

IHE Bachelor Performance Report

Lenoir-Rhyne College

2007 - 2008

Overview of the Institution

A coeducational Lutheran private college that sits in the pastoral setting of the Western Piedmont region of North Carolina, Lenoir-Rhyne College opened its doors in 1891. A faith-based institution built on a liberal arts tradition, the college affiliates with the N.C. Synod of the Evangelical Lutheran Church in America. Currently, the college enrolls over 1500 students and offers more than forty fields of study leading to a bachelor's degree and five fields of study leading to a master's degree. A lifelong learning option provides evening classes to serve working professionals, including those majoring in Birth-Kindergarten, Child and Family Intervention, English-As-A-Second-Language (ESL), and School Counseling. With emphases in professional leadership and vocation, the college is committed to rigorous academics, engaged learning, personal mentoring, and a faith-centered experience for all. Grounded in reputable, solid academic standards, the college provides graduate and continuing education opportunities in marketable areas of study including the health sciences, business, and education. Graduate programs in business, counseling, occupational therapy, athletic training, and education provide individuals the invitation to enhance their leadership skills and expand their professional competence. Varied study opportunities and support services enrich the Lenoir-Rhyne graduate experience, with the institutional expectation that graduate students will apply their knowledge in meaningful and practical ways through leadership and service to the world. The college provides options for internships, community service projects, and mentoring relationships, through intentional partnering of outstanding alumni with students to further engage their learning efforts. Lenoir-Rhyne College promotes a living college mission through administration, faculty, and staff who commit themselves to the personal development and guidance of all students as whole persons. The college provides paths to initial licensure in 17 areas and paths to advanced licensure in two areas (School Counseling and Birth-Kindergarten Education). For well over a century, the college has held the preparation of public school professionals as an integral part of its service to the community.

Special Characteristics

Public school preparation programs at Lenoir-Rhyne College embody the college mission of the holistic development in "Mind, Body, and Spirit". This mission is also found in the conceptual framework of the Reflective Practitioner for the teacher/counselor preparation program. Teacher and counseling candidates in any of the 17 initial or two advanced teacher licensure areas, who complete a program at Lenoir-Rhyne are expected to know their content, know how to teach/counsel, be successful with diverse populations, be leaders, be reflective about their

practice for effective change, and be respectful and caring. School counselors who complete a program at Lenoir-Rhyne are expected to demonstrate a strong theoretical foundation, mastery of clinical skills, and possess the ability to practice as reflective counselors with diverse populations in the public schools. These competencies are demonstrated and assessed through performance-based projects required by candidates across the licensure programs, which are also heavily field-based. Varied clinical experiences begin early with teacher candidates working in school settings during their sophomore year. These field experiences continue throughout each candidate's preparatory program culminating in a clinical placement during the senior year that includes 15 weeks of student teaching with a preliminary part-time internship during the semester just prior to the full-time practicum. Graduate candidates refine their advanced skills and knowledge through extensive internships in field-based settings that allow them to apply and refine their teaching/counseling expertise and leadership skills.

Program Areas and Levels Offered

Lenoir-Rhyne College offers bachelor's degree programs leading to initial licensure (Standard Professional I) in Birth-Kindergarten, Elementary Education, Middle Grades Education, and Deaf and Hard-of-Hearing Education; Secondary (9-12) Licensure in Biology, Business Education, English, Mathematics, Comprehensive Science, and Comprehensive Social Studies; and K-12 Special Area Licensure in Reading, Art, ESL, Music, Physical Education, and Spanish. Students may also minor one of the following areas: Birth-Kindergarten Education, ESL, and/or Reading Education. Advanced licensure degree programs are offered in Birth-Kindergarten Education and School Counseling.

