

IHE Bachelor Performance Report

Duke University

2007 - 2008

Overview of the Institution

Since its establishment in 1924, Duke University has been guided by the vision of its first benefactor, James B. Duke, who wanted to establish an institution that would attain “a place of real leadership in the educational world.” Duke’s undergraduate liberal arts college and its seven professional and graduate schools are widely recognized as being among the very best in the nation, and the university boasts a Carnegie designation of Doctoral/Research Universities – Extensive. This distinction is supported by the university’s recruitment of a select group of truly distinguished faculty and the admission of an equally select group of exceptional undergraduate, graduate, and professional students. Enrollment for the 2007-2008 school year included 6,247 undergraduates and 6,744 students in the graduate and professional schools and related programs. There were 1,659 tenured and tenure-track faculty members, with 793 holding the rank of full professor. Primary appointments were distributed as follows among the various schools: 619 in Arts and Sciences; 115 in Engineering; 39 in the Divinity School; 53 in the School of the Environment; 111 in the Fuqua School of Business; 53 in the School of Law; 1,691 in the School of Medicine; and 49 in the School of Nursing. Duke’s commitment to academic excellence is articulated in the university mission statement, which states, in part: “the mission of Duke University is to provide a superior liberal education to undergraduate students, attending not only to their intellectual growth but also to their development as adults committed to high ethical standards and full participation as leaders in their communities; to prepare future members of the learned professions for lives of skilled and ethical service; . . . to promote an intellectual environment built on a commitment to free and open inquiry; . . . to provide wide ranging educational opportunities . . . and to promote a deep appreciation for the range of human difference and potential, a sense of the obligations and rewards of citizenship, and a commitment to learning, freedom and truth.”

Special Characteristics

Teacher preparation has been central to Duke’s mission throughout its history. The beginnings of that history can be traced to 1851, when Union Institute (founded 1839) began preparing teachers and was reorganized into Normal College. In 1858, it became Trinity College, a liberal arts institution in which teacher training assumed a central and major role. For all of that history, the Arts and Sciences faculty have offered teacher training by preparing Duke students to teach in public school classrooms and to assume leadership roles in the nation’s elementary and secondary schools. Teacher preparation at Duke is organized around the central theme of preparing liberally educated, reflective professionals who are emerging leaders. This theme is

consistent with the university's goal for all students -- that they develop as liberally educated, reflective citizens -- and reflects the wider culture of Duke with its emphasis on breadth and depth of the liberal arts education. Thus, Duke's teacher preparation programs directly complement the broader university goals. It follows, then, that the contributions of the faculty across the institution are a vital part of teacher preparation at Duke. Important, too, is Duke's continuing partnership with Durham Public Schools. Durham's teachers serve as voting members on each teacher preparation committee; they are appointed faculty members within the Graduate School for the purposes of instructing teachers in training; and, they are compensated for their work with the university. Durham Public School teachers and administrators collaborate with Duke researchers on grant proposals and ongoing research. Duke's Office of Community Affairs, with its commitment to seven neighborhood partner schools surrounding Duke's campus, has focused the broader university community -- from the President to entering freshmen -- on contributing to the education of our community's children and to the professional development of their teachers through volunteer work, a substantial financial commitment, and ongoing collaboration in technological and academic programs.

Program Areas and Levels Offered

At the undergraduate level, through Trinity College, the Program in Education offers an elementary program and secondary programs in the areas of English, mathematics, comprehensive general science, and comprehensive social studies. An Academically/Intellectually Gifted (AIG) licensure program is also offered for non-degree, graduate credit through continuing studies. At the graduate level, through the Graduate School, the Master of Arts in Teaching Program offers secondary programs in the areas of English, mathematics, biology, physics, comprehensive general science, and comprehensive social studies.

