

IHE Bachelor Performance Report

Catawba College

2007 - 2008

Overview of the Institution

Established in 1851, Catawba College is a small liberal arts institution affiliated with the United Church of Christ. The College is located in the southern piedmont region of North Carolina. Undergraduate education is the primary focus of the college, with majors in the arts and sciences, as well as some specialized fields. In addition, Catawba College operates a small graduate program that serves local educators in Elementary Education. Utilizing the skills of more than 81 full- and part-time faculty, Catawba College provides instruction to approximately 1300 students representing 22 states and seven foreign countries.

Special Characteristics

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

Instruction's Competencies for Advanced Licensure and the five propositions of the National Board for Professional Teaching Standards (NBPTS). Based on these standards and guidelines, the M.Ed. program strives to help experienced teachers 1) examine their own practices, 2) systematically raise and pursue questions, and 3) collaborate with others beyond their own classrooms. In order to better provide for continuous program improvement, teacher education faculty follow the Catawba College Teacher Education Unit Assessment System. This system incorporates a variety of quantitative and qualitative assessments, including evaluations developed in collaboration with public school partners. Quality teaching is the standard at Catawba College, and substantial support is provided by the Shirley Ritchie Academy for Teaching. The Ritchie Academy oversees the Martha K. West Scholarship program, which provides significant funding for prospective teachers; the Academy also develops programming of interest to area educators. The college was awarded a North Carolina Teaching Fellows program, and the first cohort is expected to enroll in fall 2009. Accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, Catawba College offers teacher education programs accredited by the National Council for Accreditation of Teacher Education and approved by the North Carolina State Board of Education.

Program Areas and Levels Offered

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

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the 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
Rowan-Salisbury Schools (Elementary schools: Isenberg, North Rowan, Overton, and Granite Quarry)	<ol style="list-style-type: none"> To assist students who are having difficulty mastering mathematical concepts. To assist students who are having difficulty mastering reading and literacy. 	<ol style="list-style-type: none"> Mathematics tutoring was provided to 29 students at Overton in grades 3, 4, and 5 in an after-school program by college junior interns. Reading tutoring was provided to 60 students at Overton in grades 1-5 by college junior interns. Tutoring and small group instruction provided to 106 children at Isenberg, North Rowan, Overton, and Granite Quarry by sophomore students in Children's Literature class Funding provided by SCALE grant. 	<ol style="list-style-type: none"> Evaluation forms returned by classroom teachers and learner-self evaluation forms indicate satisfaction with tutoring; Pre-post surveys from tutors also indicate belief in effectiveness; Funding approved for an additional year
Rowan-Salisbury; Kannapolis City; Davie County	1. To assist Kindergarten students who are having difficulty with language arts, readiness skills, and literacy.	1. Eleven special needs students were tutored by candidates in a Birth-Kindergarten program. 2. Funding provided by SCALE grant	<ol style="list-style-type: none"> Evaluation forms returned by classroom teachers indicate satisfaction with tutoring; Funding approved for an additional year
Overton Elementary School (Rowan-	Goals: 1. To improve the quality of a teacher preparation program	1. Pre-service teachers enrolled in Elementary Methods I and II engaged	1. Internship evaluation forms completed by mentor teachers

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Salisbury Schools)	<p>through rigorous entry and program standards and a relevant array of “real world” application experiences.</p> <p>2. To create more powerful and effective models to strengthen the profession of teaching including school leadership, from the initial stages of preparation through the socialization, induction and continuous renewal of educators.</p> <p>3. To close the gap between educational theory and the wisdom of practice.</p> <p>4. To redefine the professional roles of school-based and college-based educators consistent with the demands of the 21st century.</p> <p>5. To improve an elementary school through the development of better-prepared educators who contribute to a school culture focused on learning outcomes.</p>	<p>in a year-long junior internship at Overton Elementary. Experiences included- • Participation in a reading clinic and conducting reading diagnoses and remediation for Overton students (Goals 1,3,5,6) • Organization of a second grade field trip to NC Zoo (1,3) • Tutoring in mathematics in addition to teaching lessons in content areas. (1,3,5,6)</p> <p>2. Seminars for junior interns were conducted by the COPE Director (an Overton teacher). This person receives a stipend for her services and serves on the Teacher Education Council along with the Overton principal. (Goal 2, 4)</p> <p>3. Grant application submitted to Robertson Foundation for “Cranimals;” a K-2 hands-on investigation of animals using probeware and interactive software 3. A COPE Advisory Council consisting of college and school faculty oversees program governance. (Goal 2)</p> <p>4. Free graduate tuition was available for Overton mentor teachers.</p>	<p>indicated that 100% of junior interns were recommended for admission to student teaching. (Goals 1, 3,5) 2. College faculty completed survey forms and indicated the belief that program goals were being met. (Goals 1-6)</p> <p>3. Evaluation forms returned by classroom teachers and learner-self evaluation forms indicate satisfaction with tutoring; (Goal 6)</p> <p>4. Robertson Foundation approved \$27,000 grant application; project begins fall 2008</p>

