

IHE Bachelor Performance Report

High Point University

2007 - 2008

Overview of the Institution

High Point University is a private, four-year institution affiliated with the United Methodist Church. Its mission is deeply rooted in the liberal arts and is built upon close communication, both inside and outside the classroom, between motivated students and faculty committed to teaching. High Point University seeks to provide vital and distinguished undergraduate and graduate programs for the development of the student's powers of inquiry, command of language, and insight into ethical thought, in belief that these qualities will best equip its graduates for enterprising and constructive lives. High Point University offers Bachelor of Arts and Bachelor of Science degrees in 52 academic areas, and Master's degrees in Business Administration, Public Administration in Non Profit Organizations, Sports Studies, History, and Education. In addition, several study abroad programs are available to undergraduate students. In 2007-2008, the student body comprised approximately 3,200 individuals from 52 countries and 44 states, of which 250 (8.8%) were graduate students. The instructional staff consists of 127 full time and 140 part time members of which over three-quarters of the full time faculty have earned doctorates in their fields. The institution is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools. The School of Education at High Point University currently offers three Bachelor of Arts degree options for candidates majoring in teacher education including elementary education (K-6), middle grades education (6-9), and special education (K-12). Initial licensure programs are offered in Elementary Education, Middle Grades Education, Special Education (General Curriculum), Secondary Education (9-12) in English, Mathematics, Biology, Social Studies and K-12 licensure programs in Physical Education, Art Education, and Spanish. Non-traditional programs offered through Evening Degree Program include a Lateral Entry Admissions Program (LEAP), and a Teacher Assistant Program. The add-on license in academically gifted (AIG) is also currently offered through a cohort program established with several local public school systems. All of the teacher education programs at High Point University have been approved by the North Carolina Department of Public Instruction (DPI) and the National Council for the Accreditation of Teacher Education (NCATE) since 1992. The School of Education had it's last continuing accreditation visit this past February, 2008. Currently, teacher education represents the second largest major on campus.

Special Characteristics

The Teacher Education Program at High Point University is based on a cognitive developmental model that parallels the university academic core of liberal arts studies and mission statement. Candidates take courses in the methodologies needed to interact, instruct, and engage today's 21st century students and include a strong focus on literacy instruction, co-teaching, technology, and classroom management. The vision for candidates is "The Teacher as the Reflective Decision-Maker" and is predicated on a cognitive developmental model in which the novice teacher becomes a reflective decision-maker who works in the diverse world of students and American society. Course sequencing, guided practica, and other aspects of the teacher education programs are designed to provide developmentally appropriate experiences that support and challenge this type of reflective decision making. Partnerships with local elementary, middle, and secondary schools provide clinical opportunities for tutoring in areas of literacy, biology, mathematics, and computer-based skills. In addition, the program provides experiences with students from diverse socio-economic levels, cultural backgrounds, and cognitive developmental levels. Coteaching and inclusionary teaching strategies are provided in all methodology courses. A final web-based product is a requirement for graduation that supports each candidate's growth in knowledge, skills, and dispositions for teaching. The product is aligned to the INTASC, Diversity and Technology Standards and showcases each program completer's strengths in instruction, collaboration, and own personal philosophy of education as a final reflection.

Program Areas and Levels Offered

Elementary Education (K-6) Middle Grades Education (6-9): Language Arts Mathematics, Science, Social Studies, Language Arts Secondary Education (9-12): Biology, English, History, Mathematics Special Subjects (K-12): Art, Physical Education, Spanish, Special Education (K-12): General Curriculum, and Academically Gifted (K-12) Add-On. Graduate Degree Programs: M.Ed. in Educational Leadership, Add-on License in Educational Administration, M.Ed. in Elementary Education, M.Ed. in Special Education: Concentration Mental Disabilities. The French K-12 licensure program was discontinued in the spring of 2008.