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
Durham Public Schools (DPS)	To promote the achievement of at-risk students in reading and mathematics while closing the achievement gap.	Partners for Success (PFS) tutoring program: During 2006-2007 individual tutoring was provided to 124 DPS 4th and 5th grades to increase their achievement in reading and mathematics.	The most recent demographic data and statistical analysis available at this time is from the 2006-2007 school year. During that year: •124 students received individual tutoring in math and/or reading • 40% of participating students were African American, 33% Latino,
Durham Public Schools (DPS)	To promote the achievement of at-risk students in reading and mathematics while closing the achievement gap.	Project H.O.P.E.: After-school tutoring program during 2007-2008 provided individual assessment and tutorial support to approximately 184 DPS students in grades K-12.	•82% of participating students are on free & reduced lunch. •87% of participating students are African American, while 12% are Hispanic. •At the beginning of Project H.O.P.E. (02-03 school year), 50% of participating students were on grade level (EOG Level 3+) in reading and 60% in math. • 5 year averages for Project H.O.P.E. students demonstrate that: 76% of H.O.P.E. students maintained a C average or better on their report cards, 68% passed their EOG reading tests, and 65% passed their EOG math tests. •Additional outcomes of Project H.O.P.E. can be found in the annual report available at: http://community.duke.edu/

			neighborhood_priorities/tutoring_and_mentoring.html#projectHOPEDesc
Durham Public Schools (DPS)	To increase the number of highly qualified teachers teaching core subjects in DPS high schools	Durham Teaching Interns Program: Duke will provide full tuition and stipend support for the next two years to train up to eight teachers per year in the pursuit of Master of Arts in Teaching degrees from Duke. In exchange, teachers agree to commit at least two years of teaching core subjects in DPS high schools.	In 2007-08, 7 teachers participated in the program. All will be teaching in DPS in 07-08.
Durham Public Schools (DPS)	To promote the retention of mid-career teachers	Center for Teacher Learning and Collaboration (TLC) Teacher Renewal Initiative: Duke provides mentoring support for up to 24 DPS teachers per year who have taught between three and seven years. They participate in a two-day residential workshop focused on personal renewal, professional growth, and teacher empowerment. The workshop is followed by one year of monthly follow-up sessions.	In 2007-08, 24 teachers participated in the Teacher Renewal Initiative. Data has been compiled for the current year and analyses are presently underway.
Durham Public Schools (DPS)	To increase fluency in Spanish among teachers and staff members	Spanish Language LEAP Program: Each August, faculty provides an intensive three-day training in conversational Spanish for 15 staff and faculty members from four schools near campus that have large Latino populations: E.K. Powe Elementary, Lakewood Elementary, George Watts Montessori and Forest View Elementary. The training continues	An average of 15 staff and faculty members have participated over a three year period in the LEAP Program. Preliminary data analysis indicates that participants feel more comfortable speaking with Spanish-speaking families and better understand their issues.

		throughout the school year, during weekly after-school training sessions. Teachers have access to Duke's online language instruction and language lab and will have the opportunity to participate in a weeklong immersion experience in a Latin American country.	
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B. Brief Summary of faculty service to the public schools.

Education faculty offered an array of services and professional development opportunities to local public schools and community centers during the 2007-2008 academic year, including: instructional support services in three after-school programs in the Duke-Durham Neighborhood Partnership by Duke student tutors and service learning staff; extensive training for over 500 tutors who provided academic assistance in reading and math to students in the Durham Public Schools; and workshops in their areas of expertise to local teachers, including: differentiated instruction, concept-based unit planning, inquiry-based mathematics instruction, reflective practice, mentoring, effectively utilizing service-learning students, and closing the achievement gap. These faculty were also involved in numerous service projects, including Partners for Success (PFS) and Project H.O.P.E. (Holistic Opportunity Plan for Enrichment). PFS, a tutoring program that is the result of collaboration between faculty and elementary school teachers, helps over 100 children annually in grades 4 and 5 prepare for end-of-grade tests. Project H.O.P.E., an innovative after-school program funded through the Kellogg Foundation, provided individual assessment and tutorial support to approximately 184 DPS students in grades K – 12 during the 2007-2008 academic year. Faculty developed and implemented the Teacher Renewal Initiative for Duke's Center for Teacher Learning and Collaboration, providing professional development and mentoring support for 24 DPS teachers who have taught between three and seven years to promote professional renewal and teacher retention.