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
	6. To produce measurable improvements in classroom learning for all students who contribute to a school culture focused on learning.	5. One hundred percent of full time fall Teacher Education faculty participated, including planning with Overton faculty. (Goal 4) 6. Funding provided for bus transportation to NC Zoo	
Salisbury High School (Rowan Salisbury Schools)	1. To establish an Academy of Science and Math which will expand the education of students in science and mathematics 2. To develop pre-academy summer programs for students promoted to grades 7.8.9 that have age-appropriate activities which emphasize scientific experimentation and mathematical problem solving. 3. To develop curricula for the Academy that identify and recognize Distinguished Scholar and Honors Scholar program within the Academy	1. Collaborative meetings held between school and college personnel in which a proposal was developed for submission to the college administration and Rowan-Salisbury Board of Education. (Goals 1-3)	1. Proposal adopted by the RSS Board of Education (May 2008). (Goal 1) 2. Academy of Science and Math begins operations with Pre-Academy sessions for rising 7,8, and 9th graders (summer 2008);(Goal 2) 3. College has secured Five Honors Scholarships of \$20,000 each and five Distinguished Scholar scholarships of \$10,000 to Catawba College available to 2011 graduating class (Goal 3)
Salisbury High School (Rowan Salisbury	Goals: 1. To improve the quality of teacher preparation for 9-12	1. Junior interns taught formal and sequential lessons. Formal three-way	1. Internship evaluation forms completed by mentor teachers

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Schools)	<p>teachers through rigorous entry and program standards and a relevant array of “real world” application experiences.</p> <p>2. To strengthen the profession of teaching including school leadership, from the initial stages of preparation through the socialization, induction, and continuing renewal of educators.</p> <p>3. To close the gap between educational theory and the wisdom of practice.</p> <p>4. To redefine the professional roles of school-based and college-based educators consistent with the demands of the 21st century through an exchange of ideas between college-based educators, school-based educators, and interns.</p> <p>5. To improve SHS and the learning experience of its students through the development of</p>	<p>pre-and post-conferences were held among the interns, school-based and college-based educators. (Goals 1,3,7)</p> <p>2. A college faculty member was assigned as college coordinator of the project. A high school teacher worked as high school coordinator and given rank as Clinical Adjunct Instructor with a stipend. She (and the SHS principal) is also a member of the Teacher Education Council. (Goals 2,4)</p> <p>3. Teacher Education Day (designed to recruit prospective teachers) was held in conjunction with SHS and four other high schools.</p> <p>4. Meetings held to develop an Academy for Math/Science (see above) (Goals 5,6)</p>	<p>indicated candidates were recommended for admission to student teaching (Goals 1, 2 3, 5)</p> <p>2. Meetings with college and school-based faculty indicate the belief the partnership is mutually beneficial. (Goals 1-7)</p> <p>3. High school students who attended the Teacher Education Day recruitment activity were surveyed and indicated a high level of satisfaction with the event (Goal 2).</p> <p>4. Academy proposal approved (Goal 6)</p>