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
High Point Central High School (Guilford County Schools) (Ongoing Partnership)	1.NC Public Schools will be led by 21st Century Professionals 2.NC Public School Students will be healthy and Responsible 3.NC Public Schools will produce globally competitive students.	1. In September 2008 school administrators, the chair of the Biology Department at HPC and three select science faculty met to set goals for the 2007-2008 academic year. In order of priority, these goals included (a) tutoring in the areas of Biology and Mathematics, (b) continued opportunities for biology faculty to use the resources made available by the High Point University Biology Department, and (c) advanced technology training to incorporate 21st century methodologies into teaching.	1. Qualified tutors were identified by the School of Education faculty by using the following strategies: (a) selection of prospective Biology and Math tutors from those students already identified as Wachovia Scholars, (b) current biology majors from the Biology Club, and (c) the student organization Teachers of Tomorrow was asked to coordinate the identification of additional prospective tutors for HPC. EOC tutoring for college-prep, AP and IB students has been provided for 2007-2008. 2. In its second year of implementation, the Department of Biology again offered Biology teachers at HPC the opportunity to earn CEU renewal credit by participating in a series of labs held at High Point University in Session III and Session IV of the

			<p>Evening Degree Program as well as summer school 2008 (BIO 110; BIO 130). Participants were permitted to sign up for these lab sessions tuition-free. Biology teachers at HPC were also permitted to check out lab equipment and materials for use at HPC. 3. Using a \$34,000.00 Technology grant, the School of Education's first annual Summer Technology Institute is scheduled for three sessions in June and July 2008. The sessions are focused on inservice Math and Science teachers and enrollment has been made available for individuals partnering schools as a first priority. Topics to be addressed include 21st century technologies such as blogs, wikis, United Streaming, interactive WebQuests and student-centered PowerPoints. To date, one session is closed and the remaining two have limited enrollment.</p>
<p>Guilford County Schools AIG Add-on Cohort Program (Continuing Partnership) Davidson County Schools AIG Add-on Cohort Program (Continuing Partnership)</p>	<p>1.NC Public Schools will be led by 21st Century Professionals</p>	<p>1. The Cohort Program has been continued in 2007-2008 which provides tuition concession and opportunities for on-site program delivery. AIG Coordinators assist in the training of teachers leading to</p>	<p>1. Currently in 2007-2008 one cohort of 20 Guilford County Schools (GCS) teachers completed the AIG add-on licensure program. Two cohorts of GCS teachers are continuing in the program and an additional cohort of GCS teachers</p>

<p>Perquimans County Schools AIG Add-on Cohort Program (Continuing Partnership)</p>		<p>the AIG add-on license. 2. In the spring of 2008 the four AIG courses for the add-on license were developed as online options. The School of Education is offering a Fast Track Summer Program which includes all four online AIG courses. All surrounding school systems have received information about the Fast Track Program to encourage future cohorts.</p>	<p>will begin the AIG program this fall. Both the Davidson County and Perquimans County Cohorts continue at this time. Perquimans County is scheduled to begin a new cohort of 20 teachers in the fall. 2. The School of Education is presently negotiating contracts with for the AIG Cohort Program with Randolph County Schools and Forsyth County Schools. To date, the School of Education has served 120 teachers in the three systems currently involved in the partnership arrangement.</p>
<p>Guilford County Schools: Johnson Street Global Studies (New Partnership)</p>	<p>1. NC Public Schools will Produce Globally Competitive Students. 2. NC Public Schools will be Led by 21st Century Professionals 3. Leadership Will Guide Innovation in NC Public Schools</p>	<p>On 11/15/07 faculty in the School of Education met with administrators at JSGS to set goals for the spring 2008 semester. These goals included providing a series of behavior management workshops to the faculty in grades 6-8 at JSGS, to provide literacy tutoring for students in grade 7, to provide consultation and inservice on strategies for inclusion, co-teaching, and differentiated instruction, and to explore the possibility of a three-way collaborative partnership between the School of</p>	<p>1. Students in grade 7 at JSGS School have received literacy tutoring in preparation for the N.C. Writing Test from both candidates enrolled in the EDU 316/317 Literacy and Learning course as well as Middle Grades faculty from the School of Education. 2. Behavior Management workshops have been scheduled for the fall of 2008. 3. On April 29, 2008 the School of Education hosted a luncheon to collaborate with educators from Changzhou Garden Middle School (Mr. Ou, Principal), and the administrative staff from JSGS on the strategies</p>