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

Duke continues to support the full-time mentoring program with a \$300,000 gift to Durham Public Schools. When the mentor program began in 2005-2006, the teacher turnover rate for beginning teachers was 28%. By the conclusion of the second year of the mentor program, beginning teacher turnover declined by 46% to an annual rate of 15%. Retention data is not yet accessible for 2007-2008, but preliminary information suggests that the mentor program continues to play a significant role in retaining quality beginning teachers. Duke continued to open all of its workshops for candidates for licensure to beginning teachers in the area, including workshops on cooperative discipline, ESL instruction, and working with families. Duke provided mentor training to career teachers, and compensated them for the time they spent in training to ensure that beginning teachers are receiving effective mentoring. Program in Education faculty provided counseling and guidance for beginning teachers as they explored career options and licensure renewal opportunities. The Teacher Preparation Programs continued to expand support for beginning teachers no longer in the area. Duke surveyed all former candidates who are now first-year teachers and their principals to identify areas for program improvement that will strengthen the first-year teaching experience for future candidates. Duke provided e-mail to graduates, and the teacher preparation programs utilized listservs and electronic communication to support beginning teachers. Duke also provided an alumni Web site with multiple communications options for graduates as a means of connecting beginning teachers to one another and to education faculty.

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

Duke serves lateral entry teachers in local public schools at both the elementary and secondary levels through several mechanisms. As of 2007, with the support of the Dean of the Trinity College and Continuing Studies, tuition support is available for up to 6 classified staff in Durham Public Schools wishing to complete coursework for licensure. For further support, one faculty member is assigned the specific duty of serving as coordinator of lateral entry. This faculty member records and responds to all inquiries about lateral inquiry. This coordinator also serves as lateral entry liaison with local schools and with the Regional Alternative Licensure Center. As a result of efforts to serve lateral entry teachers Duke offers several courses that begin at 4:00 p.m. or later as well as summer courses, making them accessible to classroom teachers. Duke offered mentor training for career teachers that focused on effective supervision of ILT and lateral entry candidates. Panel discussions, guest speakers, and faculty lectures were offered and widely advertised through the school system in an effort to provide professional development opportunities to both lateral entry and career teachers. Perhaps most importantly, faculty members held individual conferences with people who expressed an interest in lateral entry and mid-career licensure opportunities. Often these meetings turned into “career advising sessions” in which candidates for lateral entry were advised about programs at other IHEs that were more in line with their individual needs.

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

In conjunction with DPS and the NC Model Teacher Consortium, Duke provides tuition and supplies for DPS teachers who wish to add AIG licensure to their NC teaching license. Duke’s Center for Teacher Learning and Collaboration provides mentoring support for DPS teachers who have taught between three and seven years with a two-day residential workshop focused on personal renewal, professional growth, and teacher empowerment. The workshop is followed by one year of monthly follow-up sessions. The Spanish Language Leap program provided intensive three-day training and weekly follow-up sessions in conversational Spanish for 15 staff and faculty members in four schools that have large Hispanic populations: E.K. Powe Elementary, Lakewood Elementary, George Watts Montessori and Forest View Elementary. Teachers have access to Duke’s online language instruction and language lab and have the opportunity to participate in a weeklong immersion experience in Mexico. The Unit continues to support career teachers in the Durham Public Schools through workshops on a variety of topics including: differentiated instruction, concept-based unit planning, inquiry-based mathematics instruction, reflective practice, mentoring, effectively utilizing service-learning students, and closing the achievement gap. On-site demonstrations enhanced many of these workshop sessions and provided career teachers with direct application of topics to classroom practice. The Office of Community Affairs coordinated an annual donation of computers and peripherals to the Durham Public Schools, as well as the technical assistance necessary to utilize and maintain them. Duke’s Literacy through Photography program offered training for DPS teachers in using photography to promote reading and writing. This program thrives in fourteen public schools, including a day treatment center for behaviorally and emotionally handicapped students. Professor Michael Fitzgerald, Department of Chemistry, received NSF support to provide training for high school science teachers. Project BOOST was designed in collaboration with five schools