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
<p>Hickory Public Schools (HPS); Newton-Conover Schools (NCCS); Alexander County Schools (ACS); Catawba County Schools (CCS); New Schools Project School – Newton-Conover School of Health Sciences (NCSHS); Gaston College (GC); Caldwell Community College and Technical Institute (CC&TI); Catawba Valley Community College (CVCC)</p>	<p>HPS, NCCS, ACS, CCS, NCSHS requested the continued development and implementation of a more integrated partnership to strengthen the preparation and promote the retention of public school personnel.</p>	<p>1. Meetings occurred during fall 2007 with Directors and Superintendents from all partner systems, and input gathered from LEA principals, teachers, and LRC Education faculty revealing the need for an increase in early direct exposure in schools by teacher candidates, particularly in birth-kindergarten, elementary, middle grades, and secondary math and science, foreign language, ESL, EC, and AIG. 2. Stakeholders from the LEAs and Lenoir-Rhyne College indicated a need for an enhanced system of ongoing assessment and evaluation of sites and candidates, with particular attention to professional dispositions. 3. The LEAs and Lenoir-Rhyne College partners expressed a desire for increased scholarship opportunities for beginning teachers of high academic quality.</p>	<p>Summary: During 2007-08, the LRC Education program continued junior level field-based clinical experience in elementary mathematics and reading for 28 candidates, and 15 hours for 20 candidates in secondary content area reading. Twenty (20) hours of field-based tutoring in multiple subjects was expected of L-R NC Teaching Fellows, and during 2007-08, five hundred and eighty-six (586) hours of tutoring were completed by the Teaching Fellows, with eight elementary, four middle, and five high schools represented. During the spring of 2008, HPS met with IHE faculty and began designing a proposal to reinstitute offering AIG coursework. HPS, ACS, NCCS, and CCS are collaboratively seeking to provide space in area schools for on-site teacher</p>

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			<p>education classes to begin in 2008-09 with the Elementary Education program. Articulation agreements in the area of Early Childhood Education were implemented with GC and CC&TI and are in process for CVCC. The LEA-IHE partners expanded an early collaborative interview protocol for matching 28 junior level elementary education candidates to 7 mentoring schools during '07-08'). Assessment at the elementary sites continued with an ongoing feedback loop provided at all 7 sites, and a tool to assess professional dispositions was piloted with 48 student teachers during '07-'08. Results from EOGs given in '06-'07 showing performance below the state average in reading (with 7 of 10 subgroups below the state average) resulted in a partner school receiving in-service by IHE faculty to teacher assistants on how to better implement</p>

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			<p>guided reading instruction. Assessment is ongoing as LEA sites have not released EOG or EOC data from 2007-2008. During '07-'08, the L-R Teaching Fellows program began at Lenoir-Rhyne with a cohort of sixteen (16) who collectively maintained a GPA of 3.50 during their freshman year. During spring 2008, L-R worked collaboratively to develop and implement a protocol for screening applications for a teaching scholarship for residents of Catawba County hosted through the Catawba County Champions of Education business-education collaborative. During '07-'08, a \$2.5 million endowment was set up for the School of Mathematics and Computing Sciences, with scholarship monies available for teacher candidates studying mathematics.</p>
Hickory Public Schools (HPS); Newton-Conover	The four LEAS (HPS, NCCS, CCS, and NCSHS) requested collaboration with LRC in the	1. Lenoir-Rhyne College, 3 LEAs in Catawba County, and community partners continued collaboratively	During '07-'08, author Jon Scieszka was author-in-residence, held public readings attended by

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<p>Schools (NCCS); Catawba County Schools (CCS); Newton-Conover School of Health Sciences (NCSHS), a New Schools Project school</p>	<p>development and implementation of additional community-linked programs to support high student performance and reduce dropout rates.</p>	<p>implementing "The Little Read", part of the college "Writer's Series" which hosts an award-winning children's author-in-residence, provides staff development and materials to teachers and teacher candidates, and provides personal copies of the selected author's books to public school students;. 2. A High School Scholars Academy created collaboratively by LRC and the 3 LEAs in Catawba County began Fall 2007; 3. The LRC School of Education and NCCS collaboratively planned a 15 hour "literacy lab" for on-site tutoring by secondary education teacher candidates one-on-one to students at the Newton Conover School of Health Sciences and collaboratively planned for high school interns and dual enrollment for 2008-09; 5. The LRC School of Education with local LEA support again expanded (increased the enrollment and extended the grade range) the two-week summer enrichment program, "Kids In College", with sessions for advanced and AIG children in grades K-5.</p>	<p>approximately two thousand (2000) third graders; Approximately one hundred (100) teachers and administrators received direct in-service from college faculty and twenty-five (25) elementary schools received printed 3rd grade resources created by LR teacher candidates, with three LEAs receiving printed copies of the K-6 support materials correlated with the NCSCOS in all content areas and created by LR teacher candidates. K-6 materials were web posted for easy access with web site "hits" totaling 12, 282 between March 2008 and May 2008; Two thousand (2000) 3rd graders received books; The L-R High School Scholar's Academy enrolled 20 high school students from Catawba County to take classes at LRC during 2007-08 with an average GPA of 3.03; Eleven (11) additional high school students were dually enrolled in college coursework</p>