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	<p>better-prepared educators who contribute to a school culture focused on learning outcomes.</p> <p>6. To produce improvements in classroom learning for all students at all levels through the collective talents, knowledge, energies, and resources of the partners.</p> <p>7. To provide teachers-in-training opportunities for reflection on their own experiences and to encourage re-examination and reflection among the school-based and college-based educators</p>		
<p>Rowan-Salisbury Schools (Teacher Cadet Programs at North Rowan High School and Salisbury High School</p>	<p>1. To encourage mature, responsible and capable students to consider teaching as a career.</p>	<p>1. Collaborative meetings held between Teacher Cadet faculty at North Rowan High School, Salisbury High School, and West High School and Catawba Teacher Education faculty.</p> <p>2. Preliminary paperwork completed to be official partner with North Rowan High School for submission in fall 2009.</p>	<p>1. Teacher Cadets and other prospective teachers attended a Saturday Teacher Education Day and met NC Teacher of the Year James Bell.</p> <p>2. Mock interviews held at North Rowan High School</p> <p>3. Assisted with sponsorship of luncheon at state Teacher Cadet conference in Raleigh</p>

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Iredell-Statesville Schools	1. To establish a Visual and Performing Arts Early College High School	1. Faculty from the Theater Department at Catawba College collaborated with stakeholders from the Iredell-Statesville Schools and Mitchell Community College and held a series of meetings to develop a proposal for submission to the New Schools Project.	1. Grant application approved. Iredell-Statesville Visual and Performing Arts High School approved by the NC State Board of Education under authority of the Innovative Education Initiatives Act

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

The public schools provide Catawba with many students, and many of the children of the faculty attend our public schools. Many faculty members are graduates of the North Carolina public schools. Therefore, it is not surprising that College faculty were deeply involved with area public schools. Evidence for faculty involvement is documented through Outreach Catawba: Survey of Faculty Involvement with the Public Schools. Surveys were sent to 81 faculty with a response rate of 55.6% (45 of 81). Of the respondents, 71.7% (33 of 46) indicated significant involvement with public education, including 100% of Education faculty. Education faculty used resources from a SCALE grant to lead candidates in tutoring experiences in mathematics and reading with elementary students and with disabled students in pre-schools. Education faculty met with Teacher Cadet faculty from high schools and developed collaborative plans for partnerships and a Teacher Education Day designed to help recruit students into the profession; the keynote speaker was the NC Teacher of the Year; faculty also conducted mock interviews with Teacher Cadets. The department chair served on a task force that made recommendations for improving elementary science education. A former North Carolina Teacher of the Year helped organize a Teacher Education Day designed to recruit students into the profession, while other faculty participated in a recruitment fair hosted by the Rowan-Salisbury Schools. Another Education faculty member served on the Rowan-Salisbury's Teacher of the Year Selection Committee. Educators' Dinners allow public school personnel, Education faculty and students to discuss educational issues; these dinners are organized in part by volunteer efforts by the faculty. Arts and Sciences faculty freely participated in a variety of interactions, including classroom presentations, conducting workshops, judging contests, providing PTA leadership and participation, helping with field days, tutoring, hosting camps, and supervising trips for academics or athletics. An English professor serves on the NC Poetry Council which supports a state-wide contest. A music professor provided assistance to area concert and marching bands and judged band competitions. The Department of Mathematics continued to sponsor a state level NCCTM mathematics contest for middle and high school students; more than 250 students attended. Theatre Arts faculty continued their assistance in the establishment of a public performing arts program at a nearby high school and took College students to perform in area schools. Faculty from Physical Education coordinated efforts for Special Olympics. Science faculty were involved with the public schools, including the presentation of science shows and the judging of science fairs. The Center for the Environment sponsored an Enviro-thon and hosted a number of school tour groups. A faculty member worked with Salisbury High School to secure scholarships for a proposed Academy for Math and Science. Furthermore, College facilities were offered to public schools at no charge. As all of these volunteer efforts make clear, Catawba College is strongly committed to North Carolina's public schools.