to provide an effective transition for underrepresented minorities interested in science. The Project brings together 5th and 6th grade science teachers who receive a stipend to participate in a two week Summer Immersion program. African American Curriculum Project is a partnership designed to help Durham teachers develop strategies for incorporating African and African-American history into their curricula. With funding from the Provost's office, university faculty, musicians, and authors worked directly with schoolchildren and teachers. Duke is a collaborator in TASC (Teachers and Scientists Collaborating to Support Inquiry-Based Science in the Classroom), a multi-county, multi-million dollar project that includes intensive professional development in use of inquiry-based teaching techniques. With funding from the Pepsico Foundation, Duke Libraries has hired an outreach coordinator whose primary focus is helping DPS teachers inventory their current resources and make better use of technology. The Nasher Museum of Art provided staff development in literacy and the arts.

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

For several years Duke has worked very closely with local schools that have a high proportion of students who receive free and reduced lunch. This partnership has been endorsed by Duke's Board of Trustees and is supported by the Duke Endowment. During the 2007-2008 school year, Duke collaborated with several Durham schools and with local community centers to provide direct services to children who are at-risk for school failure. Through activities such as tutoring and mentoring programs, literacy programs, after-school enrichment efforts, and professional development workshops for teachers and community leaders, faculty and staff targeted at-risk populations at every grade level. For example, Education faculty provided extensive training and support for more than 500 Duke students who provided reading and mathematics tutoring to at-risk children in elementary schools with high proportions children receiving free and reduced lunch. At statewide conferences (such as the annual Closing the Gap Conference), faculty shared data about implementation of effective programs for at-risk children. In an effort to share information about ways to help at-risk children, faculty members developed PowerPoint presentations and Web sites containing strategies and resources on improving the achievement of all children. In an ongoing effort, faculty, staff, and students continued to develop an on-line depository of reading and math lessons that are keyed to the North Carolina Standard Course of Study and are designed for use with at-risk children. These lessons are available to public school teachers and volunteer tutors online at <http://www.duke.edu/web/pfs/resources.html>. Through Project H.O.P.E. (a \$2 million grant-funded initiative) faculty and staff collaborated with local schools to identify and provide tutoring to at-risk children who attended after-school programs in local community centers. Duke was awarded an NSF/Noyce award that provided full tuition and scholarship support to five mathematics and science teachers in 2007-2008 in exchange for an agreement from those teachers to spend two years teaching in high-needs schools systems. Four of the NSF/Noyce scholars will be teaching in Durham Public Schools and one will be teaching at Raleigh Charter High School.

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

The Duke Teacher Preparation Programs have developed a conceptual framework, curricula, and field-based experiences that are consistent with guiding mission of the NC State Board of