		Education, JSGS School, and Changzhou Garden Middle School in the Jiangsu Province of China.	needed to plan a three way partnership. Study Abroad opportunities for current teacher education majors and the possibility of pairing inservice and preservice teachers in study abroad experiences were explored. Inclusion and Differentiated Instruction staff development was provided to the faculty in grades 6-8 at JSGS School in the spring of 2008.
Guilford County Schools: Montlieu Math and Science Academy (Continuing Partnership)	1. NC Public School Students Will be Healthy and Responsible 2. NC Public Schools will produce globally competitive students.	1. Teacher education candidates enrolled in EDU 345: Methods of Teaching Science worked throughout the fall semester as mentors implementing science lessons and project-based activities. 2. Elementary Education faculty provided consultation to assist in the planning of science fairs and judging science fair projects. 3. Candidates in teacher education worked with parents of elementary students on developing ideas and guidelines for helping elementary students with science fair projects. 4. Candidates enrolled in EDU 345 presented at the annual NCSTA conference held in Greensboro on 11/15-16/2007	All activities were completed in 2007-2008. On November 15th 2007, teacher education candidates presented at the Annual NCSTA Professional Development Institute. The Elementary Education Science Coordinator will continue to work at Montlieu Math and Science Academy again this fall 2008.

		sharing ideas on the topic "Take Home Science: The Parent Connection".	
<p>Guilford County Schools: High Point Central, Johnson Street Global Studies, Penn-Griffin Middle School, Parkview Elementary School, Oak Hill Elementary School, Southwest Guilford Elementary School</p>	<p>1. NC Public Schools will Produce Globally Competitive Students. 2. NC Public Schools will be Led by 21st Century Professionals 3. Leadership Will Guide Innovation in NC Public Schools 4. NC Public Schools will be Governed by 21st Century Systems</p>	<p>1. The School of Education hosted a luncheon on May 9th 2008 for school administrators to formalize plans for partnership agreements in 2008-2009. Goals included setting up an initial meeting with the School of Education Public School Liaison to establish priorities for 2008-2009, establishing how each partnering school would be utilized in the sequence of fieldwork for teacher education candidates, and providing information on upcoming staff development opportunities provided by the School of Education.</p>	<p>1. The School of Education has established formal partnerships with all schools listed for 2008-2009. 2. The Public School liaison has met with four of the six administrators since the 5/9 meeting. 3. Fieldwork sequence has been established so that candidates have diverse experiences and public school priorities have been addressed. First priority for enrolling in the School of Education's Summer Technology Institute has been given to faculty in partner schools.</p>
<p>Thomasville City Schools</p>	<p>1. NC Public Schools will Produce Globally Competitive Students. 2. NC Public Schools will be Led by 21st Century Professionals 3. Leadership Will Guide Innovation in NC Public Schools 4. NC Public Schools will be Governed by 21st Century</p>	<p>In the Spring of 2008, the Thomasville City Schools, in collaboration with the School of Education, was awarded a \$1,000,000.00 Project Impact Technology Grant. Activities and goals include increasing the access of P-12 students to technology in the classroom, training inservice teachers in</p>	<p>Currently the School of Education has three Summer Technology Institutes scheduled for this summer which includes topics such as using UnitedStreaming, Student-Centered PowerPoints, creating blogs, podcasts, webquests, and wikis for the classroom. Planning is ongoing to develop field settings for EDU</p>