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

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

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

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

The Department of Teacher Education continued to offer programs for lateral entry teachers in twelve areas of licensure. During summer 2007, faculty from Catawba College cooperated with faculty from the Rowan-Salisbury Schools and presented a four-day professional development workshop to first-year lateral entry teachers. The Coordinator of Alternative Licensure serves as an advisor to teachers enrolled in a cooperative program with Pfeiffer University. The department head has met with the Director of the Charlotte Regional Area Licensure Center to discuss ways that Catawba might better serve the needs of lateral entry teachers. The department head is in frequent contact with the ILT Coordinator for the Rowan-Salisbury Schools and addresses the needs of lateral entry teachers. Late afternoon classes were made available, as well as internships for lateral entry teachers with supervision by College faculty. Reduced tuition was available through Catawba's post-baccalaureate teacher licensure program.

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

Supporting the continuum of professional development and learning for career teachers is important to Catawba College. The College supports only one area of graduate study, programs that serve experienced teachers. Further illustrating its commitment to career teachers, the College offers the Graduate Program with tuition comparable to state institutions. Career teachers serve in a variety of advisory capacities, serving on the Graduate Advisory Committee, the undergraduate Teacher Education Council, and Catawba-Overton Partnership for Excellence Advisory Committee. In 2007-2008, a faculty member and a local career teacher made a presentation at a meeting of the National Council of Teachers of Mathematics Convention in Richmond. Another faculty member and three career teachers made a presentation at the North Carolina Association of Supervision and Curriculum Development Conference, while a third faculty member and three graduate students made a presentation at a reading conference. Teacher Education faculty taught demonstration lessons in a partnership school. The College-sponsored Educators' Dinners provide additional support and opportunities for discussion regarding current issues and trends. Catawba's graduate students, who are all licensed teachers, are given unique opportunities to challenge themselves through the planning and implementation of projects with the support and guidance of Catawba's graduate faculty. During 2007-2008 career teachers, who were pursuing certification by the National Board for Professional Teaching Standards, conferred with professors and utilized the College's Curriculum Materials Center in preparation for their assessments. The Shirley Peeler Ritchie Academy for Teaching completed the first full year of operation and offered a number of programs which were attended by area teachers. These

included a presentation by motivational speaker Allan Johnson, a reception with the NC Teacher of the Year, an inaugural speech by State Superintendent June Atkinson, and a reception attended by Chair of the State Board of Education Howard Lee and former governor Jim Holshouser.

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

No school in the Rowan-Salisbury system was designated as low-performing. However, Catawba College participated in four programs designed to reach low performing students at various stages in their development. First, discussions regarding the formation of a public school-College partnership with Overton Elementary School began when the school was in jeopardy of being designated as low-performing. Hence, this collaboration, known as the Catawba-Overton Partnership for Excellence (COPE) was initiated because of the College's desire to assist the school, which has a majority of students from lower socio-economic backgrounds as well as a significant number of special needs and exceptional students. During 2007-2008, tutorials were continued to address the needs of low performing students in reading and mathematics. Elementary education majors also tutored low performing students in reading and mathematics in three other schools, one of which was designated as a priority school and two of which received no recognition; support was provided through a SCALE (Student Coalition for Action in Literacy Education) grant. Student teachers were also placed at two other elementary schools once designated as priority schools.

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

When the State Board of Education adopted “Future Ready Students for the 21st Century” as the new set of priorities, the Teacher Education program re-examined the conceptual framework and unit mission and placed more attention on globalization. In 2007-2008 an extensive re-examination of unit programs began with a goal of implementing a restructured program during the 2009-2010 academic year. The priority to produce globally competitive students (high student performance) was addressed through tutoring projects at Overton in reading and mathematics and North Rowan Elementary in reading and literacy; funding was provided through a SCALE literacy grant. The majority of those tutored have been from demographic subgroups “at risk” for failure and so both the College and the school were both involved in “closing the achievement gap.” The need for 21st Century Professionals (quality teachers) was addressed as faculty attended presentations on “Future Ready Students” given by NCDPI personnel at statewide meetings and conferences. The Rowan Salisbury Schools and Rowan Partners for Education sponsored the First Annual Education Summit with a lecture on 21st Century Skills by noted educator Willard Daggett; the event was well attended by Education students and area teachers. Service learning was emphasized through participation in a SCALE grant focused on tutoring in mathematics, reading, and literacy. Further emphasis was placed on teacher interaction with families in the professional course sequence.