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			with an average GPA of 3.15; 20 teacher candidates tutored 20 high school students for 15 hours each to support improvement in reading comprehension. NCSHS EOC scores have not yet been released for 2007-08 (2006-07 scores indicated that overall students were slightly above the state average, but outperformed the district and state in English I by 10 %; also economically disadvantaged students outperformed their peers 2 to 1); 200 area public school children attended the two-week KIC enrichment program during summer 2008 staffed by teachers from area LEAs, IHE faculty, and teacher candidates.
Hickory Public Schools (HPS); Newton-Conover Schools (NCCS); Catawba County Schools (CCS); Iredell-Statesville Schools (ISS);	Eight (8) LEAs and LRC identified the need for increased support to increase student performance and reduce dropout rates of ELLs by strengthening the preparation and promoting the retention of educators in	Lenoir-Rhyne College and the eight (8) LEAS concluded participation in federally-funded Project RIPPELL (Reaching to Improve Professional Practice with English Language Learners);	Through Project RIPPELL, LRC held seven workshops/courses (4 at the college site and 2 at an LEA site and 1 at NCDPI). Three (3) IHE faculty attended SIOP training. These workshops/courses were tuition free; In grant year '07-'08, twenty

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Caldwell County Schools (CalCS); Alexander County Schools (ACS); Burke County Schools BCS); Lincoln County Schools (LCS)	working with English Language Learners and their families.		(20) teachers received a local endorsement certificate and twelve (12) completed licensure in ESL. Overall, during the five year span of Project RIPPELL sixty (60) teachers have completed ESL licensure; During August 2007, an ESL Pre-K workshop was provided to area teachers (CEU credits and stipends were provided).

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

L-R faculty are a vibrant presence in the life of NC public schools, particularly schools in the Catawba Valley. The School of Education and related programs participate in targeted collaboration with five LEAs: Hickory Public Schools (HPS), the Newton-Conover Public Schools (NCCS), Alexander County Schools (ACS), the western North Carolina School for the Deaf (NCSD), and the Catawba County Schools (CCS). During 2007-2008, faculty provided support/instructional services to the following: all schools in HPS, ACS (Bethlehem, Ellendale, East Alexander), CCS (Startown, St. Stephens, Claremont, Mountain View; Bunker Hill, St. Stephens, and Fred T. Foard); NCSD, and NCCS (Conover School; the Newton-Conover School of Health Sciences; N-C Middle). Additional activities occurred during 2007-08 in the school districts of Burke, Cabarrus, Caldwell, Gaston, Iredell-Statesville, Lincoln, Mecklenburg, and Davie. School of Education (SOE) faculty acted as consultants (SACS), staff developers (curriculum integration), grant collaborators (literacy, technology), and resource experts (music, education, school counseling). In addition to annual events (L-R Language Festival, L-R Youth Chorus) and music festivals, during 2007-08 Fine Arts and Second Language faculty were involved both as hosts for events (CCS Honors Band, Jazz Day Camp) and as guests to schools sharing their expertise in master classes, sectionals, clinics, and through school performances. Music faculty served as facilitators and adjudicators for district band festivals and scholarship selections. The Visual Arts Department co-sponsored the "See It With Words" exhibition that traveled to area high schools inviting students to view and write interpretations of the works, and to participate in a writing contest. L-R faculty and staff held leadership positions with state and local advisory boards for non-profits like the Champions in Education (K-3 Success and Scholarship Committees), Catawba County Council on Adolescents, B-K Consortium; LEA projects like the New Schools Project, the NCSD's Human Rights Committee, and Beginnings. Faculty volunteered as tutors and readers, at career days, and provided resources (on-site ESL workshops). Reaching out to families, L-R students and faculty supported Centro Latino and the United Hmong Association.

