers in the Research Triangle. Math Week at Meredith: Girls gain</p>	<p>Girls on Track: Participation levels from middle school girls have increased every summer, i.e. 2006-07: Over 35 girls have registered for the program. Math Week at Meredith: After a hiatus for the 2005-06 year, the program resumes this year.</p>

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		access to interesting mathematics and its application; exposes them to a wide range of careers involving mathematics; provides opportunities for the girls to work with others who share their interest.	
ILT/Mentor Support Network: Wake County Public Schools including Conn, Partnership, Penny Road, West Lake, Hodge Road, Cary, Brooks, Forest Pines, Washington, Salem, Wildwood Forest, and Durant Road elementary schools.	Quality Teachers, Administrators, Staff: Retention of highly qualified teachers; support for student learning, professional development	2006-07 First Year of Implementation Activities: Spring 2007 - ILT Banquet and ILT Network Conference focusing on time management and organization and meeting the needs of diverse learners.	Over 100 ILTs and their mentors from partner elementary schools attended the banquet and the subsequent conference. Evaluations of the first year's events are positive. Work will continue with mentors and ILTs to identify other areas of need.
Broughton High School, Wake County Public Schools	Tutoring/support program in mathematics for special needs students	During 2006-07, tutors worked with special needs students in mathematics.	Seven students tutored at Broughton High School during the 2006-07 school year. The chair of the department and director of the tutoring program has expressed evidence of marked improvement in mathematics of the students, and wants to continue the program

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			for the 2007-08 school year.

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

The DOE faculty in conjunction with the Office of Volunteer Services and staff and students from all areas of campus are involved in the MeredithReads program in area schools. A member of the DOE faculty serves on the State Evaluation Committee and on the task force for adolescent literacy in North Carolina. The program coordinator for the physical education program is a member of the Wake County School Health Advisory Council. The program coordinator for music education served as a clinician for schools in Gaston and Wilson counties. The annual Cinderella Project, sponsored by the Meredith Fashion Association, continues to thrive in the Triangle area. The Association collects prom dresses from schools, businesses, and individuals, and gives them to needy students. The program has spawned several such projects, several started by Meredith graduates, in school systems across the state and other states, as well. Meredith College faculty members host competitions, exhibits, seminars, workshops, and camps for students and teachers. The English Department sponsors a Young Writer's Camp for middle school girls, and faculty in mathematics and the sciences continue to work with middle and high school girls. Programs, housed under the Meredith Center for Women in Science and Mathematics, include: Sonia Kovalevsky Day for middle school girls interested in math and science; Girls on Track, a partnership with NCSU for girls to investigate community problems using computer technologies; Sally Ride Science Festival; and Math Week for rising sophomore girls. Faculty and students at Meredith College support public education in many individual ways such as providing technical assistance, costumes, scenery and lighting equipment for middle/secondary schools in our area; supporting character education through dance at West Cary, Wakefield, and Leesville middle schools; translating for parents and teachers at schools and for parents and LEP students in Truancy Court for Sherwood Githens Middle School in Durham; judging local/regional science fairs and theater festivals; and, tutoring in many elementary, middle, and secondary schools. Members of the DOE participate in the Wake Education Partnership, which is the community-based public school advocacy organization. Teachers and administrators, current and retired, from area public schools teach reading, art, dance, social studies, science methods, ESL, and foundations courses.

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

During the 2006-07 school year, the DOE field experiences coordinator for the elementary program began working with the mentor coordinators of our partnership elementary schools. The ILT/Mentor Support Network hosted two activities during the 2006-07 school year as part of the collaboration: a banquet celebrating ILTs with a speaker on "Life Balance and Renewal Strategies for the 'Purpose-Full' Teacher"; and, seminars on time and classroom management and differentiated instruction. Cooperative Discipline workshops offered during fall and spring semesters are open to beginning teachers. Email has been an excellent communication tool to use when assisting new teachers in their classrooms with re-assessment of organization, classroom management strategies, and in the development of assessment strategies. The DOE hosted the "Children's Choices Project," sponsored by the IRA (International Reading Association) for teachers in Wake, Hoke, and Nash-Rocky

Mount school systems. The program offered teachers and students new hardback books for the classroom and encouraged childhood literacy.

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

The program coordinator for non-degree and lateral entry teachers, Iesha Cleveland, and the Director of Teacher Education meet with the RALC Coordinator for our area to update program requirements and course offerings, and communicates with the Coordinator concerning any special offerings for lateral entry teachers. The program coordinator advised lateral entry teachers for the 2006-07 school year. The lateral entry teacher who enrolls in the program works with the program coordinator to plan a program that considers her experiences, needs, and teaching schedule; therefore, each alternative licensure teacher is addressed by individual need. Because Meredith is a small community, we have found it easy to accommodate alternative licensure teachers' schedules by adjusting course times and designing special studies courses for teachers needing hours to continue teaching. As surrounding school systems employ more alternative licensure teachers, the DOE is finding better ways to communicate our course schedules to those responsible for lateral entry teachers in those counties.