	Systems	TCS to use 21st century technologies in the classroom, and providing preservice teachers (current candidates) in the School of Education with technology-rich 21st century classrooms as potential field settings for EDU 311/412: Technology in Education.	311/412 which are both scheduled to be taught in the fall of 2008.
Guilford County Schools, Greensboro College, Guilford College, Bennett College, UNC-Greensboro, A&T State University, GTCC, High Point University (Guilford County Education Alliance) (Continuing Partnership)	1. NC Public Schools will Produce Globally Competitive Students. 2. NC Public Schools will be Led by 21st Century Professionals 3. Leadership Will Guide Innovation in NC Public Schools 4. NC Public Schools will be Governed by 21st Century Systems.	1. Guilford Teacher Education Alliance meets quarterly to address the needs of Guilford County Schools and its relationship with the IHE's in the Piedmont. The following goals and activities have been initiated in 2007-2008: a. To generate a database of formalized partnerships established by each of the IHE's as well as those with whom each institution collaborates. The goal of this strategy is to ensure all public school who have an interest in working with area IHE's have been contacted as well as to reduce overlap and competition across IHE's. b. To develop a collaborative proposal to present to Guilford County Schools that provides greater flexibility and efficiency in the	Goals in Progress. Database information has been submitted and IHE Deans have met (4/25/08) to review current partnerships across IHE's. Proposal to Guilford County Schools concerning orientation training of cooperating teachers and student intern placements is currently in progress.

		placement of student teachers, and (c) To collaborate in the orientation training of cooperating teachers from Guilford County Schools across IHE's.	
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B. Brief Summary of faculty service to the public schools.

High Point University faculty are involved in the public schools in numerous ways. The School of Education (SOE) currently partners with several schools in Guilford County. A partnership with High Point Central High School is currently in its third year of implementation. Faculty continue to provide instructional resources to Biology faculty at HPC as well as to coordinate tutoring for EOC's in Biology and Mathematics at HPC. In another partner school, Johnson Street Global Studies, the School of Education special education faculty have provided training to teachers in the areas of Inclusion and Behavior Management for grades 6-8. In 2007-2008, Middle School faculty have also provided weekly literacy tutoring for 7th grade students to assist in the preparation for the N.C. Writing Test at Johnson Street Global Studies School. Elementary science faculty continue to work at Montlieu Elementary School to provide assistance with science fair projects and to work with parents of ESOL students. In 2007-2008 School of Education faculty also served as judges for senior high school graduation projects at the following schools: Southeast High School and Weaver Academy in Guilford County Schools, Ledford High School in Davidson County Schools, and Lexington High School in Lexington City Schools. On 4/29-5/1/08, special education faculty provided inservice in Chatham County Schools on IEP's. Faculty across campus are also involved in area public schools in a variety of ways. In September 2007, the licensure coordinator for the Secondary Social Studies program in the Department of History served as the final evaluator for four-year Davidson County Schools Teaching American History Grant (US Dept. Ed.). Faculty in the Department of Biology teach at local elementary schools on topics such as Introduction to Bacteria (4th grade) and provide on-site demonstration of experiments such as streaking E. coli on agar plates with sterile cotton tips and observe growth, and at Southeast Middle School – Genetics and Karyotyping exercise (7th grade) which included an in-class demonstration on the size of chromosomes. The Department of English continues to host The Phoenix Festival, a literary festival which features workshops and competitions for regional high school student-writers. Several faculty also regularly volunteer through Communities in Schools and Junior Achievement, serve on Leadership Teams, PTA, and other voluntary activities such as working with the Theatre Arts Department at North Forsyth High School, building, painting, loading-in and striking scenery, and working the box office for events.