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

Maintaining relationships with beginning teachers is a priority, with faculty supporting program completers across the P-12 grade range via e-mail, phone and on-site visits. Also faculty in PreK-6 provided beginning teachers materials to assist them in setting up their classrooms (natural materials, books, media, manipulatives, consumables). Education faculty were sought by school administrators to assist struggling beginning teachers, and modeled appropriate practice for the beginning teacher with her students in a weeklong series of writing lessons. Beginning teachers were encouraged to continue their professional development through written recommendations for scholarships, graduate study, and other professional development opportunities (conferences, workshops, etc.). Education faculty hosted a conference call and collaborative workshop with "Teachers-teachers.com" to introduce exiting seniors to ways to locate positions. L-R's NCTEACH program utilizes retired master teachers to coach and mentor new teachers. Each year, beginning teachers who are recent alumni return to campus to participate in a panel discussion with student teachers about their first-year experiences. Teacher

and counselor candidates continue to have access to the campus curriculum lab and the library for one year after their program completion. While these specific efforts were focused on beginning teachers, the activities listed under sections A and B of this report also were provided to beginning teachers in the LEAs involved.

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

Lenoir-Rhyne prepares lateral entry personnel through both traditional post-baccalaureate “licensure-only” programs and accelerated alternative programs. Lenoir-Rhyne is only private college that is an NCTEACH site, a rigorous alternative program for lateral entry teachers. Seventeen (17) licensure areas are available through “licensure-only”, and middle grades and secondary English, Mathematics, Comprehensive Science, Social Studies and Spanish are available through NCTEACH. There is an emphasis on greater flexibility in designing programs of study for lateral entry teachers through intense analysis of transcripts and the opportunity for the candidate to provide alternative means of competence. Three licensure programs (School Counseling, ESL, B-K) are available during evening hours for candidates, as are various content area courses which rotate as part of an evening college program. These offerings are helpful for lateral entry teachers who may need to earn content area credits. Faculty both from the School of Education, and the Schools of Arts and Sciences serve the lateral entry population. During 2007-2008, college faculty specializing in the middle grades and secondary content areas (and specifically in the content areas of mathematics, art, history/social studies, English, Spanish, and physical education) worked on a directed study basis with lateral entry teachers who are not available to attend day time classes. In Spanish and ASL, modern language and Deaf Education faculty offer content testing to allow lateral entry teachers to demonstrate competence in the foreign language as a part of licensure. Whenever possible, classes were scheduled to meet the needs of practicing teachers. The Director of Teacher Education and NCTEACH coordinator are in contact with school districts and the local RALC director to discuss needs, encourage enrollment, and to facilitate plans of study, transcript reviews, and provide course descriptions and syllabi as needed to the RALC or districts. On a regular basis, L-R offers professional education courses during the summer for lateral entry teachers such as courses in teaching exceptional children, content area literacy, educational technology, and methods for secondary teachers. The on-site NCTEACH program has enrolled over one hundred (100) students in the program over the past 6 years. To motivate these entering teachers, L-R invites award winning teachers and superintendents, to speak to the NCTEACHERs. At area employment fairs, L-R promotes NCTEACH as a path to teaching for those qualified for lateral entry. In addition to all the activities already listed as collaborative or service (sections A and B), faculty also support lateral entry teachers by providing PRAXIS I and II study materials, PRAXIS I workshops and through individual mentoring.

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

During 2007-08, L-R collaborated with community and school partners to provide a number of professional development opportunities for career teachers. In 2007-08, career teachers throughout the area participated in the first year of “The Little Read”, a community-wide reading project for children, similar to the program “The Big Read” for adults. In this 2nd year of the

program, “The Little Read” provided several career teachers with the opportunity to serve on planning and curriculum committees, and to facilitate and participate in the reading of books by Newberry award-winning author Jon Scieszka, who completed a week-long residency in April, visiting with thousands of area 3rd graders, and providing a public reading and book signing. Career teachers also participated in a Family Fun Fest held on the campus on the day of the public reading. Each career teacher or counselor who works with L-R candidates as a cooperating mentor during the candidate’s full time teaching practicum or counseling internship receives a small remuneration as well as one tuition-free course for each candidate with whom they work. Also, L-R offers continuing education opportunities for career teachers through special programs such as participation in the L-R Concert band, service as an NCTEACH Master Teacher, or teaching in the Kids in College summer program for exemplary and/or AIG students from area schools in grades K-5. Career teachers are invited to serve on Teacher Education advisory committees and to participate in student teacher interviews. L-R also regularly employs retired career master teachers as adjunct faculty to teach both pre-service and in-service candidates. Feedback from career teachers is valued and those that serve as cooperating teachers often provide letters of recommendation to support student teaching award nominations. All school personnel have access to the college library, including the curriculum lab through interlibrary loan.

