

# IHE Bachelor Performance Report

## NC Wesleyan College

2006 - 2007

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### Overview of the Institution

North Carolina Wesleyan College is a small, private liberal arts college located on a 200-acre campus just north of the city of Rocky Mount. In the fall of 2006 it celebrated the 50th anniversary of its founding in 1956. It enrolls approximately 800 full-time students at the Rocky Mount campus and serves about 1000 part-time adult students with evening programs in Rocky Mount, Goldsboro, and Raleigh. The College offers undergraduate programs organized into 22 majors. The liberal arts are the foundation of the curriculum, and each major helps students prepare for rewarding personal lives, good citizenship, and productive careers. It emphasizes small classes and individual attention. While Wesleyan is affiliated with The United Methodist Church, it is open to all persons regardless of their religious beliefs. Wesleyan's statement of purpose notes that "The College has a special commitment to the Rocky Mount area and to eastern North Carolina. Through individual faculty, staff, and alumni activity, and through its educational and cultural programs, the College promotes the development of the region." The provision of an undergraduate teacher education program and collaborative work with area schools support the mission. The College offers majors in elementary education, special education, and middle grades education and a minor in secondary education for its degree-seeking students and licensure-only programs for post-baccalaureate and lateral entry candidates. The teacher education program is accredited by NCATE and it is a member of the NC Association of Colleges of Teacher Education.

### Special Characteristics

Wesleyan's small size and its mix of students from varied cultural backgrounds and ages provide a unique opportunity for students and faculty to work closely together. About 50% of the student body at Wesleyan is African-American. There are four full-time education professors. The goal of the program is the development of teachers who are reflective decision-makers. The education program begins with courses in the sophomore year, and throughout the program the students complete case studies, develop portfolios, respond to teacher narratives, and work closely with K-12 educators to promote reflective practice and effective decision making. Field experiences begin in the first two classes and continue throughout the teacher education program to provide students opportunities to be in diverse school settings. In addition, students complete a full semester of student teaching and are strongly supported by visits each week from the college supervisor. Typically, the student spends the semester prior to student teaching as an intern with the same teacher. Elementary education student teachers are placed in both a kindergarten and another grade level. The College is a founding member of the Model Teacher Education

Consortium, a group committed to increasing the quality and number of teachers in eastern North Carolina by making teacher education programs affordable and accessible. The College also has transfer agreements with area community colleges to facilitate a smooth transition to the teacher education program at Wesleyan. The department provides advising sheets showing courses at the community college that transfer to Wesleyan.

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

Undergraduate licensure and licensure-only areas: Elementary Education, Special Education: General Curriculum, Middle Grades Education with concentrations in mathematics, language arts, science, and social studies, and secondary (9-12th grade) programs in English, mathematics, biology, history, and social studies. Typically, the program produces about 8-10 teachers each year.

## I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION 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
Nash-Rocky Mount and Franklin County Schools; Nash Community College	Assist middle school lateral entry teachers and others in becoming licensed and/or “highly qualified” and in turn, increase middle school student achievement in science and math.	Implementation of a Math/Science Partnership Grant: Provision of courses in both content and pedagogy for small groups as needed; four courses offered. Provision of three coaches to work in the schools with the teachers and provide ongoing support to all middle school math and science teachers. Two special summer (‘06) institutes built on topics identified by the teachers and school personnel as areas of need-one in math and one in science- were provided and two are planned for summer ’07. (47 teachers enrolled in the 06 summer workshops) A new grant was submitted but it was not funded; plans are to resubmit in the fall.	Teachers have indicated on surveys in the classes and workshops that they are changing the way they teach as a result of grant projects. Currently licensed teachers are taking courses to add a licensure area. Almost all of the current lateral entry math/science middle grades teachers have achieved clear licenses.
School districts, charter schools, community colleges, and colleges in Eastern NC who are	Recruitment of teachers from among school staff, especially teacher assistants; provision of courses needed by lateral entry	Wesleyan offered 21 courses in the evening at four locations and provided three transcript review sessions. Wesleyan considers this	Three lateral entry teachers affiliated with Wesleyan finished their programs. Two teacher assistants finished their