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

The School of Education continues to offer the EDU 480: Lateral Entry Internship to beginning teachers who are newly employed and working to complete licensure requirements. The EDU 480 internship is a structured three credit opportunity designed to provide lateral entry teachers with mentoring, feedback, and classroom observations from faculty in the School of Education. Beginning teachers serve on both Advisory Councils for the School of Education and continue to be contacted near the end of the first year of teaching to evaluate their teacher education preparation. Both School of Education and faculty serving as licensure coordinators serve as mentors to first year teachers. In 2007-2008 the Program Coordinator for the Social Studies 9-12 licensure program served as a mentor to 7 secondary social studies teachers in the Guilford County Schools. This faculty member in the Department of History met with mentorees from

January-June 2008 at their schools to discern needs in content development, and facilitate content expertise in American history.

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

In 2007-2008 the School of Education continued to offer the L.E.A.P. (Lateral Entry Admissions Program) which is offered to newly employed public school teachers and offers a variety of services designed to increase their success at teaching and meeting state mandated licensure requirements. Through the LEAP program, transcript evaluations and recommended programs of study are developed for lateral entry teachers seeking either affiliation with an institution of higher education or simply coursework prescribed by the RALC. These evaluations are provided at no cost to the individual. High Point University continues to serve many lateral entry teachers by offering evening, online, and late afternoon classes to accommodate the needs of newly employed teachers. The LEAP Program also includes a Lateral Entry Internship (EDU 480), which is a modified version of a traditional student teaching internship and allows the newly employed teacher the mentoring, guidance, and feedback needed to achieve success in the classroom. Lateral entry teachers enrolled in EDU 480 are supervised by full-time faculty in the SOE and receive a minimum of three observations with feedback from university supervisors. Within the 480 experience the lateral entry teacher is required to demonstrate competency in instruction, planning, and behavior management. Additionally, lateral entry teachers enrolled in the LEAP program also receive preparation and training materials for the Praxis II including the option of participating in a full day preparation session at no cost to the individual (held annually on reading day). Efforts have also been made to assist lateral entry teachers with the cost of taking classes at HPU. In 2008, the School of Education has worked with the NC Teacher Education Consortium to list methods courses offered late afternoon to individuals teaching in high need areas through partnering public schools (Thomasville City Schools, Lexington City Schools, and Randolph County Schools). Direct assistance to lateral entry teachers has been provided by faculty in various departments across campus to assist with content and instructional delivery. Faculty in the Department of Biology have provided assistance to lateral entry teachers at Asheboro Middle School by providing resources such as National Geographic and National Wildlife Federation magazines, eye charts, reflex hammers, and mentoring for neural and sensory labs. Lecture notes on genetics and the related materials (PowerPoint presentations, overhead slides, etc.) were also provided.

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

There are several programs at High Point University that help to support career teachers. The English Department sponsors the Phoenix Festival, a literary workshop which brings to campus high school students and their English teachers. In partnership with the School of Education, the Biology Department opens its lab courses during the two summer sessions to area high school Biology teachers who are interested in reviewing labs, working with the resources available, and checking out equipment for use in their classrooms. Biology teachers who enroll in laboratory experiences during either of the two summer sessions may select up to 10 hours of labs offered through several Biology courses and can earn CEU credit for their participation. The School of Education also now provides the add-on license in Academically Gifted (AG) to three different