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

During 2007-2008, L-R education students spent significant time in field placements working with “at-risk” students, including those with racial, socioeconomic, and language differences as well as those simply performing below grade level. Lenoir-Rhyne intentionally selects schools for field placements within the partner LEAs that have a higher percentage of racial, ethnic, or other diversity among students as well as a higher percentage of students receiving free and reduced lunches. The field assignments range in activity from assisting, tutoring, and interning to full-time student teaching. The one-on-one time L-R candidates spend with the children, under the guidance of the classroom teacher, tutorial director, and/or college supervisor, increases opportunities for success for these P-12 students. For example, during the 2007-2008 academic year, prospective middle, secondary, and teachers of special K-12 subjects served high school students at the Newton Conover High School of Health Sciences as part of their preparation in content literacy, providing strategies to increase comprehension and enhance study skills. Also as noted in section A, collaboration between Education faculty and the principal at a low-performing HPS K-6 partner school resulted in in-service provided to Teacher Assistants in the area of guided reading. Another effort targets assistance to both pre-service and in-service teachers of English language learners through the resources and instruction of the RIPPELL program.

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

Lenoir-Rhyne College supports all of the State Board of Education priorities (and new 21st Century goals). During 2007-08, two areas have received particular emphasis. The first involves the quality and leadership of school professionals ("Recruiting and Retaining Quality Teachers, Administrators, and Staff" - SBE Priority #2, and the goal of having "NC Public Schools led by

21st Century Professionals"). Because of the college's commitment to the preparation of the educational leaders of the highest quality, during the fall of 2007 the college enrolled its first cohort of 16 NC Teaching Fellows. L-R is one of only four new sites to be added to this prestigious program in 2007-08. The design of the L-R Teaching Fellows Program supports the goals of the SBE with targeted areas for skill building – in leadership, global understanding, multiple language acquisition, and a holistic understanding of the systems that support public schooling. In addition to the scholarship money from the state, the college and the Hickory Public Schools are supporting the program through financial commitments of matching and scholarship funds and travel monies. The second area of emphasis in 2007-08 involves strong family, community, and business support (SBE Priority #5 and the SBE goals of having globally competitive students in schools supported by 21st Century systems). This area of emphasis in 2007-08 is evidenced by the continued collaborative participation of the college and community in three projects: 1) "The Little Read", a community-wide reading project that brings award-winning children's authors into schools and provides free books and curriculum materials to teachers. Newberry award-winning author Jon Scieszka was the author hosted by the project in April of 2007, and he completed a week-long residency visiting school children and holding a public reading and book signing; 2) "High Schools Scholar Academy", a collaboration with the Catawba County public districts to enrolled 20 high school seniors from the county's three school districts with students taking seven classes for college credit during their senior year of high school for a fee of \$1000 and the cost of books. The fee allows students access to the classes, as well as to the college's library, technology labs, fitness areas, cultural and athletic events; 3) NCSIP (North Carolina Stream Investigation Project), a joint venture between the School of Education and the Reese Institute for the Conservation of Natural Resources) funded by a Burroughs-Wellcome grant to fund a new summer residential program for 10th and 11th graders from economically depressed high schools across North Carolina to study water quality and conduct on-site "real world" research both during the two-week summer experience and also with follow-up studies of their home areas.

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

During 2007-08, special emphases continued in two areas: 1) providing a global context and 2) supporting leadership in teacher education. A key activity that supported these emphases during 2007-08 was continued emphasis on global education with the Director of Teacher Education and Teaching Fellows Director attending global education conferences with Teaching Fellows. Also the local Rotary organization and the college are supporting foreign travel during summer 2008 for Education and History faculty to Senegal. During 2007-08, a new Associate Dean position was developed in the area of Global and Engaged Learning. Leadership emphases centered around the "reversioning" of Teacher Education programs with faculty designing proposals for new courses to be piloted in the Fall of 2008 that align more closely to the 21st Century Skills and SBE priorities. At the state level, four (4) L-R Education faculty volunteered to serve on standards panels (social studies, exceptional children, Birth-Kindergarten, and English/Language Arts) to assist in the "reversioning" of the content standards for the preparation of teachers in North Carolina.