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members of the NC Model Teacher Education Consortium	teachers -- Target: Lateral Entry and Teacher Recruitment	a service to the region since it does not charge full tuition to the Consortium; it is paid less than two-thirds of its regular tuition per course, and special fees and application fees are not charged.	programs. Many others took classes to transfer to the Alternative Licensure Center and other colleges with whom they are affiliated.
Nash-Rocky Mount Schools	Provision of reading workshops to assist teachers in meeting renewal credit requirements -- Target: Career Teachers	This is the fourth year of this collaborative project. This year a new 10-hour workshop on readers theater was delivered in response to a suggestion from a local teacher. Eight teachers were enrolled. Between sessions each had to implement a class strategy and then share results of their lessons. (Teachers paid \$20 each to cover food and supplies; instructors volunteered their time in planning and delivering the workshop.) A science and reading workshop was delivered and four teachers completed it. The workshop on literature circles served 14 teachers. All workshops were offered in the spring of 2007.	Comments from participants included the following: "This was a great class. I came away with ideas that I can use in my class." "I've already used the OOBLECK experiment with my class and plan on trying the density experiment, too." "Very helpful, informative strategies that can be used right away." "I've started using literature circles with my class already." "This was my first exposure to this initiative (topic) and it was super." "I have learned a great deal in a small amount of time about using literature effectively in the classroom. I'm excited about taking my knowledge back with me and utilizing it." "I feel good about the information learned." "Rejuvenating, thought provoking and educational"

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			"Incorporating it into all subjects" "This has been one of the best workshops I've attended in a good while." "Thanks for continuing to offer reading workshops." The district has requested that the science and reading workshop be presented again this fall.
Rocky Mount Preparatory School (RMPS is a charter school.)	Signed agreement had three objectives: support lateral entry teachers; support education majors in their field experiences; and provide a service to teachers and children in the school. These continued to 2006-2007.	Faculty encouraged lateral entry teachers to take Consortium courses and provided materials and support related to PRAXIS exams. Education students have been placed at RMPS for field experiences. Seven education majors and their instructor read to students in a third grade class each Wednesday for eight weeks; the class was chosen by the principal. The principal from the school and teachers served as guest speakers in education classes.	Several students were placed at the school for field experiences. A survey of the teacher in the reading project indicated her students looked forward to and enjoyed the reading sessions and that the sessions had a positive impact on the children. She would like to participate again next year. The children responded positively to the Wesleyan students; a favorite activity for the group was working with readers theater.
AVID Program at Parker Middle School, Edwards Middle School and Northern Nash High School	Target for Middle School and High School Students: Increasing student achievement and motivation. Provide an opportunity for education majors	AVID students are those who show potential for going to college, but who need encouragement to succeed in school. Nine Wesleyan students	The Parker AVID teacher stated, "Having students on site gives students a better relationship with students who are in college and what it takes to get there.

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	<p>to participate in a special project tutoring students while taking their content reading course. (Majors also participated in their regular field program at other schools.)</p>	<p>and one faculty member visited their selected school for 45-90 minutes each week to tutor and talk with students in three AVID classes. The activity expanded from Parker to two other schools this term. The instructor attended an AVID training session in Raleigh with the AVID coordinator for the district; she brought back activities that were taught in the content reading methods class and which the Wesleyan students would then implement in their tutoring.</p>	<p>Our students gave the tutors a chance to learn how using Costa's higher levels of questioning and learning logs enabled our students to learn." The Edwards teacher stated that the college students shared many things with the middle schoolers about their own middle school years and that "life does get better." She also noted that the tutors shared information about social studies and learned about Cornell notes and philosophical chairs as techniques. Wesleyan students that were secondary majors said they learned more about young adolescents and would be more willing to teach this grade level. They also saw class activities (such as Cornell note taking and vocabulary building) in use. The students also were able to see their professor interacting with middle graders and teachers first hand. Wesleyan students indicated that working in the AVID program is something that was helpful and</p>