cohorts of career teachers in Guilford county Schools, Davidson County Schools, and Perquimans County Schools. Participants are eligible for a tuition concession by participating in the cohort and utilizes current career teachers with expertise in AG, to help deliver the program of study. The Add-On License in School Administration also continues to be offered on the campus of HPU to support career teachers in their pursuit of career advancement. Late afternoon/evening/on-site classes give these teachers the opportunity to add these licenses conveniently. In the spring of 2008, the School of Education was awarded a \$34,000 grant to establish a 21st century training center for advanced instruction in technology. The grant specifically targets inservice teachers in areas of high need such as science and mathematics. The Summer Technology Institute is scheduled for three consecutive weeks during the months of June and July and targets current career teachers for enrollment. Also completed in the spring of 2008 was the conversion of all four AG courses to online options which are scheduled to be offered for the first time this summer as a "Fast Track" opportunity for inservice teachers. The Department of Exercise Science continues to loans equipment to physical education teachers in Davidson and Guilford County Schools. In October of 2008, the chair of the Chemistry Department hosted the N.C. Section of the American Association of Physics Teachers Fall Meeting. All physics teachers in Guilford County were invited. In the Department of History, the licensure coordinator for the Secondary Social Studies 9-12 program served as a consultant delivering content-based workshops to secondary school history teachers under the Guilford County Schools Teaching American History grant (US Dept. Ed.). All workshops included content consistent with DPI standards for the American history curriculum. Sessions presented included Women and the Reconstruction Amendments on February 8, 2008 and Southern Populism and Race, on April 26, 2008. Faculty and staff of the Smith Library have hosted research sessions for high school students at Trinity High School in Randolph County. Teachers from Trinity High School have been invited, along with their students, to Smith Library for classes and follow-up sessions in preparing "note cards" for research papers.

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

Several activities in low-performing and at-risk schools were initiated in 2007-2008. Through the partnership at High Point Central High School, faculty in the School of Education and the Biology Department has continued to provide instructional support and resources for staff at High Point Central. EOC tutoring for targeted students in grades 9-12 was provided again in 2007-2008 by teacher education majors and biology, Spanish, and mathematics majors. Literacy tutoring was provided to seventh graders at Johnson Street Global Studies in preparation for the N.C. Writing Test. Through co-teaching, faculty in special and general education partner with Parkview Elementary School to provide an annual field trip to the N.C. Zoo for EC students. The ongoing partnership with Montlieu School allows teacher education majors, under the supervision of the elementary science coordinator, to plan and teach weekly science lessons, tutor, and assist in the preparation and implementation of the school's annual science fair. In 2007-2008, the High Point University organization, Teachers of Tomorrow (TOT) provided special assistance and mentoring to students in grades K-5 at Montlieu School.

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

In an attempt to promote the new SBE priorities to produce Future-Ready students for the 21st Century, one faculty member served on Healthy/Safe Schools Committee for Randolph County Schools in 2007-2008. To enhance the global connection, the School of Education worked with one of its partnering school, Johnson Street Global Studies (JSGS) to investigate a three-way partnership with Changzhou Garden Middle School in China. In May of 2008, the School of Education hosted faculty and administrators from Changzhou School to set goals for the establishment of this collaborative partnership. The School of Education is committed to providing leadership and innovation to train both undergraduate and graduate candidates in 21st century technology systems. A \$1,000,000.00 grant in partnership with Thomasville City Schools will focus on strengthening the technology usage of both inservice and preservice teachers as well as the additional \$34,000.00 technology grant received by the School of Education to purchase the hardware to support these ventures promotes SBE priorities. Ongoing training for faculty in technology including the development of a three-year technology plan supports the priority that N.C. schools will be led by 21st century professionals. During 2007-2008 the Dean of the SOE continued to serve on the Ad-Hoc Committee for the development of the School Executive Preservice Rubric. In 2007-2008 the coordinator of the Physical Education K-12 licensure program continued to teach physical education on-site to students in PEC 232 at Jamestown and Florence Elementary School. (Healthy Responsible students). In the EDU 345 (Methods of Teaching Science) the annual field trip to the N.C. Zoo with an EC class from a local elementary school is part of the coteaching module. Teacher Education candidates learn first-hand about using field trips to reinforce content in science with general and special education students.