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

The mission of the Department of Teacher Education at Catawba College is to prepare reflective teachers who possess the professional knowledge, skills, and dispositions necessary for effectively teaching students in a diverse and global society. A special emphasis was placed on the priority of 21st Century professionals, specifically with regard to “preparation in the interconnectedness of the world with knowledge and skills, including language study.” All Catawba College graduates are required to demonstrate intermediate foreign language proficiency, and so most students engage in four semesters of study. The Shirley Ritchie Academy for Teaching began its first full year of program operations. The first cohort of Martha K. West Teaching Scholars program arrived on campus; each scholar received a scholarship worth \$15,000 a year for North Carolina residents (\$13,000 for out of state residents.) The scholars attended a variety of programs, including presentations by June Atkinson (State Superintendent of Public Instruction), James Bell and Diana Beasley (NC Teachers of the Year). They also traveled to Georgia to visit three high performing schools which are involved in Project GRAD Atlanta as well as Ocracoke island. In Spring 2008 the college was awarded a North Carolina Teaching Fellows program. The first cohort of Fellows will arrive in fall 2009.

Supplemental Information (Optional)

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

During 2007-2008, specific efforts were again channeled toward improving PRAXIS scores, targeting students at various stages in the Teacher Education Program. The department provided test preparation materials for PRAXIS I and II in the Curriculum Materials Center. Individualized tutoring and guidance for candidates was provided by Teacher Education faculty as well as by paid tutors; students were made aware of this opportunity through announcements in classes and in meetings of the Student North Carolina Association of Educators. Special Saturday workshops were also available. In order to prepare Elementary Education students for PRAXIS II, faculty presented small group workshops and provided individualized tutoring. Additionally, unit faculty continued to collaborate in teaching EDUC 3000-3001, the Curriculum and Instructional Theory and Design course sequence and preliminary portfolio development that includes much of the PRAXIS II content. Thus, efforts were made to improve PRAXIS scores by utilizing resources and collaborating with colleagues both outside and inside the College community.

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

Catawba College faculty collaborated with educators from the Rowan-Salisbury Schools and engaged in a number of recruitment activities throughout 2007-2008. The most significant development was last year’s establishment of the Martha K. West Teaching Scholars, a program which provides fifteen scholarships per year of up to \$15,000 each to prospective teachers. The

first cohort of West Scholars arrived in fall 2007, with a larger second cohort expected to arrive in fall 2008. In Spring 2008, the college was awarded a North Carolina Teaching Fellows program, with the first cohort scheduled to arrive in fall 2009 with the third cohort of West Scholars. These scholarships, funded in part by a generous gift from an anonymous donor, demonstrate the deep commitment the college has to the preparation of future teachers. The combination of Teaching Fellows and West Teaching Scholars scholarships is expected to significantly boost program enrollments. The college and educators from the Rowan-Salisbury Schools again hosted a "Rowan-Salisbury Teacher Education Day;" with presentations made by local teachers including a former North Carolina Teacher of the Year. In addition to the regular recruitment events such as meetings with incoming freshmen and participation in college recruitment fairs, Catawba Teacher Education faculty attended campus events such as periodic "Open Houses," which are special visitation days at Catawba targeting prospective students. Peer recruitment efforts were utilized with current teacher candidates encouraged to share their experiences with other students and by informal invitations to Student North Carolina Association of Educators meetings, and by serving as campus guides in the Alpha program.

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

The department has operated under the assumption that several factors will encourage minority students to pursue teacher licensure. Among these are the need to interact with diverse faculty, the need for support for minority candidates, and the need for opportunities to increase multicultural understandings within the majority population. The need to interact with diverse faculty was addressed in part when in fall 2006 a Native American was employed as a full-time, tenure-track faculty member in Teacher Education, and in spring 2007 an African American male was hired to team-teach in a senior Capstone Seminar. In fall 2008 an African-American was hired as an adjunct in the Birth-Kindergarten program. These significant actions allowed the small Teacher Education Program at Catawba to attain its greatest diversity to date in the Teacher Education faculty. Multiculturalism was again featured as a major strand in the Instructional Theory and Design course sequence taken by all juniors. Candidates listened to a diverse set of speakers, including those from African-American, Caucasian, and Hispanic backgrounds. Presentations were made by a diverse parent panel. Candidates engaged in a cultural diversity assignment and wrote reflective essays. During the 2007-2008 academic year three minorities were admitted to and enrolled in teacher education programs. However, the number of minorities in the program pipeline increased significantly, particularly in the Birth-Kindergarten program.