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			should be continued.
Our Lady of Perpetual Help Elementary School	Target: To assist teachers in meeting and maintaining licensure requirements. This is a second year with this partner, and we hope to increase our service to non-public as well as area public schools.	Four teachers from the school attended two of the reading workshops offered at Wesleyan for Nash-Rocky Mount teachers.	Comments from the teachers who participated were very positive. They indicated that the workshops offered new ideas for them to try and/or encouraged them to increase the variety of class activities they do. One goal was to reach other private schools, and two teachers from Rocky Mount Academy participated in the literature circles workshop. One teacher from the Preparatory School also attended.
Nash Rocky Mount Art Teachers Association and art teachers in surrounding districts	The collaboration is between the art faculty member and the local art teachers who are active in the local art teachers association. The goal of the collaborative projects is to provide learning experiences with the visual arts for area students. The art faculty member and local teachers have collaborated in the past, and the goal is continue to build on the positive experiences.	For several years the art professor at Wesleyan has collaborated with area teachers and students to encourage and support art in the schools. For example, during the spring of 2006 an art show featuring the work of an art teacher who had completed a Fulbright in Japan and her students was coordinated and held at NC Wesleyan; the teacher was from the Roanoke Rapids School District and the show was also shared with the students there. In	Teachers, parents, and students involved in the projects deemed them very successful. Others who saw the exhibits noted the value of the projects for the students and for the local arts community. A project is currently being planned that will involve local students and several international students along with area art teachers for 2007-2008.

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		<p>the spring of 2007 a collaborative project with two Nash County schools focused on the topic of the Underground Railroad. The project integrated learning history, learning to stitch quilts, and learning about codification during slavery. The project involved approximately 60 children, their art teacher, and several parents, plus others who saw the display on campus. A second project that involved area school children was coordinated with the local Boys/Girls Clubs and served about 45 children. The focus was on African American crafts, especially face jugs, and provided both historical information and art techniques such as slab pottery. The displays were presented in the Dunn Center at Wesleyan and was visited by students, area teachers, and the public. The art instructor also worked with area art teachers and other professionals to promote the inclusion of art courses in the proposed revision</p>	

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		of the high school curriculum; art courses were being omitted as part of proposed requirements.	
Nashville Elementary School (Nash-Rocky Mount District)	Support for students learning science to help them design and conduct experiments and analyze and interpret data.	Students participated in multiple lessons and activities to aid in bird identification and to study weather. Following independent reading and research, students worked in cooperative groups to design and conduct experiments. The scientific process was followed. Lessons were taught by Dr. Brooks from Wesleyan. He provided materials and support for several lessons in a fifth grade classroom throughout the year.	The classroom teacher noted that the goals of the project were achieved and that the students involved in the activities gained valuable experience and knowledge. Dr. Brooks visited with other teachers while in the school and brought back ideas for use in his elementary science methods class.

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

Faculty and staff in education and other disciplines provide service to area schools. Faculty and staff in the departments of theater, music and art collaborate with area schools. The Dunn Center hosted a series of productions for area elementary students. Mr. Adelman gave tours of the art galleries to area students, coordinated exhibits of art produced by students at Roanoke Rapids High School (Topic: Disabilities and the Arts), two Nash-Rocky Mount Schools (Topic: Underground RR/Quilts), and by community youth groups. He also hosted a National Roundtable on Disabilities and the Arts. Music professor Heavner gave free private lessons on campus to a student from an area high school, and included several high school band members in the programs he produced on campus. Math professors (Lawrence, Stafford, Yankosky) planned and hosted on campus in May the state math finals contest for 100 students. They also hosted the NC Math Teachers spring eastern region conference in February. Stafford presented at the state conference, judged the state Odyssey of the Mind Contest in April, and helped with the state math contest in Durham in April. She published two articles on lessons conducted the previous year in two classrooms. Science professors Whitwell and Faison made presentations in area schools, one on chemistry and one on reptiles. Whitwell also proctored EOG tests at a local school for three days. Another (Heilman) served as a science fair judge, and Dr. Brooks judged two different science fairs. Dr. Brooks also worked with a teacher and her students at Nashville Elementary to implement several lessons related to birds on several days. Dr. Perry-Sheldon served as past president of the NC Reading Association and coordinated the work of the scholarship committee. She tutored in the AVID program at Parker along with her students. She co-presented three 10-hour reading workshops for area teachers. In addition she provided support and consultation to the officers in the local reading council. She also served as vice-president of the state's Delta Kappa Gamma Society and made presentations at local chapter meetings; the Society is for key women educators. Several athletic teams read in area schools. One professor (Stevens) is active with Teen Court and local mediation programs serving as judge at least once a month. Two faculty judged the local Quiz Bowl contests. Two staff members (Nguyen and Wallace) provided technology support to two local schools, one to set up a website and the other to produce flyers and other materials. Nguyen coached a Science Olympiad team and served on a career day panel at Hunt High. Dr. Brewer is on the board of the local disabilities council and volunteers as a guardian ad litem counselor. Dr. Nicholson is actively involved in a local private school serving on the Parent Group, coordinating various fund raisers, and volunteering a wide range of activities. An academic advisor made a presentation to high school students at a local outreach center about going to college. Tours were given by admissions staff for 11 different groups of students from area middle and secondary schools in addition to regular open houses for prospective students. A librarian and a faculty member spoke at two different career fairs.