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

In February of 2008 the School of Education hosted its NCATE/DPI continuing accreditation visit and therefore this was a key focus and emphasis. Additionally, other areas of special emphasis have included targeting efforts to increase the recruitment and retention of candidates in Secondary Mathematics, Biology, and Middle Grades by introducing incentives such as the Wachovia Scholars Program. At the end of the 2007-2008, all incoming freshmen who have listed mathematics, biology, and teacher education as intended majors received a letter from the Dean of the School of Education inviting them to apply for the Wachovia Scholars Program for 2008-2009. It is hoped that these efforts will expand the Wachovia Scholars Program and increase the number of majors in these high-need areas early in the programs of study. Another special emphasis in 2007-2008 for the School of Education has been the focus on 21st century technologies for instructional programs, candidates, and faculty in teacher education. With a new technology coordinator, the School of Education has re-designed its website, created interactive links for faculty, candidates, and cooperating teachers, and allowed current teacher education majors to showcase their technology skills through the newest link called Virtual Teacher. The School of Education applied for and received a \$34,000.00 grant which has allowed for the purchase of interactive whiteboards, student response systems, tablets, 17 I-Mac computers, i-pods, document cameras, etc. for training in various technologies such as podcasting. The School of Education has purchased the on-site license for UnitedStreaming to allow candidates in

teacher education to learn about interactive lessons and PowerPoints. Our Technology Coordinator has just written a three-year Technology plan for the School of Education faculty that will provide ongoing training and support for using these new technologies in undergraduate and graduate classes. A session was conducted with School of Education faculty in May and three sessions are scheduled for summer 2008.

Supplemental Information (Optional)

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

The School of Education continues to use the Learning Plus System from ETS as a means of providing prospective teacher education majors with exposure to the Praxis I tests. All sophomores are required to complete session using the Learning Plus software and follow-up consultation with the staff of the institution's Academic Services Center as part of EDU 219. The pass rate for Praxis II Specialty Area tests in pass rate Elementary and Special Education continues to be quite high with a 100% pass rate in Special Education and a 98.4% pass rate in Elementary Education in 2006-2007. The School of Education continues to contract with an Educational Consultant who provides a day long intensive training session on Praxis II in Elementary Education. This session is held annually on Reading Day and attendance is required for all elementary education majors including evening degree and students affiliated with the Piedmont Baptist or John Wesley programs. Additionally, this training is made available to any prospective licensure-only or lateral entry candidate currently employed or considering employment at no cost to the individual.

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

In 2007-2008 the School of Education was awarded a three year, \$250,000 scholarship program from the Wachovia Foundation. The scholarship has been designed to specifically target prospective candidates in Secondary Mathematics, Secondary Biology, Middle Grades and Special Education. In general, enrollment in these areas has grown 60% in the last academic year. The School of Education continues to offer EDU 101, an introductory opportunity for students interested in teaching to complete a service learning project in the schools. In 2007-2008 the School of Education continued with initiatives such as the Provisional Status policy for applicants to teacher education who have missed eligibility for minor deficiencies. Students on "provisional status" may take two 300-level education courses during the semester or session in which they are attempting to satisfy deficiencies for admission. To date, 70% of students classified as provisional, have successfully been admitted to the teacher education program. In 2007-2008 the School of Education also continued its partnership with Piedmont Baptist and John Wesley College. Students enrolled at these institutions have the opportunity to receive dual degrees and may complete the licensure program in Elementary Education, Secondary English, or Physical Education through High Point University. As a result, students have been recruited into teaching who might not otherwise have been eligible for a NC teaching license. Data collected on these students continues to show a high success rate in performance during student teaching, passing the Praxis II (Elementary Education), and subsequent employment in N.C.

public schools. Finally, during 2007-2008 the student organization, Teachers of Tomorrow (TOT), continued to work on targeting prospective students to enter the teacher education program. Twice during 2007-2008, the TOT set up information tables in the university's campus dining hall and held mini recruitment fairs. The TOT have also provided service to area high schools including tutoring, speaking with high school students about teaching, and proctoring EOC's.