Education. 1. NC public schools will produce globally competitive students—At Duke, licensure candidates are evaluated on their ability to improve student achievement. Teacher licensure candidates are required to develop portfolios in which they demonstrate concretely the ways they have strengthened student achievement. Duke faculty have developed initiatives to help children meet and exceed state expectations on End-of-Grade testing, including structured and research-based tutoring and mentoring programs designed to improve EOG scores. 2. NC public school students will be healthy and responsible – The notion of teachers creating healthy and developmentally appropriate classrooms is central to the mission of the Duke Teacher Preparation Programs. Teacher candidates are evaluated at multiple points during their training on their growing abilities to create and manage a healthy classroom environment. Issues such as conflict resolution, anger management, classroom management, sensitivity to cultural differences, and the proper use of seclusion and restraint are covered in Education courses and field experiences. Duke also collaborates with Durham Public Schools to offer programs to ensure the availability of safe and healthy schools through a U.S. Department of Education grant. Among services offered through this grant are: social skills programs; family-based services for at-risk children; violence prevention intervention for aggressive children; family treatment for aggressive students; substance abuse services; programming at a new center that provides educational services to long-term suspension students; and services for court-involved youth. 3. NC public schools will be led by 21st century professionals— Our courses and field-based experiences emphasize to teacher candidates the centrality of both effective school leadership and well-managed schools. The Teacher Preparation Programs encourage the development of leadership and professional behavior in candidates through a variety of planned instructional activities. Duke faculty members demonstrate leadership by serving on school-based and DPI committees as well as serving on boards for state and national professional organizations. 5. NC public schools will be governed and supported by 21st century systems – At Duke, we have identified and articulated the knowledge, skills, and dispositions we believe candidates for teacher licensure must develop in order to become high quality teachers. 4. Leadership will guide innovation in NC public schools— Education faculty members recognized many years ago the importance of building partnerships with families, community members, and business leaders. We developed a collaborative initiative that resulted in a \$2 million grant from the Kellogg Foundation for Project H.O.P.E., a program is designed to bring families, businesses, and neighborhoods together to support K-12 student achievement. Duke teacher candidates work closely with this program and learn first hand about the importance of community involvement.

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

Duke University approved a Minor in Education in 2007-08. As a result, students completing Duke's Teacher Preparation Program can now declare a minor in Education. The Office of Service Learning will now be housed within Duke's Program in Education which will help support partnerships between the University and local schools and organizations. At the direction of Duke's President Richard Brodhead, Duke's Teacher Preparation Programs continued two partnership initiatives during 2007-08: The Durham Teaching Interns program provided full tuition and stipend support for seven teachers in the pursuit of Master of Arts in Teaching degrees from Duke. In exchange, teachers agreed to commit at least two years of teaching core subjects in DPS high schools. The scholarship amount exceeds \$43,000 per teacher. In addition,

Duke's Center for Teacher Learning and Collaboration provided mentoring support for 24 DPS teachers who have taught between three and seven years. They participated in a two-day residential workshop focused on personal renewal, professional growth, and teacher empowerment. The workshop was followed by one year of monthly follow-up sessions. This program also gave teachers a "jump start" on the National Board Certification process. In addition to these two initiatives, the President is also supporting the implementation of The Spanish Language Leap program, which provided an intensive three-day training in conversational Spanish for 15 staff and faculty members in four schools near campus that have large Hispanic populations: E.K. Powe Elementary, Lakewood Elementary, George Watts Montessori and Forest View Elementary. These schools are part of the Duke-Durham Neighborhood Partnership. The training continued throughout the school year during weekly after-school training sessions. Teachers had access to Duke's online language instruction and language lab and have the opportunity to participate in a weeklong immersion experience in Mexico. Over the past year, Duke's Teacher Preparation Programs have focused on increasing research in areas such as transition to teaching, teacher preparation and its implication for classroom longevity, intercultural competency, and mentoring. Education faculty are engaged in a major collaboration with Durham Public Schools to research and reform retention of ILTs. Finally in 2007-2008, in partnership with Durham Public Schools and the NC Model Teacher Education Consortium tuition support was made available for up to 6 classified staff in Durham Public Schools wishing to complete coursework for licensure.

Supplemental Information (Optional)

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

In Duke's Teacher Preparation Programs, students build on their liberal arts education and have a broad range of academic and field-based experiences that connect their liberal arts education to social, psychological, economic, historical, political, and cultural issues that impact schools and the education of children. Education is not offered as a major at Duke. Students are exposed to rich and rigorous content in their general studies major. Over the past five years, Duke has had a 100% pass rate on the Praxis Exam.