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

The program involves its students in a variety of activities to facilitate the transition from college student to teacher. Students prepare resumes and are encouraged to attend job fairs; mock interviews with area school personnel are held. Faculty members post job announcements and write letters of reference for students. In addition, Wesleyan informally provides support to the

area's beginning teachers. Graduates are encouraged to continue to use the College's library and the Curriculum Materials Center, and they have borrowed materials. They continue to have free library privileges. Most of our graduates employed in area schools are visited or called by a faculty member to offer help and support. We also met with recent graduates at a dinner meeting and the regional Teacher of the Year provided a motivational talk on staying the course as a new teacher; an ice cream social was held for recent graduates in June with a presentation from a former professor who is now teaching at a local elementary school.

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

Wesleyan has served lateral entry teachers since the State began the program. Wesleyan serves lateral entry teachers by providing programs of study and courses in the evening both on campus and at area community colleges. Faculty respond quickly to calls about lateral entry, provide programs of study promptly for prospective lateral entry teachers, and refer students to Colleges providing areas of licensure not offered at Wesleyan. In addition, information related to the Praxis II exams have been provided to lateral entry teachers. A collaborative grant with Nash and Franklin County schools has provided several courses for middle school teachers in math and science, coaches to support their work with students, and other services. Despite our small size and our few areas of licensure programs, we also serve lateral entry teachers through the NC Model Teacher Education Consortium. Wesleyan helped found the Consortium in 1989 and has provided courses ever since for lateral entry teachers, provisionally licensed teachers, and persons desiring to be teachers. Wesleyan charges a reduced tuition for Consortium classes and students are not charged an admission fee or student fees, a savings of over \$200 to the teacher and Consortium per enrollee. From Fall 2006-Summer of 2007 Wesleyan offered 21 courses for the Consortium either on-campus, at Nash Community College, at Lenoir Community College or in Goldsboro serving mainly lateral entry teachers. Faculty participated in off-campus transcript evaluation and registration days to make it easier for lateral entry teachers to acquire programs of study and to register for classes. Nash-Rocky Mount and Edgecombe districts frequently refer potential teachers for transcript reviews. Over 9 individual plans were developed. This number has declined since the Alternative Licensure Center is so active and they require fewer courses. Faculty work closely with the Alternative Licensure Center. Wesleyan did offer more online courses to serve lateral entry.

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

Faculty offered three 10-hour literacy workshops for area teachers to provide renewal credit in reading as required by the state. Workshops included one on readers theater, one on science and reading, and one on literature circles. Over 26 teachers participated. Dr. Brooks offered several science lessons and support for science projects to students working with a career teacher at Nashville Elementary throughout the year. The math and science workshops offered in the summer of 2006 served several career teachers as well as lateral entry teachers.

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

Wesleyan's work with the NC Model Teacher Education Consortium is a service to low-performing schools since many of the area schools have teachers who are out-of-field or who are lateral entry teachers. Providing courses for them helps the schools. Many of the tutoring activities performed by faculty staff, coaches, and students were with students needing extra help. Students and/or Dr. Perry-Sheldon tutored students in the AVID program at Parker Middle School, Edwards Junior High, and Northern Nash. Dr. Nicholson and her students tutored at Baskerville. Dr. Brewer presented a workshop at the Closing the Gap Conference in March, and Dr. Perry-Sheldon attended the Closing the Gap session conducted for deans and directors of education as part of the Gap conference.