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

An initiative which has resulted in an increase in minority student enrollment has been the School of Education's Teacher Assistant (TA) Program offered through the Evening Degree Program. Currently, minority enrollment in the Evening Degree Program is significantly higher than the day, indicating that the TA Program has been successful in targeting current minority teacher assistants in surrounding school systems to affiliate with High Point University to complete their teaching license requirements in elementary or special education. The School of Education has been working with the N.C. Teacher Education Consortium to develop an on-site TA Cohort Program that will further enhance the current program through EDP. Personnel from Thomasville City, Randolph County, and Lexington City Schools have met with the School of Education and the Executive Director of the NCTEC to begin the development of this proposal. Additionally, public school administrators with minority status have served on the 2007-2008 Teacher Education Council, Elementary Education and School Leadership Advisory Councils. These individuals have provided continued input on policies and procedures to enhance the recruitment and retention of minority candidates at both the initial and advanced level.

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

Beginning in 2007-2008, the School of Education was awarded a three-year, \$250,000.00 scholarship opportunity by the Wachovia Foundations. The Wachovia Scholars Program specifically targets undergraduates to consider majors in teacher education which include Secondary Mathematics, Secondary Biology, Middle Grades, and Special Education. The program is designed to offer scholarship money for teacher education areas that are considered high need. As students continue in teacher education, the scholarship amount increases to provide an incentive for them to complete the program of study including the student teaching internship. In 2007-2008, the addition of the Wachovia Scholars Program has increased enrollment in these high need areas by 63%, overall. The program will be continued in 2008-2009. Another initiative in 2007-2008 was the awarding of the institution's Be Innovative--Think Big Grant (BIG) of \$34,000.00 to provide inservice and preservice teachers in science to develop advanced technology skills and inquiry-based student centered learning practices. Also a three-year project, the School of Education will also conduct research on the impact of these practices on teaching success and improved P-12 student achievement. The School of Education is also currently a grant partner in the \$1,000,000.00 Project Impact NCTEC technology project with Thomasville City Schools. Training for inservice teachers, and using technology-rich classrooms as field settings for teacher education candidates are project goals.

II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	5
	Hispanic	1	Hispanic	2
	White, Not Hispanic Origin	16	White, Not Hispanic Origin	132
	Other	0	Other	3
	Total	18	Total	144
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	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	12
	Other	0	Other	0
	Total	6	Total	14
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)	4	3
Middle Grades (6-9)	7	5
Secondary (9-12)	8	3
Special Subject Areas (K-12)	9	4
Exceptional Children (K-12)	27	16
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
Total	55	31
Comment or Explanation		
A significant reduction in the number of Lateral Entry or Provisional EC programs of study is noted due to the termination of the on-site Cohort EC program with Davidson County and Randolph County Schools.		

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

	Baccalaureate
MEAN SAT Total	1174
MEAN SAT-Math	569
MEAN SAT-Verbal	565
MEAN ACT Composite	*
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-R	178
MEAN PPST-W	176
MEAN PPST-M	178
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	*
MEAN GPA	3.39
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)	7	33	2	5
Middle Grades (6-9)	1	1	0	0
Secondary (9-12)	0	6	0	2
Special Subject Areas (K-12)	1	3	1	1
Exceptional Children (K-12)	2	3	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	11	46	3	8
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	51	98
Spec Ed: General Curriculum	8	100
Institution Summary	59	98
* 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	8	35	12	2	3	0
U Licensure Only	2	3	0	1	2	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	68	96	76
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
Guilford County Schools	239
Davidson County Schools	201
Randolph County Schools	138
Forsyth County Schools	129
Thomasville City Schools	32
Wake County Schools	22
Rockingham County Schools	19
Lexington City Schools	18
Davie County Schools	17
Asheboro City Schools	17

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.	3.67	3.29	3.65
preparation to effectively manage the classroom.	3.44	3.21	3.50
preparation to use technology to enhance learning.	3.48	3.29	3.38
preparation to address the needs of diverse learners.	3.37	3.29	3.27
preparation to deliver curriculum content through a variety of instructional approaches.	3.56	3.14	3.58
Number of Surveys Received	27	14	26
Number of Surveys Mailed	54	54	54

* 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
8	2	18