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

Work with career teachers expanded this year with the inception of the ILT/Mentor Support Network. The DOE worked with the mentor coordinators of the partner schools to develop the seminar sessions for the ILT Network Conference, and the sessions were conducted by career teachers. The Cognitively Guided Instruction in Mathematics biennial conference was held at Meredith College in spring 2007. CGI informs teachers about how children think about simple arithmetic in the primary grades. In this process, teachers are better able to adapt their teaching styles so as to maximize children's learning. Working with career teacher, Julie Carroll, and Joyce Speas, DOE faculty member, Jane Gleason co-chaired the event that was attended by over 200 career and beginning teachers, and many international participants. Presenters included career teachers in the DOE graduate program as well as the nationally known, Eleanor Duckworth. In addition, Dr. Gleason, offered Cognitively Guided Instruction (CGI) for elementary teachers through the continuing education program. During the 2006-07 school year, the DOE sponsored its seventh support workshop for teachers seeking National Board certification. Career teachers enroll in the support workshops to gain National Board certification, and current national board certified teachers are contracted by the DOE to lead the workshops. Teacher educators and faculty members in mathematics and science sponsor grant-funded workshops and seminars for teachers in eastern and rural North Carolina. Cooperating teachers and their students are able to attend theater arts programs at reduced charge, and have access to materials from the Curriculum Materials Room in the Education Department or from the Meredith College library. Meredith College continued to offer as part of its continuing education program classes in the teaching of reading, using GIS in the classroom, teaching in a diverse classroom, and differentiated instruction. In addition, as part of our continuous support, video and audio editing services, and the curriculum

library remain available to all Meredith program graduates and national board candidates enrolled in the DOE-sponsored workshop.

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

The DOE supports MeredithReads, a college wide service project. Faculty and students in the DOE work with low performing students primarily four elementary schools in Wake County. Second, during the 2006-07 school year, the DOE, along with the sociology department, sponsored a tutoring program for ESL students in elementary schools with high numbers of Spanish-speaking students. Third, our work with Maureen Joy Charter School has weathered the highs and lows of the school's achievement. A new director at Maureen Joy Charter School has been working with the faculty to help students meet annual yearly progress. We continue to support the school, and the implementation of MeredithReads at the school during the 2006-07 school year has yielded positive results for its students. Fourth, faculty continue to work through the Northeast Math-Science Partnership, funded by a grant from NCDPI, conducting workshops/seminars in mathematics and science for elementary/middle school teachers in low performing and low wealth LEAs.

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

The DOE and Meredith College recognize the importance of those areas that the SBE believes to be critical for the state of NC. The DOE and Meredith College fully support the SBE priority of “producing globally competitive students” who are “healthy and responsible.” In conjunction with the total college community, the DOE faculty and staff support the MeredithReads program. MeredithReads is designed to help students in oral language, which includes vocabulary development, expressive language, and listening comprehension. Faculty, staff, students, and alumnae use story-sharing strategies to work with students who have low academic and social skills levels to assist them in developing skills to be competitive in a global environment. Children’s Choices offered us an opportunity to distribute new hardback books to elementary schools not only in Wake County, but also two schools in low wealth areas: Hoke and Nash counties. Children evaluated the books, and provided reviews of their favorites. Over 100 new hardback books were distributed to schools. In the fall 2006, the DOE began working in the three-year SCALE grant. Under SCALE, Meredith students tutor two students at a community partner site. The Meredith students also conducted a service project with the students they tutor. Ultimately, the goal is for the tutees to begin service projects themselves. To support the SBE priority of “leadership for innovation,” teachers involved in the three-year STAMP grant are now beginning to conduct workshops for their colleagues in math and science. To support the SBE priority of having teachers who are 21st century professionals, the ILT Support Network collaboration between the DOE and our partner elementary schools is assisting mentors and administrators in providing support for beginning teachers, and providing leadership opportunities for many career teachers in our partner schools.

**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 DOE received a grant from SCALE (Student Coalition for Action in Literacy Education) at UNC- Chapel Hill. Under the grant, service-learning is being used as a means for Meredith students to read with preschool and early elementary students. Each Meredith student in the program tutors two students at the community partner site. The DOE began working with Powell Elementary and the More-at-Four programs in Wake County, providing one-to-one or one-to-two story sharing with students who were identified by their teachers. The Meredith students also conducted a service project with the students they were tutoring. These projects ranged from making labels in Spanish for a preschool classroom, planting some plants in the class garden to sponsoring a book drive. During the 2006-07 school year, twenty-three (23) candidates in three licensure programs (B-K, K-6, and middle school) worked with 46 students at the community partner sites. Each candidate completed 20-33 hours of service. Pre-and post-evaluations have been completed, but not compiled. This was year one of a three year grant. During the next two years, similar evaluations will be collected from the candidates, students, and teachers.