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

Efforts to recruit students to all teacher preparation programs are ongoing and include: semester information sessions advertised through the campus newspaper and posted electronically to students enrolled in Education classes; direct mail to all qualified students; education faculty serving as pre-major advisors; undergraduate deans, directors of undergraduate studies, and departmental chairs regularly receiving information about teacher preparation programs and the success of Duke's graduates upon completion of those programs; websites linked to the main University website; direct mail to select liberal arts colleges' career development centers and arts and sciences departments; advertising in select liberal arts colleges' newspapers; generous support from the Dean of the Graduate School to develop brochures, websites, and posters; and direct recruitment through the Graduate School Recruiting Office. Early recruitment efforts by

Program faculty have been very successful as evidenced by the strong presence at the University's Sophomore Majors Fair. The Programs have expanded course offerings to include multiple ways for students across the disciplines to interface with TPP faculty, including elective courses open to all Duke undergraduates and freshmen-only seminars on multidisciplinary topics connected to education and teaching. The Programs worked with the Duke Career Development Center to develop a listserv for updating undergraduates considering teaching as a career of opportunities in the field. Before arriving on campus, all incoming freshmen are invited to meet with faculty in Teacher Preparation Programs, and all incoming freshmen are invited to participate in Project Child under the direction of a faculty member in the Program in Education.

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

In 2007-2008, faculty presentations at state and regional conferences on programs that directly affect minority achievement emphasized the importance of minority issues to the Teacher Preparation Programs and in turn bolstered interest among minority graduates and undergraduates in teaching as a career. Faculty continued to provide information sessions for student cultural associations such as the Black Student Association and Mi Gente (Latino Student Association). Minority students enrolled in introductory education courses were targeted for special mailings that informed them of Duke's teacher preparation programs. Duke University continued to be an active member of the Institute for the Recruitment of Teachers (IRT). IRT aims to increase the number of students of color who enter the teaching profession at either the K-12 or college level. Duke waives application fees for all IRT Fellows. The Associate Dean of the Graduate School recruited minorities at GRE forums and at HBCUs. The Program supported highly qualified students of color who have chosen teaching as a career. Education faculty mentored Rockefeller Fellows in their required summer research projects, and the MAT Program offered a matching fellowship to admitted Fellows from any participating institution. Rockefeller Fellows across the country received a personal letter from the Director of the MAT Program encouraging them to apply to MAT and guaranteeing all admitted Fellows a scholarship and stipend. Each student majoring in Duke's African-American Studies Program received a personal letter from the director of that program and the director of MAT inviting him/her to consider a career in teaching. Of the teacher preparation program graduates in 2008, the majority were minority students.

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	1	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	2
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	17
	Other	1	Other	0
	Total	6	Total	22
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	0
	Other	0	Other	0
	Total	0	Total	0
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	0
	Other	0	Other	0
	Total	0	Total	0

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	0
Secondary (9-12)	0	0
Special Subject Areas (k-12)	0	0
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	1368
MEAN SAT-Math	NA
MEAN SAT-Verbal	NA
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	*
MEAN PPST-W	*
MEAN PPST-M	*
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.4
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)	0	0	0	0
Elementary (K-6)	0	7	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	0	5	0	0
Special Subject Areas (K-12)	0	0	0	0
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	0	12	0	0
Comment or Explanation				

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

	2006 - 2007 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Institution Summary	Less than 5 Test Takers	

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	12	0	0	0	0	0
U Licensure Only	0	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	0
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	18	94	50
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
Durham Public Schools	87
Wake County Schools	45
Charlotte-Mecklenburg Schools	24
Forsyth County Schools	19
Guilford County Schools	19
Chapel Hill-Carrboro Schools	15
Orange County Schools	9
Alamance-Burlington Schools	8
Cumberland County Schools	7
Buncombe County Schools	6
Granville County Schools	6
New Hanover County Schools	6
Union County Public Schools	6

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

Satisfaction with...	Program Completers	Employer	Mentor
quality of teacher education program.	3.40	*	*
preparation to effectively manage the classroom.	3.20	*	*
preparation to use technology to enhance learning.	3.00	*	*
preparation to address the needs of diverse learners.	3.20	*	*
preparation to deliver curriculum content through a variety of instructional approaches.	3.40	*	*
Number of Surveys Received	~5	*	*
Number of Surveys Mailed	21	21	21

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

~ Last year, less than five responses were received. Last year's responses were combined with current year 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	3	7