Supplemental Information (Optional)

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

L-R faculty hosted a free PRAXIS I Saturday workshop on campus for prospective teachers. Materials for self-study as well as modeling and practice tests were provided. In addition, individual faculty tutored students needing more intensive support over time in mathematics, reading, and writing. On-line PRAXIS practice programs continue to be available free to candidates to participate in self-assessments and tutorials in preparation for PRAXIS I. At least three credit hours of college level math is required of all majors, and seven credit hours of conceptual foundations mathematics is required of elementary education majors. The college hosts a Writing Center on campus as well as the opportunity for students to request student tutors in various content areas. To better prepare teacher candidates for PRAXIS II, the college continues to offer a physical science course for K-6 licensure students that more closely aligns with the K-6 science curricula. Additionally, our student education organization, SNCAE, sponsors PRAXIS I workshops when demand is sufficient. ETS study guides, case studies and reflective writing in courses are used to support candidates' thinking through application of course content to real situations such as those found on PRAXIS II. Test-At-A-Glance (TAAG) booklets as well as PRAXIS workbooks are available through the Internet and also ETS PRAXIS practice tests and additional workbooks are on permanent reserve in the library for use by teacher candidates. PRAXIS supports are offered to all L-R teacher candidates, whether traditional undergraduates, graduates, licensure only, or lateral entry.

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

To encourage enrollment during 2007-08, unit faculty participated in freshman previews and recruitment fairs, known as "Southern Fried Fridays", and "JumpStart". Graduate faculty also participated in Open Houses targeting prospective graduate students. Faculty members regularly attended open house lunches that targeted prospective Deaf and Hard of Hearing students and high school juniors that are interested in education at a career. Faculty were provided contacts by the Admissions office to personally call and email high school seniors who have shown an interest in the college and the Teacher Education or Counselor Education programs. The Teaching Fellows Director and groups of Teaching Fellows visited teacher cadet programs in high schools across the state. A Teaching Fellows Recruitment Day was held in January to recruit scholarship finalists to the new L-R program, and L-R hosted the Regional Finalists Screening for Teaching Fellows candidates. Prospective students visited classes, and notices of scholarships, grants, and awards were posted and emailed to students and their advisors. A local chapter of an international professional educational organization (Delta Kappa Gamma) continued to sponsor a scholarship that was awarded to a prospective teacher. Additional scholarships were established for students majoring in Education during 2007-08 by the Catawba County Champions of Education, the Murdock family, and through a \$2.5 million dollar endowment from the Schort estate to the School of Mathematics and Computing Sciences, which will help support and attract math educators. Once enrolled in the college, School of Education faculty serve as advisors to students expressing an interest in teaching and volunteer to advise

undeclared majors in efforts to plant seeds for the teaching profession. "Interest" meetings were held in the fall for both day and evening students interested in pursuing licensure. Undeclared students were recruited through their enrollment in introductory education classes, which frequently resulted in declarations of majors in education or licensure programs. To recruit career changers and adult learners into teaching, the NCTEACH program was advertised through the college webpage and through links on school district pages. The NCTEACH Coordinator attended job fairs, and hosted informational sessions, informing and facilitating the admission process for prospective participants into the NCTEACH Program. During 2007-08, continued consultation with the director of the Homegrown Teaching Scholars program, sponsored by the local community college and Higher Education Center in Hickory. Interested "Homegrown Teachers" are advised as they transition into L-R licensure programs. Two Education honor societies: one for educators (Kappa Delta Pi) and one for counselors (Chi Sigma Iota) continued to host a variety of workshops, interest sessions, and professional development activities for students and faculty. During 2007-08, CSI helped L-R host the NCACES (North Carolina Association of Counselor Educators and Supervisors) conference. SNCAE (student chapter of the North Carolina Association of Educators) hosts meetings, provides benefits information, and shares information through public bulletin boards in the main classroom building on campus.