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

Goal 1—NC public schools will produce globally competitive students. The support provided low performing schools--tutoring, grant activities, workshops, work with lateral entry teachers and beginning teachers--are all examples of activities to promote student learning. These are described in other sections. Goal 2—NC public schools will be led by 21st Century professionals. The conceptual framework for the program is on reflection and decision making. Reflective practice involves assessment, and current research shows a connection between reflective practice and student learning. Candidates utilize technology throughout the programs at Wesleyan. Goal 3—NC public school students will be healthy and responsible. Many of the skills developed by and dispositions instilled in the teachers who complete their programs at Wesleyan focus on behaviors that promote a caring, inclusive classroom. Goal 4—Leadership will guide innovation in NC public schools. The partnerships Wesleyan has with area schools and the good relationship we have with the local community college help address this priority. An example of this is the Math/Science Partnership grant that included two school districts, Nash Community College and Wesleyan. We've shared facilities and resources in order to provide courses and projects to support teachers and to impact student success. We're also working with faith-based schools in our area to meet the needs of their faculty. One example is providing workshops for teachers at the local Catholic school. Another example of collaboration is the Gateway Technology Center, a collaborative partnership among Wesleyan, East Carolina, and NC State to provide enhanced educational opportunities in engineering, graduate education, and other fields for persons in the region. The Center is a state-of-the-art technology center located on Wesleyan's campus. Goal 5—NC public schools will be governed and supported by 21st Century systems. The Model Teacher Education Consortium, the Math/Science Partnership Grant, our volunteer activities in local schools, and other activities described elsewhere are examples of ways Wesleyan and its partners focus resources and efforts to improve student achievement.

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

Efforts to work more closely with area community colleges through a 2x2 program were continued. Students who transfer from Nash Community and other area community colleges will

enter Wesleyan ready for upper level methods classes. This will enable them to graduate in two years with a degree in elementary education. Several meetings with personnel and students at Lenoir CC were held to determine the feasibility of a 2 by 2 program in Kinston, and four courses were offered at LCC in the spring of 2007. Enrollment was low, but the potential of a program either in Kinston or in Goldsboro will be considered. A continuing emphasis this year was providing reading workshops for teachers; a new workshop on readers theater was delivered with 11 teachers. The education department continued to offer an online course and added two others in the fall of 2006.

## **Supplemental Information (Optional)**

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

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

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

Professor Nicholson worked with the local high school Teacher Academy coordinators to plan a day in May on campus for high school students interested in teaching. A group of 35 students and their leaders attended. All education faculty met with them as did others from the campus community. Feedback was very positive. On campus recruitment activities included calling prospective students who indicate interest in teaching, responding quickly to inquiries received by phone or e-mail, and meeting with students at open houses and parent day events. Leaflets about teacher education are distributed at open houses/recruitment events to encourage current secondary and college students to consider teaching as a career. Students who show only slight interest in teaching are allowed and encouraged to enroll in classes such as EDU 205 Introduction to Teaching, EDU 210 Books for Children, and SPE 300 Exceptional Children. Prospective majors are encouraged to join NCAE and to participate in its projects. A bulletin board displays information about careers in teaching. Education professors meet periodically with admissions counselors and the first year advisors to keep them updated about the education program. Information about scholarships is shared with students. Off campus recruitment is centered in efforts to enroll teacher assistants and other school staff in our courses. Some teacher

assistants enroll in Wesleyan's Consortium courses and other evening courses. To be more financially accessible, Wesleyan has allowed teacher assistants to enroll in Consortium courses at reduced tuition rates, a savings of about \$250 per course. At advising sessions students are encouraged to take courses both on campus and at community colleges to encourage them to pursue teaching and to make access more local and affordable. Offering courses in the evening has also allowed those who change careers and licensure-only persons to begin taking the professional education courses. Since we work with lateral entry teachers, other interested persons with degrees call for information. We provide programs of study and information. Plan sheets are provided to assist community college transfers in making the transition from there to NCWC. Also, faculty have met with community college personnel to consider 2x2 programs and to align our course requirements with courses offered at the community college. While we don't deliver a 2x2 program at the community colleges, the transfer students do take courses there and transfer as juniors into our elementary program that can be completed in two years. Wesleyan has offered courses in Goldsboro at our adult degree site to encourage persons to consider teaching as a career or career change. Dr. Nicholson serves on the college transfer committee at Edgecombe CC. Staff also attended a day in Wayne County sponsored by the school system to encourage unlicensed staff and others to consider earning degrees in education.