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

In 2007-2008 Catawba College implemented a number of initiatives designed to boost enrollment and raise quality in the teacher education programs which were developed in the 2006-2007 academic year. First, Phil Kirk, Chair Emeritus of the North Carolina State Board of Education worked for a second year as the Vice-President for External Relations with a mandate to focus on the Department of Teacher Education (as well as the School of Business). Second, the College graduated its first cohort of student teachers in the Birth-Kindergarten program. This

program was designed as a “2+2” program in cooperation with Rowan Cabarrus Community College; students attend evening classes as part of the School of Graduate and Evening Studies. Third, the first students declared a new major in Environmental Education which allows them to seek licensure in science while focusing on environmental issues. Fourth, the Shirley Ritchie Peeler Academy for Teaching entered its first full year of operations. This academy sponsored events in collaboration with public school educators for the advancement of teaching. The Academy Director oversees the Martha K. West Teaching Scholars; each year fifteen scholarships of \$13,000 each (\$15,000 for in-state residents) are offered to prospective teachers. Fifth, the college was awarded a North Carolina Teaching Fellows program with the first cohort expected to arrive in fall 2009. In addition to being awarded full tuition, North Carolina Teaching Fellows will be given opportunities for international travel. Sixth, the Rowan-Salisbury Schools Board of Education approved a proposal to establish an Academy for Math and Science at Salisbury High School; members of the graduating class of 2011 will be eligible to receive one of five \$20,000 Honors Scholarships or one of five Distinguished Scholarships to Catawba College. It is hoped that some of these students will pursue careers as science or math teachers. Finally, Theater Arts faculty collaborated with the Statesville-Iredell Schools to establish a high school for the visual and performing arts.

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	1	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	10	White, Not Hispanic Origin	29
	Other	0	Other	0
	Total	11	Total	30
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	4
	Other	0	Other	0
	Total	1	Total	4
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
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	14
	Other	0	Other	0
	Total	0	Total	14

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)	0	0
Elementary (K-6)	0	0
Middle Grades (6-9)	0	1
Secondary (9-12)	0	0
Special Subject Areas (k-12)	1	1
Exceptional Children (K-12)	0	0
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
Total	0	0
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	1172
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	177
MEAN PPST-W	175
MEAN PPST-M	179
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.19
Comment or Explanation	

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)	2	1	0	0
Elementary (K-6)	3	4	1	1
Middle Grades (6-9)	0	1	0	0
Secondary (9-12)	0	3	0	0
Special Subject Areas (K-12)	0	1	0	3
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	5	10	1	4
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2006 - 2007 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	11	100
Institution Summary	11	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.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	3	12	0	0	0	0
U Licensure Only	3	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	0	0	0	0
U Licensure Only	0	0	0	0	0	2
Comment or Explanation						

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

2006-2007		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	15	100	93
Bachelor	State	4052	93	66

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2007 - 2008

LEA	Number of Teachers
Rowan-Salisbury Schools	268
Davidson County Schools	45
Iredell-Statesville Schools	35
Cabarrus County Schools	34
Davie County Schools	31
Forsyth County Schools	31
Charlotte-Mecklenburg Schools	31
Guilford County Schools	20
Lexington City Schools	14
Gaston County Schools	14

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

Satisfaction with...	Program Completers	Employer	Mentor
quality of teacher education program.	3.88	3.29	*
preparation to effectively manage the classroom.	3.63	3.00	*
preparation to use technology to enhance learning.	3.50	3.00	*
preparation to address the needs of diverse learners.	3.75	3.00	*
preparation to deliver curriculum content through a variety of instructional approaches.	3.63	3.00	*
Number of Surveys Received	8	7	*
Number of Surveys Mailed	14	14	14

* Less than five survey responses received. They will be combined with next year's responses.

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	4	3