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

Minority recruitment has been positively impacted at Lenoir-Rhyne through in actions in several key areas. One of significant influence is the intentional visible focus on diversity through the variety of faculty-student encounters, such as diverse faculty (in 2007-08, this included gender and ethnic diversity, as well as education classes taught by faculty with physical differences such as an instructor who is hearing impaired). A second area involves the action of placing prospective teachers in schools for field experiences where there are populations of ethnically, linguistically, and socio-economic diverse children and families, and providing opportunities for professional development for teacher candidates with programs that have diverse themes. In 2007-08, a range of schools were selected for placements, and early field experiences included diverse settings. For example, teacher candidates observed exceptional students in residential and inclusive settings. They visited the NC School for the Deaf, Conover School, among others. Candidates observed in low SES schools, as well as in affluent schools, and were required to tutor in school-based programs (HOSTS, AVID) or agency-based tutoring programs (Centro Latino), most of which focus on ESL/ELL or SES diverse students. The understanding that these diverse settings are encouraged at Lenoir-Rhyne is an attraction to diverse students. Professional development for teacher candidates in 2007-08 included sending groups of candidates and faculty together to the World View Global Symposium on Best Practices in Global Education K-12 held in Chapel Hill of 2007. A third area reflects the continuation and establishment of programs that have a strong focus on viewing diversity as a strength and desirable in the teaching population. During the summer of 2007, Lenoir-Rhyne concluded the last session of the CIMAS Program (Carolina Institute for a Multicultural Approach to Science), a program that encourages talented minority students to consider a college major in science or math (including teaching). L-R was awarded a Burroughs Wellcome grant for a new initiative called NCSIP (North Carolina Stream Investigation Project) that will host twenty-four 10th and 11th grades students from economically depressed counties for a two-week summer science camp where students will learn

to study water quality and continue research at their home site. Also concluding in 2007-08 is Project RIPPELL, a grant-funded ESL teacher preparation program. An increase in the number of pre-service and in-service teachers from diverse backgrounds (multi-lingual candidates, Latino/a candidates, and Hmong candidates) is occurring, with several completing programs of licensure in 2007-08. The first cohort of North Carolina Teaching Fellows at L-R began during 2007-08, and one of the program's goals is to recruit and retain male and minority teachers for schools in North Carolina.

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

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	2
	White, Not Hispanic Origin	8	White, Not Hispanic Origin	95
	Other	0	Other	0
	Total	8	Total	100
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	1
	Other	0	Other	0
	Total	1	Total	1
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	1
	Other	0	Other	0
	Total	0	Total	1
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	2
	White, Not Hispanic Origin	10	White, Not Hispanic Origin	36
	Other	0	Other	0
	Total	11	Total	41

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)	2	2
Elementary (K-6)	6	1
Middle Grades (6-9)	22	5
Secondary (9-12)	41	7
Special Subject Areas (k-12)	9	4
Exceptional Children (K-12)	3	2
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
Total	82	20
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	1190
MEAN SAT-Math	603
MEAN SAT-Verbal	585
MEAN ACT Composite	25
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	177
MEAN PPST-W	175
MEAN PPST-M	177
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	*
MEAN GPA	3.28
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	2	0	1
Elementary (K-6)	1	25	0	1
Middle Grades (6-9)	0	4	0	4
Secondary (9-12)	0	8	0	6
Special Subject Areas (K-12)	0	12	5	7
Exceptional Children (K-12)	0	1	0	1
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	1	51	5	20
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	22	100
Institution Summary	22	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	9	22	16	4		
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree		1				
U Licensure Only	9	9	6			1
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	42	100	83
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
Catawba County Schools	278
Burke County Schools	141
Caldwell County Schools	115
Alexander County Schools	82
Hickory City Schools	76
Lincoln County Schools	69
Iredell-Statesville Schools	68
Gaston County Schools	64
Forsyth County Schools	38
Newton Conover City Schools	37

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.	3.09	3.77	3.45
preparation to effectively manage the classroom.	2.91	3.54	3.10
preparation to use technology to enhance learning.	3.09	3.54	3.55
preparation to address the needs of diverse learners.	3.27	3.69	3.25
preparation to deliver curriculum content through a variety of instructional approaches.	3.36	3.62	3.30
Number of Surveys Received	11	13	20
Number of Surveys Mailed	39	39	39

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	8	17