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

Our recruitment effort focuses on teacher assistants and the many African-American adults who are employed in education and who have the potential to become teachers and a commitment to our region. Professors have met with assistants and also a number of lateral entry individuals to provide special advising sessions and to explore financial aid options. In addition, our involvement with the Consortium has enabled us to recruit persons of diverse backgrounds (Latino, Native American, Asian, and others) to becoming teachers. Professors and staff collaborate with persons at area community colleges to assist students in making the transition to Wesleyan. Wesleyan has been successful in recruiting a diverse student population, but even some students with high grade point averages have had trouble passing the Praxis I exams. The writing center's director and other faculty have provided workshops for education students. Faculty have worked collaboratively with school districts to provide student teaching opportunities in modified formats to enable school employees to maintain benefits and yet fulfill degree requirements.

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

Ways to support the entry into the profession is an ongoing goal, and new locations to deliver courses are being considered. Wesleyan is exploring the need to offer education courses in the Wake/Franklin County area and in other areas.

## 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	0
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	13
	Other	0	Other	1
	<b>Total</b>	<b>6</b>	<b>Total</b>	<b>18</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	1	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>1</b>	<b>Total</b>	<b>0</b>
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	5
	Other	0	Other	0
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>5</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	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	2
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>3</b>

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

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

<b>Program Area</b>	<b>Number of Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
Prekindergarten (B-K)		
Elementary (K-6)	2	
Middle Grades (6-9)	5	3
Secondary (9-12)	1	
Special Subject Areas (K-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
<b>Total</b>	<b>8</b>	<b>3</b>
<b>Comment or Explanation</b>		
<p>Three lateral entry teachers finished via Wesleyan this year. Education faculty are responsive to requests for programs of study by persons who are officially lateral entry and by others being considered by area school districts. Since one of the regional alternative centers is in Nash County, fewer persons are seeking programs of study directly from the college, but teachers from many area districts take courses at Wesleyan to meet their requirements. Many take courses at other campuses as part of our Consortium. In addition, many more lateral entry teachers than those shown in this chart took courses at Wesleyan. Some of these were in licensure areas we do not offer and who are affiliated with other colleges. In the 2006-2007 school year, Wesleyan provided 21 courses (enrolling some 162 persons) at night in Nash County, Goldsboro, and Lenoir County to serve employees of area schools; the majority of the enrollees were lateral entry teachers.</p>		

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

	<b>Baccalaureate</b>
MEAN SAT Total	1,145
MEAN SAT-Math	605
MEAN SAT-Verbal	552
MEAN ACT Composite	*
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-R	179
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	3.42
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	3		
Middle Grades (6-9)		1		
Secondary (9-12)				
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	1	4	0	0
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	5	100
Institution Summary	5	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	3					
U Licensure Only						
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	1	1				
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	8	100	75
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>
Nash-Rocky Mount Schools	155
Halifax County Schools	43
Wayne County Public Schools	35
Edgecombe County Schools	31
Wake County Schools	27
Roanoke Rapids City Schools	22
Lenoir County Public Schools	18
Johnston County Schools	14
Wilson County Schools	14
Franklin County Schools	11
Northampton County Schools	11

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

<b>Satisfaction with...</b>	<b>Program Completers</b>	<b>Employer</b>	<b>Mentor</b>
quality of teacher education program.	*	*	*
preparation to effectively manage the classroom.	*	*	*
preparation to use technology to enhance learning.	*	*	*
preparation to address the needs of diverse learners.	*	*	*
preparation to deliver curriculum content through a variety of instructional approaches.	*	*	*
Number of Surveys Received	4	1	2
Number of Surveys Mailed	6	6	6

**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	2