**Supplemental Information (Optional)**

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

An important component of direct student support at Meredith College is through the Meredith College Learning Center. For students who want practice on various components of PRAXIS tests, seek preparation for retaking it, or need tutoring support, the Learning Center provides assistance in communication skills and mathematics, six days a week. As a liberal arts college that values development of literacy across all content areas, direct student support is part of the general curriculum. Approximately sixty Writing Intensive Courses across campus provide continued practice and application of literacy skills within the disciplines. The DOE has a designated PRAXIS Information Center where students can obtain information about every test, find the corresponding guides for preparation, and faculty and staff are available for questions and/or advising. As a result of these and other efforts, a majority of the students in the DOE pass PRAXIS I and II. Some students will be helped by the new ruling on PRAXIS I concerning the total PRAXIS I scores needed for admission to the program.

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

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

Meredith College continues to be committed to recruiting more minorities into the college, and has seen an increase in the number of Latino and Moslem students interested in Meredith and teacher education. All faculty, staff, and students at Meredith College have made a concerted and consistent effort to recruit minority students to Meredith College, and the DOE and the Teaching Fellows office have conveyed to the college community the importance of minorities in the public school classroom. The Director of Teaching Fellows and a DOE faculty member continue to serve on the President’s Diversity Council as it plans awareness seminars for both students and faculty. Our multi-faceted focus of targeting schools with high minority populations and minority students, and contacting those students who specifically inquire about Meredith has worked to increase the minority enrollment at Meredith College, and minority interest in teaching. Specific departments, such as mathematics, science, English, and the Teaching Fellows Program, have outreach programs for middle and high school students, such as Math Week and information on teaching and Teaching Fellows is distributed. Recognizing that the lack of financial resources prevents minority students from pursuing a college education, the College has identified funds that can be used for LSES students, and the faculty of the DOE continue to support its endowed scholarship for minority students committed to teaching. In addition, the four scholarships that the DOE offers serve as a recruitment tool for underrepresented groups in teacher education. The General Education program at Meredith, supports the commitment of the College to diversity by “intentionally and systematically addressing the challenges and great promise of . . . diversity.” With the core courses of Meredith’s general education program focusing on human diversity at local, national, and global levels, the College continues to be committed to the development of a student population that values, understands, and is committed to diversity. The DOE continues to see this commitment as a recruiting tool, encouraging students to attend Meredith College, and consider teacher preparation.

**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	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	4
	Hispanic	0	Hispanic	5
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	94
	Other	0	Other	4
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>107</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	28
	Other	0	Other	1
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>29</b>

<b>Part Time</b>				
	<b>Male</b>		<b>Female</b>	
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	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	14
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>16</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)		1
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)	1	1
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
<b>Total</b>	<b>1</b>	<b>2</b>
Comment or Explanation		

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

	<b>Baccalaureate</b>
MEAN SAT Total	1,200
MEAN SAT-Math	*
MEAN SAT-Verbal	560
MEAN ACT Composite	N/A
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-R	181
MEAN PPST-W	178
MEAN PPST-M	180
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	*
MEAN GPA	3.29
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)		8		
Elementary (K-6)	2	23		17
Middle Grades (6-9)		2		1
Secondary (9-12)		6		4
Special Subject Areas (K-12)		9		3
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	2	48	0	25
Comment or Explanation				

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

<b>2005 - 2006 Student Teacher Licensure Pass Rate</b>		
<b>Specialty Area/Professional Knowledge</b>	<b>Number Taking Test</b>	<b>Percent Passing</b>
Elementary Education	34	100
Institution Summary	34	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	36	12	5	1		
U Licensure Only	17	4	2	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						
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	64	100	81
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**

<b>LEA</b>	<b>Number of Teachers</b>
Wake County Schools	557
Johnston County Schools	90
Forsyth County Schools	61
Harnett County Schools	40
Nash-Rocky Mount Schools	36
Guilford County Schools	35
Granville County Schools	34
Charlotte-Mecklenburg Schools	34
Durham Public Schools	33
Franklin County Schools	32

**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.	3.88	3.48	3.71
preparation to effectively manage the classroom.	3.69	3.56	3.53
preparation to use technology to enhance learning.	3.65	3.40	3.68
preparation to address the needs of diverse learners.	3.65	3.28	3.53
preparation to deliver curriculum content through a variety of instructional approaches.	3.92	3.36	3.71
Number of Surveys Received	26	25	34
Number of Surveys Mailed	51	51	51

**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>
8	7	12